ORLA 6552 – Research, Theory, and Practice in Education Leadership
Teachers College, Columbia University
Fall 2019
Mondays 5:10-6:50pm, Location: GDH 362

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Office Hours: Mondays 3-5pm or by appointment

Course Catalog Description:
This course focuses on major theoretical perspectives on administrative leadership in education, how these perspectives are studied and advanced through empirical research, and how theory and research are connected to leadership practice. Students will examine theory and empirical research on topics such as leadership effects on student learning; challenges in leading learning organizations; and the relationships among leaders' knowledge, skills, and dispositions and their leadership preparation and effectiveness.

Course Purpose & Overview:
How can educational leaders increase student learning, and how can they foster equity in educational outcomes? The educational leadership research community must address these questions if research is to help improve practice. – Firestone & Riehl (2005).

The purpose of ORLA 6552 is to provide masters and doctoral students with an introduction to the current theories and research influencing K-12 school and district educational leadership practice and policy. This course will highlight the major trends and progress in the research to date in the field, as well as highlight the to-date unanswered research questions, cutting edge research domains, and emerging domains such as systems feedback theory and leading school data use for instructional improvement.

Course Credits:
This course is offered for 3 credits

Academic Prerequisites:
None

Assignments:
The first assignment for the course is a synthesis paper in which students will select a peer reviewed research paper of their choice from the last ten years of the premier journal in education leadership, *Educational Administration Quarterly*, and will place it within the conversation of at least two chapters from Firestone & Riehl (2005) that speak to the issues within the article, to examine and create a synthesis of how the field has or has not addressed the major issues in the last decade since Firestone & Riehl (2005).

The second assignment is a book study with brief student-led discussions of their selected book weeks 10 and 11. The list of possible books is included at the end of the syllabus. Each student will be assigned one of these books. In this paper, students are to first tell the story. Not "in the first chapter, in the second chapter, etc." but rather you want to synthesize the whole story, or in the case of a theory book, the whole argument. You're looking to demonstrate the higher levels of Bloom's taxonomy for learning, namely synthesis and evaluation. Then you want to address how the writer went about telling the story. Then after you've done all of that, use a broad selection of the other authors we've discussed in class to date to provide a reasoned, logical, and well supported personal appraisal of the book as it relates to the main concepts in Education Leadership theory, research and practice, what was good, and what the authors might have missed.

The third assignment is a take-home essay exam which will be handed out Week 13, and due Week 15. In this exam you will be asked to synthesize the concepts from throughout the course, compare and contrast theories and research findings, and link those findings to specific issues in education leadership practice.

In addition to these three main assignments, students will critique and reflect on five of the 15 sets of readings from throughout the course. Please see the reading reflection assignment below.

Required Texts:

Firestone, W., Riehl, C. (2005) *A New Agenda for Research in Educational Leadership (Critical Issues in Educational Leadership)*. Teachers College Press. **REQUIRED.**
http://www.amazon.com/Agenda-Research-Educational-Leadership-Critical/dp/0807746304

Beyond this text, a considerable amount of material will be available via the online Canvas course page. This may include Word, Excel and PDF files. You will need to be able to access these files readily. If you need software updates, please acquire them.

Online Course Administration:
Much of the material, management and information for this course will be located online within Canvas. All course information will be located online, including additional readings and the updated course syllabus. Please check online regularly for messages. Canvas can be accessed from the MyTC link on the main Teachers College website or at: http://my.tc.columbia.edu/. Click on the courses tab near the top and select Canvas, then this course number.

Informed class participation is expected. Your own work and your discussion group work will require your active and engaged participation, and it is expected that you will contribute to the positive outcomes for all class members through prepared and thoughtful participation, sharing of resources and provision of constructive feedback.

Course Subsections:
- Overview of the state of the field of educational leadership research. What does the research already say about effective educational leadership practices?
- Instructional leadership and formative feedback systems in organizational practice.
- Social Justice frameworks in educational leadership research and practice

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- Emerging research and theory in educational leadership – data use and model testing.

Grading:
The grading scale for this course is A+ to an F. An "A" indicates outstanding work nearly free of critique. A "B" would be assigned to good quality work that ranges from satisfactorily completing the assignment to completed work that is marked by some inadequacies. A grade below "B" is a sign of significant inadequacies.

Graded Sections:	%	Tentative Due dates
Reading Reflections: *5 total, each 4% of grade*	20%	*(see below)*
Assignment 1: Synthesis	25%	Week 7
Assignment 2: Book Study	25%	Week 12
Assignment 3: Final Exam	30%	Week 15
Total	100%	

Grades are defined as follows, according to the Teachers College Policy:

A+   Rare performance. Reserved for highly exceptional, rare achievement.
A   Excellent. Outstanding achievement.
A-   Excellent work but not quite outstanding.
B+   Very good. Solid achievement expected of most graduate students.
B   Good. Acceptable achievement.
B-   Acceptable achievement but below what is generally expected.
C+   Fair achievement, above minimally acceptable level.
C   Fair achievement but only minimally acceptable.
C-   Very low performance.

Writing Details:
All writing for this course is to be double spaced, in a 12-point font (Times New Roman) with 1-inch margins, using APA format for all citations, and submitted electronically through Canvas in Microsoft Word format on the due date.

Accommodation:
The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities (OASID) for information about registration. You can reach OASID by email at oasid@tc.columbia.edu, stop by 163 Thorndike Hall or call 212-678-3689. Services are available only to students who have registered and submit appropriate documentation. As your instructor, I am happy to discuss specific needs with you as well. Please report any access related concerns about instructional material to OASID and to me as your instructor.

Incompletes:
The grade of Incomplete will be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was

received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade. If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program Coordinator about their options for fulfilling the degree requirement. Doctoral students with six or more credits with grades of Incomplete included on their program of study will not be allowed to sit for the certification exam.

TC Email:
Teachers College students have the responsibility for activating the Columbia University Network ID (UNI) and a free TC Gmail account. As official communications from the College – e.g., information on graduation, announcements of closing due to severe storm, flu epidemic, transportation disruption, etc. -- will be sent to the student's TC Gmail account, students are responsible for either reading email there, or, for utilizing the mail forwarding option to forward mail from their account to an email address which they will monitor.

Religious Holidays:
It is the policy of Teachers College to respect its members' observance of their major religious holidays. Students should notify instructors at the beginning of the semester about their wishes to observe holidays on days when class sessions are scheduled. Where academic scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor, students and instructors should consult the appropriate department chair or director. If an additional appeal is needed, it may be taken to the Provost.

Academic Honesty:
Students who intentionally submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records may be subject to charges. Sanctions may include dismissal from the college for violation of the TC principles of academic and professional integrity fundamental to the purpose of the College.

Sexual Harassment and Violence Reporting:
Teachers College is committed to maintaining a safe environment for students. Because of this commitment and because of federal and state regulations, we must advise you that if you tell any of your instructors about sexual harassment or gender-based misconduct involving a member of the campus community, your instructor is required to report this information to the Title IX Coordinator, Janice Robinson. She will treat this information as private, but will need to follow up with you and possibly look into the matter. The Ombuds officer for Gender-Based Misconduct is a confidential resource available for students, staff and faculty. "Gender-based misconduct" includes sexual assault, stalking, sexual harassment, dating violence, domestic violence, sexual

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exploitation, and gender-based harassment. For more information, see http://sexualrespect.columbia.edu/gender-based-misconduct-policy-students.

Emergency Preparedness

TC is prepared for a wide range of emergencies. After declaring an emergency situation, the President/Provost will provide the community with critical information on procedures and available assistance. If travel to campus is not feasible, instructors will facilitate academic continuity through Canvas and other technologies, if possible.

1. It is the student's responsibility to ensure that they are set to receive email notifications from TC and communications from their instructor at their TC email address.
2. Within the first two sessions of the course, students are expected to review and be prepared to follow the instructions stated in the emergency plan.
3. The plan may consist of downloading or obtaining all available readings for the course or the instructor may provide other instructions. Specifically for this course, please be prepared to complete assigned readings, upload final assignments by due dates, and participate in online discussion board threads.

*** See Below for Assignments and Reading Schedule ***

<u>Five Reading Reflections & Critiques:</u>
Over the course of the semester, you are to choose five of the fifteen sets of readings and write a 2-3 page reading reflection and critique. These five reflections & critique papers must be uploaded to Canvas **<u>by Noon</u>** on the day of class. It is up to you which 5 sets of readings from across the 15 weeks you wish to write your five reflection & critique papers on. **<u>Please note</u>** that it is your responsibility to ensure that by the end of the semester you have written and uploaded all 5 papers. Please check on Canvas to make sure. The idea behind these papers is for you to demonstrate the higher levels of Bloom's taxonomy of learning through allowing you to respond to the readings, as well as give Bowers an idea of how some members of the class are thinking about the readings prior to class.

<u>Your assignment for these papers is to:</u>
1. Briefly summarize the overall theme of the readings, taken together (Knowledge/Comprehension).
2. Point out tensions, contradictions, unaddressed issues, or points that you don't understand in the readings (Evaluation).
3. As a rough guide, numbers 1 & 2 should take up about ¾ of the first page.
4. Demonstrate your own synthesis and application through relating your points from numbers 1 and 2 to a specific <u>single</u> example from your career, current or future (Application/Synthesis).
    a. You should be very specific, but please refrain from using individual's or organizational names, rather refer to them either with pseudonyms or by title (such as "a 10th grade English teacher", or "the principal").
    b. Do not use an example from this course.
    c. Through the example, your aim is to demonstrate your application of what you have learned from the readings, and how you may (or may not) be able to apply what you have learned. Note: This section of the paper should be the majority (it should take up the entire second page, if not more).
5. In the final paragraph of your reflection, you should make sure that you bring the reading back to your example application, to ensure that you have integrated the reading and your single specific example. However, better is to integrate the reading throughout your example.
6. Your purpose in these reflection papers is to demonstrate your new knowledge through the application of the reading through an evaluation of your very specific example.
7. Each reflection paper should be 2-3 pages, double-spaced.
8. Linking to the previous week's readings is highly recommended.

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<u>Course Schedule of Weekly Readings:</u>

Week 1 Sept 9	**Introduction to Education Leadership Theory and Research into Practice**

Peurach, D. J., & Marx, G. E. (2010). Leading Systemic Improvement: Confronting Complexity in Turnaround Schools. *Journal of Cases in Educational Leadership*, 13(3), 26-36. doi: 10.1177/1555458910375101. http://doi.org/10.1177/1555458910375101

Week 2 Sept 16	**Research on Educational Leadership: Theory into practice**

This week we start our discussion of education leadership research and theory into practice with first the question from the ancients (the Greeks) in which Socrates addresses the question of if one is good in leading one organization, can they also lead another? Here the question is can someone who runs a family business as a merchant lead the Athenian army, as how does one who doesn't fight know how to lead those who do? Are these skills transferable? Education runs into this question all the time, as often CEO's, admirals, and generals are appointed heads of school systems. A leading question for this class is: is good school leadership just good leadership?

We then turn to Kotter, who takes a perennial issue of what in the world is the difference between management and leadership? Is there a difference? Kotter says yes. In the optional reading however, Simonet and Tett (2013) show that there is little difference and much confusion between what leaders think the difference is between management and leadership.

We then turn to the first two chapters of Firestone & Riehl (2005). The authors of the first two chapters (Leithwood & Riehl) lay the stage for our discussions the next few weeks, outlining the main themes of education leadership at the time and the major theories, holes in those theories, and where our knowledge helps us as well as where it falls short.

Xenophon (trans. 1869), The Anabsis or Expedition of Cyrus and the Memorabilia of Socrates, trans. J.S. Watson (New York: Harper & Row, 1869), 430-433. (*4 page excerpt only from Chapter IV*) https://archive.org/stream/anabasisorexped00xeno#page/430/mode/2up

Kotter, J. P. (2013). Management is (still) not leadership. *Harvard Business Review*, 9. https://hbr.org/2013/01/management-is-still-not-leadership

<u>Readings from Firestone & Riehl (2005):</u>
Chapters 1: Leithwood, K.A., Riehl, C. "Introduction" p.1-11.

Chapters 2: Leithwood, K.A., Riehl, C. "What do we already know about educational leadership?" p.12-27.

<u>Optional:</u>
Simonet, D. V., & Tett, R. P. (2013). Five Perspectives on the Leadership–Management Relationship:A Competency-Based Evaluation and Integration. *Journal of Leadership & Organizational Studies*, 20(2), 199-213. https://doi.org/10.1177/1548051812467205

Week 3 Sept 23	**School Administrators as Leaders of Teacher Professional Development**

Readings from Firestone & Riehl (2005):
Chapter 3: Stein, M.K., Spillane, J. "What can researchers on educational leadership learn from research on teaching? Building a bridge." p. 28-45.

Chapter 4: Prestine, N.A., Scott Nelson, B. "How can educational leaders support and promote teaching and learning? New conceptions of learning and leading in schools." p. 46-60.

Optional:
Wang, Y., & Bowers, A. J. (2016). Mapping the Field of Educational Administration Research: A Journal Citation Network Analysis of the Discipline. *Journal of Educational Administration*, 54(3), 242-269. https://doi.org/10.1108/JEA-02-2015-0013
Open Access Preprint: http://dx.doi.org/10.7916/D8X0672G

Week 4 Sept 30	**How educational leaders address the multiple needs of teachers, learners, and communities**

Readings from Firestone & Riehl (2005):
Chapter 5: Driscoll, M.E., Goldring, E. B. "How can school leaders incorporate communities as contexts for student learning?" p. 61-80.

Chapter 6: Firestone, W.A., Shipps, D. "How do leaders interpret conflicting accountabilities to improve student learning?" p. 81-100.

Optional:
Wang, Y., Bowers, A. J., & Fikis, D. J. (2017). Automated Text Data Mining Analysis of Five Decades of Educational Leadership Research Literature:Probabilistic Topic Modeling of EAQ Articles From 1965 to 2014. *Educational Administration Quarterly*, 53(2), 289-323. https://doi.org/10.1177/0013161x16660585

Week 5 Oct 7	**Leadership for Equity and Social Justice**

Readings from Firestone & Riehl (2005):
Chapter 7: Reyes, P., Wagstaff, L. "How does leadership promote successful teaching and learning for diverse students?" p. 101-118.

Chapter 8: Furman, G. C., Shields, C. M. "How can educational leaders promote and support social justice and democratic community in schools?" p. 119-137.

Week 6 Oct 14	**Studying Educational Leadership: Findings & Methods**

Readings from Firestone & Riehl (2005):

Chapter 9: Smylie, M. A., Bennett, A., Konkol, P., Fendt, C.R. "What do we know about developing school leaders? A look at existing research and next steps for new study". p. 138-155.

Chapter 10: Riehl, C., Firestone, W. A. "What research methods should be used to study educational leadership?" p.156-170

Chapter 11 Riehl, C., Firestone, W. A. "Conclusion". p. 171-184.

Optional:
Boyce, J., & Bowers, A. J. (2018). Toward an evolving conceptualization of instructional leadership as leadership for learning: Meta-narrative review of 109 quantitative studies across 25 years. *Journal of Educational Administration*, 56(2), 161-182. https://doi.org/10.1108/JEA-06-2016-0064
Open Access Version: https://doi.org/10.7916/D8HX2VZN

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Week 7
Oct 21

Central claims about Leadership in Education

Hallinger, P. (2011). Leadership for learning: lessons from 40 years of empirical research. *Journal of Educational Administration*, 49(2), 125-142. https://doi.org/10.1108/09578231111116699

Oplatka, I. (2017). Fifteen Years of Publication: Leadership and Policy in Schools and Its Scholarly Contribution Since Its Foundation. *Leadership and Policy in Schools*, 16(1), 1-26. https://doi.org/10.1080/15700763.2016.1270334

Roegman, R., & Woulfin, S. (2019). Got theory?: Reconceptualizing the nature of the theory-practice gap in K-12 educational leadership. *Journal of Educational Administration*, 57(1), 2-20. https://doi.org/10.1108/JEA-01-2018-0002

Optional:
Berkovich, I. (2016). School leaders and transformational leadership theory: time to part ways? *Journal of Educational Administration*, 54(5), 609-622. https://doi.org/10.1108/JEA-11-2015-0100

DUE: Assignment 1: Synthesis of readings from Firestone & Riehl (2005)

Week 8
Oct 28

Testing the Effects of Leadership Theory on Leadership Effects
Jacob, R., Goddard, R., Kim, M., Miller, R., & Goddard, Y. (2015). Exploring the Causal Impact of the McREL Balanced Leadership Program on Leadership, Principal Efficacy, Instructional Climate, Educator Turnover, and Student Achievement. *Educational Evaluation and Policy Analysis*, 37(3), 314-332. doi: 10.3102/0162373714549620. http://doi.org/10.3102/0162373714549620

Sebastian, J., Huang, H., & Allensworth, E. (2017). Examining integrated leadership systems in high schools: connecting principal and teacher leadership to organizational processes and student outcomes. *School Effectiveness and School Improvement*, 28(3), 463-488. https://doi.org/10.1080/09243453.2017.1319392

Optional:
Waters, T., Marzano, R. J., & McNulty, B. (2003). Balanced Leadership: What 30 Years of Research Tells Us about the Effect of Leadership on Student Achievement. A Working Paper. Aurora, CO: Mid-Continent Regional Educational Lab. http://files.eric.ed.gov/fulltext/ED481972.pdf

Seftor, N. (2016). What does it mean when a study finds no effects? Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. https://ies.ed.gov/ncee/pubs/REL_2017265/pdf/REL_2017265.pdf

Week 9
Nov 4

School Leadership Instructional and Transformational Typology

Urick, A., & Bowers, A. J. (2014). What Are the Different Types of Principals Across the United States? A Latent Class Analysis of Principal Perception of Leadership. *Educational Administration Quarterly*, 50(1), 96-134. doi: 10.1177/0013161x13489019. http://doi.org/10.1177/0013161x13489019

Day, C., Gu, Q., & Sammons, P. (2016). The Impact of Leadership on Student Outcomes: How Successful School Leaders Use Transformational and Instructional Strategies to Make a Difference. *Educational Administration Quarterly*, 52(2), 221-258. doi: 10.1177/0013161x15616863. http://doi.org/10.1177/0013161x15616863

Optional:
Bowers, A.J., Blitz, M., Modeste, M., Salisbury, J., Halverson, R. (2017) Is There a Typology of Teacher and Leader Responders to CALL, and Do They Cluster in Different Types of Schools? A Two-Level Latent Class Analysis of CALL Survey Data. *Teachers College Record*, 119(4). http://www.tcrecord.org/Content.asp?ContentId=21677

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Open Access Version: https://doi.org/10.7916/d8-dwbk-mt40

Marks, H. M., & Printy, S. M. (2003). Principal Leadership and School Performance: An Integration of Transformational and Instructional Leadership. *Educational Administration Quarterly*, 39(3), 370-397. 10.1177/0013161X03253412. http://doi.org/10.1177/0013161X03253412

Week 10 Nov 11	**Evidence Based Improvement Cycles & Education Leadership Data Analytics (ELDA)**

Halverson, R. (2010). School formative feedback systems. *Peabody Journal of Education*, 85(2), 130-146. doi: 10.1080/0161956100368527. http://dx.doi.org/10.1080/01619561003685270

Schildkamp, K., Poortman, C. L., & Handelzalts, A. (2016). Data teams for school improvement. *School Effectiveness and School Improvement*, 27(2), 228-254. https://doi.org/10.1080/09243453.2015.1056192

Bowers, A.J., Bang, A., Pan, Y., Graves, K.E. (2019) Education Leadership Data Analytics (ELDA): A White Paper Report on the 2018 ELDA Summit. Teachers College, Columbia University: New York, NY. https://doi.org/10.7916/d8-31a0-pt97

Week 11 Nov 18	**Student Presentations on Book Study Assignment**

Student-led presentations and discussion of their assigned book study.

Week 12 Nov 25	**Student Presentations on Book Study Assignment continued**

Student-led presentations and discussion of their assigned book study.

DUE: Assignment 2: Book study assignment

Week 13 Dec 2	**Culturally Responsive & Socially Just Frameworks in Educational Leadership**

Khalifa, M. A., Gooden, M. A., & Davis, J. E. (2016). Culturally Responsive School Leadership: A Synthesis of the Literature. *Review of Educational Research*. doi: 10.3102/0034654316630383. http://doi.org/10.3102/0034654316630383

Theoharis, G. (2007). Social Justice Educational Leaders and Resistance: Toward a Theory of Social Justice Leadership. *Educational Administration Quarterly*, 43(2), 221-258. Doi: 10.1177/0013161X06293717. http://doi.org/10.1177/0013161X06293717

Optional:
Davis, B.W., Gooden, M.A., Bowers, A.J. (2017) Pathways to the Principalship: An Event History Analysis of the Careers of Teachers with Administrator Certification. *American Educational Research Journal*, 54(2), p.207-240. http://journals.sagepub.com/doi/abs/10.3102/0002831216687530

Davis, B., Bowers, A.J. (2019) Examining the Career Pathways of Educators with Superintendent Certification. *Educational Administration Quarterly*, 55(1) p. 3-41. https://doi.org/10.1177/0013161X18785872

Week 14 Dec 9	**School Leader Evaluation of Instruction**

Harris, D. N., Ingle, W. K., & Rutledge, S. A. (2014). How Teacher Evaluation Methods Matter for Accountability: A Comparative Analysis of Teacher Effectiveness Ratings by Principals and Teacher Value-Added Measures. *American Educational Research Journal*, 51(1), 73-112. doi: 10.3102/0002831213517130. http://doi.org/10.3102/0002831213517130

Donaldson, M., & Mavrogordato, M. (2018). Principals and teacher evaluation: The cognitive, relational, and organizational dimensions of working with low-performing teachers. *Journal of Educational Administration*, 56(6), 586-601. http://doi.org/10.1108/JEA-08-2017-0100

Reininger, M. (2012). Hometown Disadvantage? It Depends on Where You're From: Teachers' Location Preferences and the Implications for Staffing Schools. *Educational Evaluation and Policy Analysis*, 34(2), 127-145. doi: 10.3102/0162373711420864. http://doi.org/10.3102/0162373711420864

Week 15 Dec 16	**Preparing School Leaders**

Levine, A. (2005). Educating school leaders. New York: Education Schools Project.
http://files.eric.ed.gov/fulltext/ED504144.pdf

Bowers, A. J. (2017). Quantitative Research Methods Training in Education Leadership and Administration Preparation Programs as Disciplined Inquiry for Building School Improvement Capacity. *Journal of Research on Leadership Education,* 12(1), 72 - 96.
https://doi.org/10.1177/1942775116659462
Open Access Version: https://doi.org/10.7916/D8K93H16

Optional:
The Wallace Foundation. (2016). Improving university principal preparation programs: Five themes from the field. New York, NY: The Wallace Foundation.
http://www.wallacefoundation.org/knowledge-center/Pages/Improving-University-Principal-Preparation-Programs.aspx

DUE:	Assignment 3: Final Exam

Note: A list of books to select from for Assignment 2 follows on the next pages.

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Each student selects a different book by Week 3 from this list for Assign 2 Book Study:

Note: Below I provide the citations for the books that you can select. Please select one for Assignment 2. I provide brief blurbs with my opinion about the book and why it's in the list for this class.

Berliner & Glass (2014) *50 Myths and Lies That Threaten America's Public Schools: The Real Crisis in Education*

> Berliner & Glass are experts in exposing the "manufactured crisis" in US education. Is the US "behind" international peers? Is there a shortage of STEM workers? What parts of schooling are actually underfunded? Pick a topic that the media claims is causing the sky to fall, and this book gives you a very different answer. In many ways Berliner & Glass demonstrate how the US policy elite (on both sides of politics) have learned the true lesson of the story of the boy who cried wolf – never tell the same lie twice.

Brighouse, H., Ladd, H.F, Loeb, S., Swift, A. (2018) *Educational Goods: Values, Evidence and Decision-Making*.

> What is school for? What should we want students to be able to do and demonstrate when they complete school? It can't just be test scores, as these don't correlate with much outside of schools. Here, in *Educational Goods*, some big names from both education, education policy, and philosophy make the case that children flourishing in life may be what we should aim for, with implications for how we are to help them do that through schooling.

Brooks (2012) *Black school white school: Racism and educational (mis) leadership*

> A deep look into how different schools can be in the US. Brooks takes a strong social justice, anti-racist, and culturally relevant lens to deeply examine the context, leadership, ingrained responses, systems, and reasons why some schools serve students well and others struggle.

Bryk et al. (2010) *Organizing schools for improvement: Lessons from Chicago*

> The big ultra-urban school districts in the US could appear to the outsider as calicified, entrenched, corrupt, and unable to serve their students. Over multiple decades Chicago focused its efforts on systemic school reform, through intentional work to improve teaching and learning, the teaching profession, create more efficient systems, and build trust and engagement with the communities that the schools serve. Here, Bryk and colleagues detail the striking successes and continuing challenges for Chicago, with implications for urban districts nationally.

Bryk et al. (2015) *Learning to improve: How America's schools can get better at getting better*

> In this book Bryk and colleagues detail the concept of networked improvement communities, and how organizations can come together to learn from and with each other.

Bryk & Schneider (2005) *Trust in schools: A core resource for improvement*
> The authors make the case that a central means to improve schools is through fostering trust across the organization and with the community.

Cuban et al (2010) *Against the odds: Insights from one district's small school reform*
> School district improvement is difficult given the many issues facing school systems. This is doubly hard for rural districts. Here, Cuban and colleagues detail the unique challenges for the rural context.

Cusick (1991) *The educational system: It's nature and logic*
> One of my favorite education theory books. Ever. If you want to have a very useful theory for why and how schools do what they do and are what they are, this is the book I recommend. The problem and possibilities of American schools are that they are American schools. Cusick has a talent to hone in on the specific issues that are simultaneously the problem and what makes the system work for some and continually throw up roadblocks for others.

Collins (2002) *Good to Great*
> A classic in the popular leadership literature. Collins sums up a century of organizational theory by going out and interviewing CEOs and employees of successful and less successful companies of the day, and identifying what makes them different.

Collins & Halverson (2018) *Rethinking education in the age of technology*
> Technology use in education has traditionally failed to radically change or disrupt the industry as it has other industries. Mostly it's a good way to spend lots of money on unproven and oftentimes detrimental ideas. Yet, schools spend billions every year. Why? What might technology be able to do? Collins and Halverson have one of the best and more insightful takes to date.

Leithwood & Seashore-Louis (2011) *Linking leadership to student learning*
> The authors did a massive study across many school districts, interviewing, surveying, observing, working to identify how good leadership influences student learning, and how to identify poor leadership and work to develop educators to improve instruction.

Lewis (2004) *Moneyball: The art of winning an unfair game*
> Data analytics has revolutionized many fields, including sports. So much so, that the book was turned into a major motion picture movie (starring Brad Pitt!). This book itself says nothing about education. Yet, from the lens of schooling, this book says much.

Moore-Johnson (1996) *Leading to change: The challenge of the new superintendency*
> School district leadership from the office of the superintendent is a difficult job. Susan Moore-Johnson sets out to understand the work from the lens of the people who do it. A core reading for those interested in system-level leadership.

March (2009) *A Primer on Decision Making: How Decisions Happen*
The book on decision-making, quite literally. Theory heavy, but also practical. What drives decisions in many different contexts? March wrote the book on it.

Murphy (2015) *Creating Instructional Capacity: A Framework for Creating Academic Press*
How principals can drive instructional improvement in their schools, from a theory and practical standpoint. A core reading for school leaders looking to improve instruction.

Murphy & Meyers (2007) *Turning around failing schools: Leadership lessons from the organizational sciences*
How do we help "turn around" failing schools so that they succeed? Murphy and Meyers look across industries for lessons learned on how to improve and apply those lessons to helping "failing schools" better serve their students and communities.

Neumann et al (1996) *Authentic achievement: Restructuring schools for intellectual equality*
What does successful school restructuring look like, especially for radically restructured schools, some of which forgo much of what we think of as the core components of schools? In this study Neumann and associates delve deeply into the cases of 24 restructured schools to identify which ones were successful and why. While the cases are from the 1990's, there's much to learn from the truly in-depth cases.

O'Day, Bitter, & Gomez (2007) *Education reform in New York City: Ambitious change in the nation's most complex school system*
New York is an island all to itself. Unique among US schooling, and indeed the world, the New York school district is an interesting case of reform. The authors detail the reforms of the late 1990's and early 2000's which resulted in improvement for many of New York's districts, such as district #2, the leadership and organizational components that drove the change, and where the system could go next. An interesting look at how system-level leadership and policy played out over time.

O'Neil (2016) *Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy*
Data analytics and machine learning are revolutionizing industries. In this book, Cathy O'Neil details how if we train the machines on past data (for instance schools, prisons, or mortgages), the machines will learn and provide back to us exactly the system we already have, one that systemically discriminates against a large swath of the US population, and systematically drives resources from specific groups to others in the name of profit.

Opazo (2016) *Appetite for Innovation: Creativity and Change at elBulli*
At times, there are individual organizations within industries that drive a revolution. For a time in the restaurant industry, that organization was elBulli. The top restaurant in the world, elBulli and its management catalyzed the gastronomy revolution, and forced the entire restaurant rating system to change. The chefs had a guiding vision of innovation. The author (for her Columbia PhD) had the opportunity to be there during this time. She provides a unique look at how innovation can change an industry.

Osterman (2009) *The truth about middle managers: Who they are, how they work, why they matter.*
> Principals are middle managers, such like bank branch managers, managers on the factory line, and many other industries. These managers bridge (connecting employees up through the organization), and they buffer (protecting employees from the organization and system). There are similarities and lessons learned for all middle managers, and while principals are not really discussed much in the book, Osterman does an excellent job in this book of bringing those issues to light across industries.

Peity, P. (2013) *Assessing the Educational Data Movement.*
> Data and evidence use are ubiquitous terms in education, but can data use do any good? Peity discusses the details from both a theory and practical standpoint.

Powell, Farrar & Cohen (1986) *The Shopping Mall High School: Winners and Losers in the Educational Marketplace*
> One of my favorite books describing why the US high school is as it is. The authors spent many hours in high schools and surveying high school practitioners. While dated, this book still provides a unique and penetrating look at why and how high schools are organized how they are, and why it works for some and not for others.

Robinson (2011) *Student-centered leadership*
> What should be the focus for school leadership? What students learn. Robinson details theory and a strong set of recommendations to help school leaders focus on a central improvement indicator – student learning.

Sarason, S., Fried, R.L. (2002) *The skeptical visionary*
> Sarason was a luminary of the education research field for many decades. There is much here for theory when it comes to schools. My favorite is the point that schools are mirrors, in that how we treat students in a specific school is how we treat teachers and how we treat principals. It's mirrors. There is this and much more.

Siddle Walker (2009) *Hello professor: A black principal and professional leadership in the segregated south*
> Professionals in schools build capacity, a level of capacity that all can learn from. Siddle Walker is a luminary of the field, and paints a deep portrait in this book in which there are lessons for all schools.

Smith, J.K. (1979) *Ella Flagg Young: Portrait of a leader.*
> Ella Flagg Young was the superintendent of Chicago schools in 1909, the first female superintendent of Chicago and really of any major urban school system in the US. When she died, newspapers around the world covered the story. Few today know her story, yet she was a pioneer, who personally influenced John Dewey, set a path for urban system leadership in the US, and brought about reforms for the urban poor and underserved that we still have today.

Spillane (2005) *Distributed leadership*

According to Spillane, school leadership is "stretched thinly" across a school. In this book he details the core components of distributed leadership. Note that it is not delegation. Distributed leadership is a way of leading schools, that according to Spillane and his colleagues, can be a helpful means to understand how to lead and improve schooling.