

CPACE Annotated Bibliography

The purpose of this bibliography is to help candidates identify resources that may be useful for enhancing their knowledge of the content covered on the California Preliminary Administrative Credential Examination (CPACE) as they prepare for the assessment. For each reference cited, the bibliography provides a brief summary of the types of information covered. The bibliography is not intended to offer a comprehensive listing of all potentially useful resources for preparing for the CPACE. Please note that candidates are not expected to familiarize themselves with all of the materials in the bibliography and that successful performance on the CPACE will not require familiarity with any of the specific materials listed below.

California Policy Documents

California Department of Education (CDE). (2008). Response to instruction and intervention. <http://www.cde.ca.gov/ci/cr/ri/>

This Web site provides links to information about California's philosophy and definition of Response to Instruction and Intervention (RtI²), the core components of a strong RtI² process, the use of RtI² to determine specific learning disabilities eligibility, and resources for implementing RtI².

Commission on Teacher Credentialing (CTC). (2014). Preliminary administrative services credential program standards. <http://www.ctc.ca.gov/educator-prep/standards/SVC-Admin-Handbook-2014.pdf>

These standards outline requirements for programs in the state of California that prepare educational administrators.

WestEd and the Association of California School Administrators. (2004). California Professional Standards for Educational Leaders (CPSEL). http://www.wested.org/online_pubs/cpsel_standards.pdf

The California Professional Standards for Educational Leaders (CPSEL) define quality standards for site and district leaders and provide indicators of leadership action that contribute to meeting the standards. These leadership standards provide an overview of what successful leaders do and are useful for setting a general course for leadership preparation, professional development activities, and administrator certification and district assessments.

Other Documents

California State Board of Education. (2013). Content Standards. <http://www.cde.ca.gov/be/st/ss/index.asp>

Current Content Standards, including Common Core State Standards and Next Generation Science Standards, are published by the California State Board of Education, provide standards for student learning for grades K–12. They identify important content and skills that students at each grade level must learn in the areas of English Language Arts, Mathematics, Career Technical Education, English Language Development, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Language.

Council of Chief State School Officers (CCSSO). (2008). Interstate School Leaders Licensure Consortium (ISLLC) standards for school leaders.

http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf

The 2008 ISLLC standards are an updated version of the 1996 ISLLC standards, which have been widely used as a model for state education leadership policies. The standards are intended to provide guidance to state policymakers as they work to improve education leadership preparation, licensure, evaluation, and professional development.

Council of Chief State School Officers (CCSSO). (2014). 2014 ISLLC standards: Draft for public comment.

<http://www.ccsso.org/documents/2014/Draft%202014%20ISLLC%20Standards%2009102014.pdf#sthash.qzc7UpFM.dpuf>

The draft 2014 ISLLC standards represent a planned update to the 2008 ISLLC standards. Once implemented, the new ISLLC standards will serve as a guide to state policymakers working to improve education leadership preparation, licensure, evaluation, and professional development.

International Society for Technology in Education (ISTE). (2013). National Educational Technology Standards for Administrators (NETS-A).

http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-A_PDF.pdf

The NETS for Administrators acknowledge the pivotal role played by administrators in determining how well technology is used in schools and define what administrators need to know and be able to do in order to carry out their responsibilities as leaders in the effective use of technology.

National Board for Professional Teaching Standards (NBPTS). (2010). Standards for accomplished principals.

http://www.nbpts.org/sites/default/files/documents/FINAL%20PRINT%20VERSION_PRINCIPAL%20STANDARDS.pdf

The National Board Standards for Accomplished Principals represent a professional consensus on the unique practices that distinguish accomplished principals. The standards are cast in terms of the collaborative actions that accomplished principals take to advance learning to the highest level for every child. The standards reflect the National Board's nine Core Propositions for Educational Leaders, which form the foundation for defining the knowledge, skills, and dispositions that characterize National Board Certified Principals.

The Partnership for 21st Century Skills. (2011). Framework for 21st century learning.

http://www.p21.org/storage/documents/1.__p21_framework_2-pager.pdf

The Framework for 21st Century Learning presents a holistic view of twenty-first century teaching and learning. It combines a focus on twenty-first century student outcomes (including knowledge of core subjects and twenty-first century themes; life and career skills; learning and innovation skills; and information, media, and technology skills) and innovative support systems to help students master the multidimensional abilities required of them in the twenty-first century.

Task Force on Educator Excellence. (2012). Greatness by design: Supporting outstanding teaching to sustain a golden state. <http://www.cde.ca.gov/eo/in/documents/greatnessfinal.pdf>

Written by the 48-member Task Force on Educator Excellence, a group of California's leading education experts formed by State Superintendent of Public Instruction, Tom Torlakson, this 90-page report calls for sweeping improvements to teacher recruitment, induction, ongoing professional development and mentoring, and evaluation. Grounded in research and best practices, the report addresses the need to develop a diverse and high-quality workforce of both teachers and principals, and links professional learning expectations to the process of certification renewal.

Organizations

Center for the Future of Teaching and Learning. <http://www.cftl.org/>

The Center for the Future of Teaching and Learning is a public, not-for-profit organization whose mission is to strengthen teacher development policy and practice. The Center's Web site highlights recent information on teacher development, including information on research, state and national initiatives, and models for effective practice.

Mid-Continent Research for Education and Learning. <http://www.mcrel.org/>

Mid-Continent Research for Education and Learning (McREL) is a private, nonprofit corporation of educators and researchers that provides high-quality, field-tested, research-based products and services to help teachers, administrators, and policymakers improve PreK-16 education. The McREL Web site provides access to the most current educational research and a library of practical tools and publications along with information about their support services, including professional development, technical assistance, and consultation.

National Staff Development Council (NSDC). <http://www.learningforward.org/index.cfm>

The National Staff Development Council/Learning Forward is a nonprofit professional association committed to ensuring success for all students through staff development and school improvement. The NSDC's Web site provides a database of research, policy statements, tools for schools, and online learning opportunities that support the association's view that effective professional learning and reflective practice are essential elements in improving student learning and success.

The Partnership for 21st Century Skills. <http://www.p21.org/>

The Partnership for 21st Century Skills is a national organization whose mission is to serve as a catalyst to position twenty-first century readiness at the center of U.S. K-12 education by building collaborative partnerships among education, business, community, and government leaders. The organization's Web site includes information about The Framework for 21st Century Learning, online and downloadable tools to help schools implement the framework, and a range of resources to support partnership and advocacy efforts.

Southern Regional Education Board. <http://www.sreb.org/>

The Southern Regional Education Board (SREB) is a nonprofit, nonpartisan organization that works with 16 member states to improve public PreK-12 and higher education. The SREB Web site provides research, reports and recommendations for action on critical issues, and training modules to guide policymakers, aspiring principals and school leadership teams, educators, and parents and students at every level of education.

Leadership Literature

Anderson, S.W. (2014). *The tech-savvy administrator: How do I use technology to be a better school leader?* Alexandria, VA: Association for Supervision and Curriculum Development.

This text addresses how administrators can use technology more effectively to improve the school environment. This book was designed to help school leaders stay connected with teachers and students, increase collaboration within schools, create new school-wide organizational systems, and develop professional networks.

Barth, R. (1991). *Improving schools from within: Teachers, parents, and principals can make the difference.* San Francisco: Jossey-Bass.

This book focuses on the importance of relationships among the adults within a school and how to encourage teachers, parents, and principals to put forth the energy and inventiveness needed to improve public schools.

Bolman, L. G., & Deal, T. E. (2013). *Reframing organizations: Artistry, choice, and leadership* (5th ed.). San Francisco: Jossey-Bass.

This book explores the implications of organization theory for practice and explains how to use multiple lenses, or frames, to understand organizational issues. It focuses on management as well as leadership, with a goal of strengthening both public and private organizations.

Brooks-Young, S. (Ed.). (2006). *Critical technology: Issues for school leaders.* Thousand Oaks, CA: Corwin Press.

This book is designed to enhance technology leadership by giving school administrators information and resources that align with the National Educational Technology Standards for Administrators (NETS-A). The chapters are updated versions of articles that originally appeared in professional journals.

Covey S. R. (2006). *The speed of trust: The one thing that changes everything.* New York: Free Press.

This book argues that effective leadership in any organization depends on the ability of leaders to establish trust. The author identifies actions that leaders can take to help inspire trust, including communicating respect and fostering transparency. Many of the examples used in the book are taken from the business world, but the book's conclusions about successful leadership are also applicable to educational organizations, including schools and school districts.

Darling-Hammond, L. (2001). *The right to learn: A blueprint for creating schools that work*. San Francisco: Jossey-Bass.

This book offers a significant perspective on school reform and the importance of effective leadership in accomplishing reform. The author argues that centralized leadership, rigid bureaucracies, and an overemphasis on testing have damaged the ability of teachers to teach and students to learn. Solutions offered include decentralizing control, fostering collaboration among teachers, opening up the curriculum, and giving teachers more freedom to tailor instruction to each student's strengths and needs.

Darling-Hammond, L., & Bransford, J. (Eds.). (2007). *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Francisco: Jossey-Bass.

This book, which reflects the results of a commission sponsored by the National Academy of Education, identifies and explores the concepts and pedagogical skills that should be the focus of any teacher education program. It emphasizes the need for new teachers to understand how students learn and develop, how they acquire and use language, and how to develop curriculum that is responsive to student needs, the demands of the content, and the social purposes of education.

Darling-Hammond, L., Hightower, A., Husbands, J., LaFors, J., Young, V., & Christopher, C. (2005). *Instructional leadership for systemic change: The story of San Diego reform*. Lanham, MD: Scarecrow Education Press.

The authors use the example of a systemic reform initiative launched in San Diego, California, in the late 1990s to investigate how educational leaders can improve teaching quality and manage the process of reform. The book explores how the school reform initiative was undertaken, the political conflicts and implementation issues that occurred, how reform efforts were revised each year, and the outcomes of reform for different schools and student populations.

Deal, T. E., & Peterson, K. D. (1999). *Shaping school culture: The heart of leadership*. San Francisco: Jossey-Bass.

This book explores how leaders can use school culture to build dynamic, cooperative learning organizations and a sense of school identity. The authors describe the purposes, traditions, and values that guide a school community and bring its members together. Using a variety of examples, they show how a positive culture can support school reform and also the harmful effects of a toxic school culture.

DeWitt, P. & Slade, S. (2014). *School climate change: How do I build a positive environment for learning?* Alexandria, VA: ASCD Arias.

This text addresses multiple ways to make more positive changes in today's school climate such as engaging both students and school stakeholders, empowering all school members to take ownership of their ideas and of their education, promoting inclusivity, and creating a welcoming and safe school environment.

Diaz-Maggioli, G. (2004). *Teacher-centered professional development*. Alexandria, VA: Association for Supervision and Curriculum Development.

This book is based on the idea that teachers benefit most from professional development programs that use a teacher-centered approach. It highlights strategies for helping teachers select professional development activities to meet their own needs; collaborate with peers in professional development efforts such as mentoring, journal writing, peer coaching, and action research; plan and schedule professional development experiences; and evaluate the outcomes of their professional development efforts.

Drapeau, P. (2014). *Sparking student creativity: Practical ways to promote innovative thinking and problem solving*. Alexandria, VA: Association for Supervision and Curriculum Development.

This text focuses on making the classroom into an exploratory environment and encouraging children to think creatively. The book also focuses on infusing creativity into lesson plans and daily classroom practice in such a way that lessons meet curriculum standards such as Common Core State Standards.

DuFour, R., DuFour, R. & Eaker, R. (2008). *Revisiting professional learning communities at work: New insights for improving schools*. Bloomington, IN: Solution Tree Publishing.

This book provides practical recommendations for transforming schools into professional learning communities in which students learn at higher levels and professional work is more rewarding and satisfying. It draws on research and practices in both educational and non-educational contexts, with a focus on organizational development, change processes, and leadership.

Earl, L. M., & Katz, S. (2006). *Leading schools in a data-rich world: Harnessing data for school improvement*. Thousand Oaks, CA: Corwin Press.

This book is a guide to using data for informed decision making in educational settings. The authors argue that the current emphasis on accountability in education, along with technological advances in data collection and analysis, requires educational leaders to be comfortable with using and interpreting data. Leaders who are data literate will be more likely to use data properly and less likely to misuse data to the detriment of teaching and learning in their schools.

Fiore, D. J. (2010). *School-community relations* (3rd ed.). Larchmont, NY: Eye on Education, Inc.

This book offers a practical guide to building effective school-community relations. The author covers topics such as planning a community relations program, evaluating public opinion, communicating effectively, improving media relations, and crisis planning. The author emphasizes a hands-on approach and provides many examples to illustrate main points.

Fullan, M. (2007). *Leading in a culture of change*. San Francisco: Jossey-Bass.

This book provides a blueprint for effective leadership in a climate of change. The book is organized around a discussion of core components of leadership (e.g., moral purpose, relationship building) identified by the author. Descriptions of the characteristics of effective leaders and evaluations of different leadership styles (e.g., authoritative, democratic) are also included. Examples and case studies are used throughout the book to illustrate the author's main points.

Fullan, M. (2003). *The moral imperative of school leadership*. Thousand Oaks, CA: Corwin Press.

This book examines the role of the principal as school leader and agent of change. The author argues that principals have a moral responsibility to ensure the academic, social, and personal growth of students. Principals are also seen as leaders and agents of change beyond the walls of their own buildings, in the school system as a whole and in the wider community.

Fullan, M. (2005). *Leadership and sustainability: System thinkers in action*. Thousand Oaks, CA: Corwin Press.

This book discusses strategies that educational leaders at all levels can use to achieve sustainable, long-term educational reform. The author argues that effective leaders must think systemically to achieve sustainable reform and identifies some of the elements (e.g., moral purpose, cyclical energizing) that are necessary for a sustainable reform agenda.

Fullan, M. (2006). *Turnaround leadership*. San Francisco: Jossey-Bass.

This book focuses on comprehensive strategies for reforming failing schools. The author identifies characteristics of failing and successful educational systems and examines the critical role of effective leadership in motivating stakeholders and achieving reform. The author also links the need to turn around struggling schools with a broader social reform agenda, arguing that socioeconomic inequality has far-reaching effects on educational outcomes for individual learners.

Fullan, M. (2011). *The six secrets of change: What the best leaders do to help their organizations survive and thrive*. San Francisco: Jossey-Bass.

In this book, the author cautions against a one-size-fits-all model for achieving effective educational reform. Instead, leaders should focus on practical strategies for creating a culture of change in their particular institutions. He identifies several principles (e.g., love for employees, transparency) for effecting institutional change and discusses ways that leaders can apply these principles in different situations.

Fullan, M. (2009). *Motion leadership: The skinny on becoming change savvy*. Thousand Oaks, CA: Corwin Press.

This book provides a blueprint for leadership actions to set change in motion and keep schools moving forward. The author focuses on change strategies in which a few actions by a leader can have far-ranging results for the entire institution. Also emphasized are the importance of communication by leaders when implementing change and the use of a systemic approach to change that is more likely than piecemeal changes to lead to desired outcomes.

Fullan, M. (2012). *Motion leadership: More skinny on becoming change savvy*. Thousand Oaks, CA: Corwin Press.

This text is a sequel to *Motion Leadership* in which the author shares success stories from several educators and how a few specific actions can lead to lasting change within schools. The author emphasizes the importance of collaboration within schools and maintaining relationships in order to create the desired changes.

Fullan, M. (2010). *All systems go: A change imperative for whole system reform*. Thousand Oaks, CA: Corwin, Press.

This book argues that effective educational reform must emphasize a systemic approach and that such whole-system reform requires coordinated leadership at the school, district, community, and national levels. The author argues that reform is a collective endeavor requiring the active participation of a wide variety of stakeholders who have different areas of interest and expertise. Examples of successful whole-system reform are provided, and strategies for achieving such reform are presented.

Fullan, M., Hill, P., & Crevola, C. (2006). *Breakthrough*. Thousand Oaks, CA: Corwin Press.

This book advocates for student-centered instruction that emphasizes individualized learning. The authors identify three elements of successful teaching and learning: personalization, precision, and professional development in the context of the classroom. They propose a teaching strategy that integrates pre-assessment, instructional focus, formative assessment, data analysis, and job-embedded professional development to deliver precise and personalized instruction to every student. Leadership models for achieving successful teaching and learning outcomes are also discussed.

Gabriel, J. G. (2005). *How to thrive as a teacher leader*. Alexandria, VA: Association for Supervision and Curriculum Development.

The main thesis of this book is that as school systems become more complex, teachers must assume a greater variety of leadership roles. The different types of leadership and leadership roles that teachers might encounter are thoroughly examined. The author also provides clear, practical strategies that teachers can use to become effective leaders in their schools.

Gándara, P., Maxwell-Jolly, J., & Driscoll, A. (2005). *Listening to teachers of English language learners: A survey of California teachers' challenges, experiences and professional development needs*. Santa Cruz, CA: The Center for the Future of Teaching and Learning.

This publication surveys teachers of English language learners in California in an attempt to learn about the challenges they face, their greatest needs, including professional development needs, and their recommendations for improving English language instruction for English language learners. The authors use this information to recommend a number of initiatives and changes to the system that would improve instruction for English language learners in the state.

George, W. W. (2007). *True north: Discover your authentic leadership*. San Francisco: Jossey-Bass.

The author of this book, a successful CEO and business school professor, examines leadership from the perspective of a business executive. The book revolves around interviews with 125 current and former business leaders about their experiences. The book uses these interviews to discuss a range of topics, such as the qualities of leaders and what it means to be a leader, the many different paths toward leadership, the effects of leadership on an individual's personal and professional life, and moral and ethical aspects of leadership.

Glickman, C. (1981). *Developmental supervision: Alternative practices for helping teachers improve instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.

The thesis of this work is that the type of instructional supervision given to teachers is based on the supervisor's beliefs about how humans learn and his or her perceptions of the qualities and capabilities (e.g., level of commitment, capacity for abstract thinking) of the individual teacher. The author suggests that supervisors should examine their own beliefs about human learning and use this knowledge, along with an assessment of teacher capabilities and needs, to create the most effective supervisory model.

Goldenberg, C. (Summer 2008). Teaching English language learners: What the research does—and does not—say. *American Educator*, 32(3), pp. 8-43.

This article examines recent research on teaching English language learners. The author points out areas where the work of various researchers is in agreement (e.g., students who learn to read in their native language are better able to learn to read in English at a later date) and suggests that these findings be incorporated into current teaching strategies and models. He also points out areas where there is little agreement among researchers (e.g., debate on the efficacy of English immersion) and emphasizes the need for additional research on these topics.

Goleman, D., Boyatzis, R. E., & McKee, A. (2013). *Primal leadership: Learning to lead with emotional intelligence*. Cambridge, MA: Harvard Business School Press.

This book focuses on the role of emotions in leadership. The authors use the concept of emotional intelligence to argue that the best leaders are those who can identify and respond to the emotions of other people. They identify four areas of emotional intelligence: self-awareness, self-management, social awareness, and relationship management, and link each area with a style of leadership. They argue that the best leaders are proficient in each of the areas of emotional intelligence and that this allows them to make use of multiple leadership styles depending on the circumstances.

Gruenert, S., & Whitaker, T. (2015). *School culture rewired: How to define, assess, and transform it*. Alexandria, VA: Association for Supervision and Curriculum Development.

This text focuses on helping teachers and administrators understand and assess their current school culture and address what school culture they would like to work toward, as well as giving them steps and tools to create that desired environment. The book includes frameworks and tips as to how to manage effective staff to improve school culture.

Hill, J. D., & Flynn, K. (2013). *Classroom instruction that works with English language learners* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

This book is based on an earlier book, *Classroom Instruction That Works*, by Marzano, Pickering, and Pollock. The authors offer practical suggestions for adapting and modifying the strategies discussed in that book to teaching English language learners in mainstream classrooms. The book also offers teachers recommendations for gaining insight into students' cultural backgrounds and avoiding cultural bias in instruction.

Hindman, J.L. (2014). *Effective teacher interviews: How do I hire good teachers?* Alexandria, VA: Association for Supervision and Curriculum Development.

This text provides tips and advice on how to conduct hiring interviews that will help to predict the potential success of a candidate. The author provides information on applying research to the interview process, developing meaningful questions, and matching candidates skills to the needs of the school.

Jossey-Bass Publishers. (2013). *The Jossey-Bass reader on educational leadership* (3rd ed.). San Francisco: Jossey-Bass.

This book is an anthology of book excerpts, journal articles, and research reports on the topic of educational leadership. A variety of topics about leadership are discussed, including principles of leadership, leadership and diversity, moral leadership, organizational behavior, characteristics of effective leaders, and leadership and change.

Kearney, K. (2003). *Moving leadership standards into everyday work: Descriptions and practice*. San Francisco: West Ed Publishing.

This concise book uses the California Professional Standards for Educational Leaders as a starting point. Each standard is defined and then broken down into its key elements. Four levels of leadership behavior related to the standards are given. These levels of practice (i.e., practice that is directed toward the standard, approaches the standard, meets the standard, and exemplifies the standard) represent a continuum of leadership skills, applications, and results.

Kouzes, J. M., & Posner, B. Z. (2012). *The leadership challenge: How to make extraordinary things happen in organizations* (5th ed.). San Francisco: Jossey-Bass.

The main thesis of this book is that leadership is not the domain of a select few individuals and that anyone is capable of effective leadership. The authors identify the components of effective leadership (e.g., inspiring a shared vision, challenging the process), illustrate each of these components with examples and case studies, and suggest actions that individuals can take to successfully implement each component.

Kozol, J. (2012). *Savage inequalities: Children in America's schools*. New York: Harper Perennial.

The author of this 1992 book argued that de facto segregation, underfunding, and neglect led to a decline in educational opportunities for minority and poor children. The author documented his thesis with examples and case studies in which undertrained personnel struggled to teach children in classrooms that were overcrowded and often unsanitary or unsafe. He contrasted the situation in the dilapidated facilities of inner city schools with that of neighboring suburban schools and concluded that separate and unequal education was still prevalent in the United States.

Marzano, R. J., Pickering, D. & Pollock, J. E. (2012). *Classroom instruction that works: Research-based strategies for increasing student achievement* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

The authors of this book have distilled research on teaching and learning to identify teaching strategies that have been shown to improve student performance. A number of strategies (e.g., using cooperative learning, teaching techniques for summarizing and note taking) are identified, and statistics are presented to evaluate each strategy's effect on learning. The authors include examples and case studies to illustrate their points and suggest specific plans and practices that can be used to implement each strategy.

Marzano, R. J., Walters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development.

This book focuses on the effects of leadership on student achievement. The authors survey research and use statistical analysis to identify those elements of leadership that are most highly correlated with student success. They also argue that some of these elements are more important in accomplishing incremental change, while others are more important for rapid, large-scale change. They identify specific behaviors that are associated with performing each element and offer a five-step plan for becoming an effective leader.

Mertler, C.A. (2014). *The data-driven classroom: How do I use student data to improve my instruction?* Alexandria, VA: ASCD Arias.

This text demonstrates to teachers how to effectively use assessments and the resulting data in the classroom to identify a particular skill area that an individual student or large-group needs work on. It also addresses how to develop effective intervention based on assessment and an action plan for future units within the classroom.

Moll, L. C. (2007). *Vygotsky and education: instructional implications and applications of sociohistorical psychology*. Cambridge, England: Cambridge University Press.

This book is a compilation of original articles focusing on the theories of Russian psychologist Lev Vygotsky (e.g., regarding cultural mediation, guided participation, the interrelationship of language, development, and thought) and their application to education. The book begins with a historical and theoretical review of Vygotsky's work and continues with articles discussing the educational and instructional implications of this work.

Moss, C.M., & Brookhart, S.M. (2015). *Formative classroom walkthroughs: How principals and teachers collaborate to raise student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

This book focuses on having classroom observers examine and experience the classroom from the student's point of view. The text also provides a framework for evaluation with several key learning components which include: a worthwhile lesson, learning target, performance of understanding, success criteria, formative feedback, student self-assessment, and effective questioning.

Muhammad, A. (2009). *Transforming school culture: How to overcome staff division*. Bloomington, IN: Solution Tree Publishing.

This book focuses on the origin and operation of school cultures and suggests ways that negative cultures can be transformed into more positive ones. The author suggests that a school's culture is determined largely by the interactions among different groups of staff. These groups include "Believers," who feel that their work can make a large difference in student learning, "Fundamentalists," who favor retaining the status quo, "Tweeners," who are new to the school, and "Survivors," who are often burned out by the demands of the job. The author suggests strategies for working with each group to transform school culture and create a more positive atmosphere in the school.

Murphy, J., Elliott, S. N., Goldring, E., & Porter, A. C. (2010). *Leaders for productive schools*. In E. Baker, P. Peterson, & B. McGraw (Eds.). *International Encyclopedia of Education* (3rd ed.). Oxford, Elsevier.

This article proposes a framework for describing the components of effective educational leadership. The framework consists of several components (e.g., constructing a vision for learning, developing an instructional program). Each component is further divided into several core functions. Specific behaviors that will achieve the goal of improving the school are suggested for each function.

Northouse, P. G. (2015). *Leadership theory and practice* (7th ed.). Thousand Oaks, CA: Sage Publishing.

This book, often used as a college textbook in leadership courses, summarizes the major leadership theories and the strengths and weaknesses of each. The author uses case studies and examples to illustrate each theory and to demonstrate how each can be applied in real-life situations.

Owens, R. G. (2010). *Organizational behavior in education: Adaptive leadership and school reform* (10th ed.). Boston: Allyn & Bacon.

This book focuses on how educational leadership can be applied to bring about school reform. The author examines theories of leadership from a historical perspective and discusses the development and application of each theory over time. The author suggests that each leader must develop his or her own strategies that may draw from elements of different theories. Various factors that influence organizational behavior (e.g., organizational culture, diversity, motivation) are also discussed. The book also addresses the effects of the No Child Left Behind Act of 2001 on school reform.

Palmer, E. (2015). *Researching in a digital world: How do I teach my students to conduct quality online research?* Alexandria, VA: ASCD Arias.

This text focuses on how to teach students from any grade level how to conduct more responsible online research in order to gain a deeper understanding of the material. The book includes lesson ideas and strategies to more effectively build Internet literacy, establish academic habits, and foster lifelong learning.

Picciano, A. G. (2006). *Data-driven decision making for effective school leadership*. Upper Saddle River, NJ: Pearson Prentice Hall.

This book focuses on the use of data in making decisions in educational organizations. The book includes discussions of data collection methods, the use of data in various areas of school administration (e.g., curriculum design, financial decision making, standards-based testing), and the use of statistics in analyzing data.

Popham, W. J. (2008). *Transformative assessment*. Alexandria, VA: Association for Supervision and Curriculum Development.

This book focuses on the use of formative assessments in schools. The author provides basic information about formative assessments, reviews research on the utility of formative assessments, and provides a blueprint for using formative assessment to inform teaching methods and instructional content. The limitations of formative assessments are also discussed. The author contends that the informed use of formative assessments can improve classroom climate, teacher performance, and learning outcomes for children.

Reeves, D. B. (2004). *Accountability for learning: How teachers and school leaders can take charge*. Alexandria, VA: Association for Supervision and Curriculum Development.

This book focuses on the role of accountability in improving student achievement. The author contends that student-centered accountability systems can improve teaching and learning. A blueprint is provided for developing student-centered accountability systems that involve teachers, school policymakers, parents, and the community. The author also reviews the roles of state and federal legislators and agencies in developing systems of accountability and assesses the effect of the No Child Left Behind Act of 2001.

Reeves, D. B. (2009). *Leading change in your schools: How to conquer myths, build commitment, and get results*. Alexandria, VA: Association for Supervision and Curriculum Development.

In this book, the author focuses on four steps for creating change in schools: creating conditions for change, planning change, implementing change, and sustaining change. The author examines the role of leaders, such as teachers and administrators, in producing effective change. He also provides examples of schools that have successfully implemented change and real-life examples of action plans for creating change.

Robbins, P., & Alvy, H. B. (2009). *The principal's companion: Strategies for making the job easier*. Thousand Oaks, CA: Corwin Press.

In this book, the authors discuss the many roles of principals (e.g., manager, shaper of school culture) and identify critical leadership skills for principals (e.g., time management, communication). Practical strategies for establishing and maintaining a culture of collaboration, providing teacher guidance and evaluation, and numerous other tasks of an effective educational leader are presented and discussed.

Schein, E. H. (2010). *Organizational culture and leadership* (4th ed.). San Francisco: Jossey-Bass.

This book focuses on the interaction of organizational culture and leadership. Writing from a business perspective, the author discusses the concept of culture and then shows how this concept applies to organizations. He documents problems that may occur due to lack of communication or cooperation among the subcultures within an organization and shows how leaders must understand an organization's culture to overcome resistance to change. A key theme is the need for leaders to understand the concept of culture and how it applies to their own organization in order to lead effectively.

Schlechty, P. C. (2004). *Shaking up the schoolhouse: How to support and sustain educational innovation*. San Francisco: Jossey-Bass.

This book focuses on the need for transformational change in schools. The author points out that schools must compete for students' attention with myriad attractions such as the Internet, video games, music, and smart phones. He suggests that teachers focus less on standardized testing and more on the educational process. A discussion of transformational leadership, in which the author identifies and discusses 14 competencies for effective leaders, is also included.

Schmoker, M. J. (2006). *Results now: How we can achieve unprecedented improvement in teaching and learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

The author argues that the key to student success is learning how to read and write. He suggests that literacy skills, especially in the early grades, have been de-emphasized in recent years to the detriment of student learning. He also contends that teachers often pursue their craft in isolation from their peers and other outside influences and argues for continued professional development for teachers and the widespread adoption of professional learning communities in which teachers share ideas and techniques for effective teaching.

Sergiovanni, T. J. (2005). *Strengthening the heartbeat: Leading and learning together in schools*. San Francisco: Jossey-Bass.

In this book, the author argues that leaders must lead with their hearts as well as their minds. To be effective, leaders must draw on moral and ethical strengths and communicate hope, trust, and a sense of community to their constituents. The author emphasizes the leader's role in creating a vision for the school that binds together administrators, teachers, parents, and students in a community with a set of shared goals, values, and beliefs.

Sergiovanni, T. J. (2014). *The principalship: A reflective practice perspective* (7th ed.). New York: Allyn and Bacon.

This book emphasizes the moral basis for leadership and the moral authority that good leaders possess. A consistent theme of the book is the importance of reflection for contemporary principals and other school leaders. The author also focuses on techniques for building communities of practice in schools, distributing and sharing leadership, and creating and maintaining a positive school culture.

Starratt, R. (2004). *Ethical leadership*. San Francisco: Jossey-Bass.

This book explores the moral and ethical foundations of leadership. The author argues that good leadership requires a moral commitment to teaching and learning. He identifies three components of that commitment: responsibility, authenticity, and presence, and discusses how each of these components contributes to effective leadership.

Sullivan, S., & Glanz, J. (2013). *Supervision that improves teaching: Strategies and techniques* (4th ed.). Thousand Oaks, CA: Corwin Press.

This book focuses on the role of effective supervision in teaching and learning. The authors provide a historical and theoretical framework for supervision and introduce basic interpersonal and observational tools for initiating supervision and for providing feedback to teachers. They also present strategies for initiating and sustaining a reflective clinical supervision cycle and discuss various alternative methods of supervision that are currently practiced.

Terrell, R. D., & Lindsey, R. B. (2009). *Culturally proficient leadership: The personal journey begins within*. Thousand Oaks, CA: Corwin Press.

A key theme of this book is that effective leadership requires considerable self-knowledge about one's own cultural beliefs and assumptions. The authors review historical and contemporary beliefs about race, ethnicity, language, gender, and social class, and they challenge readers to examine their own experiences and beliefs in these areas. They suggest that development of a culturally proficient perspective will help provide prospective leaders with an ethical framework for their actions.

Tomlinson, C.A. & Imbeau, M.B. (2014). *A differentiated approach to the common core: How do I help a broad range of learners succeed with challenging curriculum?* Alexandria, VA: ASCD Arias.

This text offers advice from the authors on how to plan, deliver, and assess instruction that meets the goals of the Common Core State Standards. The authors present an eight-step process to help teachers create rigorous curriculum for a broad range of students as well as several examples that span both content areas and grade levels.

Zepeda, S. J. (2012). *The principal as instructional leader: A handbook for supervisors* (3rd ed.). Larchmont, NY: Eye on Education, Inc.

This book provides practical information and guidance for principals about how to be an effective instructional leader. Topics include developing and implementing a shared vision and school culture; identifying professional development needs and planning and implementing a professional development program; supervising, observing, and evaluating teachers; and building teams and working with others.

Educational Law

Alexander K., & Alexander, M. D. (2008). *American public school law* (7th ed.). Belmont, CA: Wadsworth Publishing.

This book provides thorough coverage of laws affecting public schools in the United States, illustrated by numerous discussions of legal cases and court decisions. The book includes chapters on topics such as the legal system, the role of the federal government, and school governance. Additional chapters examine applications of educational law in various areas (e.g., separation of church and state, due process, collective bargaining, rights of individuals with disabilities, torts and liability).

Fischer, L., Schimmel, D., & Stelman, L. (2007). *Teachers and the law* (7th ed.). New York: Pearson/Allyn & Bacon.

This book uses a question and answer format (e.g., "What are my rights under due process?", "How should I deal with child abuse and neglect?") and non-technical language to educate teachers and other school professionals about legal issues that may affect them in their work. The book illustrates legal principles with discussions of particular legal cases and court decisions. It is organized into chapters covering various areas of educational law (e.g., teachers' and students' rights, liability, discrimination, student records, privacy).

Kemerer, F., & Sansom, P. (2009). *California school law* (2nd ed.). Stanford, CA: Stanford University Press.

This book provides coverage of both federal laws and California state laws affecting the California public school system. The book provides a more in-depth and technical discussion of state and federal cases and court decisions than many similar books and is written primarily for administrators, school governing board members, and school attorneys.

Osborne, A. G., & Russo, C. J. (2006). *Special education and the law: A guide for practitioners*. Thousand Oaks, CA: Corwin Press.

This book provides an in-depth review of special education laws, such as the 2004 re-authorization of IDEA, as well as more general laws and regulations that are relevant to special education. The book discusses topics such as criteria for receiving special education services and the meaning of least restrictive environment. Legal requirements relating to assistive technology, evaluation, placement, IEP development, student discipline, dispute mediation, and other topics are also discussed.

Rossow, L. F., & Tate, J. O. (2003). *The law of teacher evaluation* (2nd ed.). Dayton, OH: Education Law Association.

This book provides a guide to legal aspects of teacher evaluations. Chapters in the book discuss issues such as what can and cannot be evaluated, the content of evaluations, the role of evaluations in terminations, how to avoid lawsuits when terminating a teacher, the procedural aspects of evaluations, and the use of testing in teacher evaluations.

Rothstein, L. F., & Johnson, S. F. (2009). *Special education law* (4th ed.). Thousand Oaks, CA: Sage Publications.

This book provides a comprehensive overview of federal laws that affect special education. Discussions of court cases and judicial decisions illustrate how the laws are applied. Effects of the 2004 revisions to IDEA and the No Child Left Behind Act of 2001 are also discussed. The book is organized into chapters that cover the legal background of various aspects of special education (e.g., IEP development and management, eligibility, placement, least restrictive environment, student discipline).

Russo, C. (2006). *Reutter's the law of public education* (6th ed.). Mineola, NY: Foundation Press.

This comprehensive book makes extensive use of legal cases and judicial decisions to explore laws related to public education. Each chapter consists of a treatise on a particular area of school law, followed by examples of cases that illustrate the law. Cases are edited to remove excessive legal jargon and make them more accessible to professional educators. Chapters cover major areas of educational law, such as academic freedom, sexual harassment, due process, and school finance.

Welner, K. G., & Chi, W. C. (Eds.). (2008). *Current issues in education policy and the law*. Charlotte, NC: Information Age Publishing.

This book explores the legal background of selected issues that are important in public education today. The book is organized into 12 chapters, each of which covers an education policy issue. Topics include the No Child Left Behind Act of 2001, school finance and adequacy, school choice, ensuring equal educational opportunity, and teacher and student rights.