

# EDUCATIONAL LEADERSHIP

in an Age of Accountability

*The Virginia Experience*



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

# Educational Leadership In An Age Of Accountability The Virginia Experience

**Douglas S. Reed**



## **Educational Leadership In An Age Of Accountability The Virginia Experience:**

*Educational Leadership in an Age of Accountability* Daniel L. Duke, Margaret Grogan, Pamela D. Tucker, Walter F. Heinecke, 2012-02-01 The insistence by policymakers and politicians that educators be held accountable for student outcomes has resulted in dramatic shifts in the responsibilities of department chairs principals and superintendents Educational Leadership in an Age of Accountability explores these changes in Virginia following its implementation of an ambitious accountability plan that called for standards of learning statewide high stakes tests standards of accreditation and annual school performance report cards This book examines factors such as the fate of students who fail state tests achievement differences between black and white students ethical issues surrounding accountability measures and the increasing politicization of local schooling Educational Leadership in an Age of Accountability shows that accountability pressure has done more than previous reforms to foster instructional leadership Wise Social Studies in an Age of High-Stakes Testing Elizabeth Anne Yeager, O. L. Davis, 2005-08-01 The chapters in this volume illustrate how teachers are bringing creativity higher order thinking and meaningful learning activities into particular school settings despite pressures of standards and testing We chose the word wise for the title of this book and we use it frequently to describe the pedagogical practices we have identified The words powerful and ambitious are used as well The larger point as Keith C Barton makes in his chapter is that there is no necessary connection between content standards and high stakes tests on the one hand and lowlevel rote instruction on the other He reminds us as Thornton 1991 and Wiggins 1987 previously have argued that teachers play a crucial role in mediating educational policy and their intentions and interpretations have at least as much influence on classroom practice as does the content of standards and highstakes tests Barton also asserts that this makes it all the more crucial to identify the wisdom of practice that enables teachers to engage students in powerful educational experiences **Measuring History** S. G. Grant, 2009-03-01 Measuring History complements the cases presented in Wise Social Studies Practices Yeager Davis 2005 Yeager and Davis highlight the rich and ambitious teaching that can occur in the broad context of state level testing In this book the chapter authors and I bring the particular state history tests more to the fore and examine how teachers are responding to them At the heart of Measuring History are cases of classroom teachers in seven states Florida Kentucky Michigan New York Texas Mississippi and Virginia where new social studies standards and new and generally high stakes state level history tests are prominent In these chapters the authors describe and analyze the state s testing efforts and how those efforts are being interpreted in the context of classroom practice The results both support and challenge prevailing views on the efficacy of testing as a vehicle for educational reform Catherine Horn University of Houston and I lay the groundwork for the case studies through a set of introductory chapters that examine the current environment the research literature and the technical qualities of history tests **Urban Educational Leadership for Social Justice** Jeffrey S. Brooks, Melanie C. Brooks, 2015-06-01 The chapters in Urban

Educational Leadership for Social Justice International Perspectives constitute a collection of works that explore dynamics related to equity in multiple contexts. Authors examined these issues in Turkey, Egypt, the United States, Thailand, and at a global level by comparing and contrasting school leadership practice across borders. Considered as a whole, these papers explore various topics that will be at the forefront of educational research for years to come. Increasingly, educational leadership understands that there are important lessons to be learned internationally and globally. This book includes important research conceived from these perspectives. Our hope is that individually and collectively they might contribute to our understanding of international and global issues in educational leadership and that they will extend, challenge, and deepen extant lines of inquiry and begin others.

Teaching Leaders to Lead Teachers Saran Donahoo, Richard C Hunter, 2007-08-20

TEACHING LEADERS TO LEAD TEACHERS: EDUCATIONAL ADMINISTRATION IN THE ERA OF CONSTANT CRISIS

In the 21st century, the perceived crisis in how schools educate students significantly influences the decision of teachers to move into administrative positions as well as their ability to succeed once they take on these positions. Influenced by the media, the community, and the teacher's lounge, many good educators are increasingly unwilling or simply unprepared to make the jump into school leadership and management. This book addresses some of the issues that affect school leadership by providing insights into the current state of educational administration in the hope of demystifying or dismissing some of the popular assumptions regarding what really takes place in the administration office. In doing so, this text examines topics related to the preparation and training of prospective administrators, factors that affect the process of leading in learning environments, and perspectives on the state and structure of school leadership research and development.

*Building the Federal Schoolhouse* Douglas S. Reed, 2014-05-29

Over the past fifty years, the federal government's efforts to reform American public education have transformed U.S. schools from locally run enterprises into complex systems jointly constructed by federal, state, and local actors. The construction of this federal schoolhouse, an educational system with common national expectations and practices, has fundamentally altered both education politics and the norms governing educational policy at the local level. *Building the Federal Schoolhouse* examines these issues through an in-depth, fifty-year examination of federal educational policies in the community of Alexandria, Virginia, a wealthy yet socially diverse suburb of Washington, D.C. The epochal social transformations that swept through America in the past half century hit Alexandria with particular force, transforming its Jim Crow school system into a new immigrant gateway district within two generations. Along the way, the school system has struggled to provide quality education for special needs students and has sought to overcome the legacies of tracking and segregated learning while simultaneously retaining upper middle class students. Most recently, it has grappled with state and federally imposed accountability measures that seek to boost educational outcomes. All of these policy initiatives have contended with the existing political regime within Alexandria at times forcing it to a breaking point and at other times reconstructing it. All the while, the local expectations and governing realities of administrators, parents,

politicians and voters have sharply constrained federal initiatives limiting their scope when in conflict with local commitments and amplifying them when they align Through an extensive use of local archives contemporary accounts school data and interviews Douglas S Reed not only paints an intimate portrait of the conflicts that the federal schoolhouse s creation has wrought in Alexandria but also documents the successes of the federal commitment to greater educational opportunity In so doing he highlights the complexity of the American education state and the centrality of local regimes and local historical context to federal educational reform efforts **JSL Vol 24-N3 JOURNAL OF SCHOOL**

**LEADERSHIP**,2014-05-22 The Journal of School Leadership is broadening the conversation about schools and leadership and is currently accepting manuscripts We welcome manuscripts based on cutting edge research from a wide variety of theoretical perspectives and methodological orientations The editorial team is particularly interested in working with international authors authors from traditionally marginalized populations and in work that is relevant to practitioners around the world Growing numbers of educators and professors look to the six bimonthly issues to deal with problems directly related to contemporary school leadership practice teach courses on school leadership and policy use as a quality reference in writing articles about school leadership and improvement **Critical Curriculum Leadership** Rose M.

Ylimaki,2011-01-03 Critical Curriculum Leadership explores the formation of curriculum leadership in relation to broader cultural and political shifts and makes the case for an alternative leadership theory at the intersection of educational leadership and curriculum studies Handbook of Research on the Education of School Leaders Michelle D. Young,Gary M.

Crow,2016-08-19 The Handbook of Research on the Education of School Leaders brings together empirical research on leadership preparation and development to provide a comprehensive overview and synthesis of what we know about preparing school leaders today With contributions from the field s foremost scholars this new edition investigates the methodological foundations of leadership preparation research reviews the pedagogical and curricular features of preparation programs and presents valuable insights into the demographic economic and political factors affecting school leaders This volume both mirrors the first edition s macro level approach to leadership preparation and presents the most up to date research in the field Updates to this edition cover recent state and federal government efforts to improve leadership in education new challenges for the field and significant gaps and critical questions for framing researching evaluating and improving the education of school leaders Sponsored by the University Council of Educational Administration UCEA this handbook is an essential resource for students and scholars of educational leadership as well as practitioners policymakers and other educators interested in professional leadership **Leadership of Assessment, Inclusion, and Learning**

Shelleyann Scott,Donald E. Scott,Charles F. Webber,2015-10-20 This book provides pragmatic strategies and models for student assessment and ameliorates the heightened sense of confusion that too many educators and leaders experience around the complexities associated with assessment In particular it offers guidance to school and district personnel charged

with fair and appropriate assessment of students who represent a wide variety of abilities and cultures Chapters focus on issues that directly impact the educational lives of teachers students parents and caregivers Importantly the confluence of assessment practices and community expectations also are highlighted Assessment is highly politicised in contemporary society and this book will both confirm and challenge readers beliefs and practices Indeed discerning readers will understand that the chapters offer them a bridge from many established assessment paradigms to pragmatic ethical solutions that align with current expectations for schools and districts In Part One readers engage with concepts and skills needed by school learning leaders to guide optimal assessment practices Part Two delves into student assessment within and across disciplines Part Three provides pragmatic approaches that address assessment in the context of inclusive intercultural education pluralism and globalisation

Restructuring Leadership for School Improvement and Reform Abdallah, Asma Khaleel,Alkaabi, Ahmed M.,2023-04-11 The quality of school leadership has a big impact on improvement and inspection outcomes Good school leaders ensure that their teachers have the resources they need to be successful They also create a positive culture where teachers feel supported and appreciated This leads to better morale and higher retention rates Additionally good school leaders can effectively communicate the school s vision to all stakeholders This ensures that everyone is on the same page and working towards the same goals Restructuring Leadership for School Improvement and Reform investigates cooperation staff development resource supply vision transparency workplace stress management and professional development for school leaders as methods for creating a healthy school culture This premier reference source is ideal for administrators instructional designers researchers academicians scholars practitioners instructors and students

*Secondary English Teacher Education in the United States* Donna L. Pasternak,Samantha Caughlan,Heidi L. Hallman,Laura Renzi,Leslie S. Rush,2017-12-14 Winner of the ELATE Richard A Meade Award 2018 Identifying key areas of teacher education that cross countries and disciplines this book provides the first extensive research based insight into how secondary English teachers are prepared at institutions of higher education in the United States of America US since the last major study in 1995 In the two decades since then English teacher education programs have developed in contextually dependent ways that often have been driven by institutional economic social and political considerations The authors provide an overview of their nationwide study of English teacher educators which was conducted over a four year period They analyze the context under which teacher educators currently prepare pre service English teachers in the US and support teacher educators in other countries to make comparisons to their own unique historical and cultural settings The authors also offer a comprehensive evaluation of the content practices and skills being taught to future teachers of English in university based teacher preparation programs in the US The book draws on evidence from a nationwide questionnaire case studies of teacher educators in their respective programs course syllabi and focus group interviews to focus on areas of instruction that resonate with teacher educators in countries where English is the dominant language of communication

These areas include field experiences standards and assessment teaching literacy to integrate reading and writing working with English language learners to address cultural and linguistic diversity new technologies in English education

**The Little School System That Could** Daniel L. Duke, 2008-03-27 Examines from four organizational perspectives Virginia's Manassas Park City School's ten year turnaround

The Future of Educational Entrepreneurship Frederick M. Hess, 2008-09-01 The Future of Educational Entrepreneurship examines the challenge of creating innovative and productive entrepreneurial activity in American education In the course of exploring these challenges the book considers a number of crucial issues and circumstances existing barriers to entry that prohibit or obstruct entrepreneurial efforts the availability and frequent lack of venture capital for fueling entrepreneurial activities the effort to sponsor and create a sufficiently large population of talented educational entrepreneurs and questions about research development and quality control in the burgeoning entrepreneurial sector A field that is likely to grow in size and importance in the years to come educational entrepreneurship receives much needed attention analysis and elucidation in this lively wide ranging book

**The Challenges for New Principals in the 21st Century** Bruce G. Barnett, Autumn K. Tooms, Alan R. Shoho, 2010-09-01 This book series International Research on School Leadership focuses on how present day issues affect the theory and practice of school leadership For this inaugural book we focused on the challenges facing new principals and headteachers Because the professional lives of school leaders have increasingly impinged on their personal well being and resources have continued to shrink it is important to understand how new principals or headteachers share and divide their energy ideas and time within the school day It is also important to discover ways to provide professional development and support for new principals and headteachers as they strive to lead their schools in the 21st century For these reasons this book is dedicated to exploring the rarely examined experiences of those who enter the role as new principals or headteachers By giving voice to new principals and headteachers we are able to determine what aspects of leadership preparation ring true and what aspects prove to be of little or no utility Unlike leadership texts that have focused on conceptual considerations and personal narratives from the field this book focuses on a collection of empirical efforts centered on the challenges and issues that new principals and headteachers experience during their initial and crucial years of induction We solicited and accepted manuscripts that explore the multi faceted dimensions of being a new principal or headteacher in the 21st century Our goal was to create an edited book that examines the commonalities and differences that new principals and headteachers experience from an international perspective This edited book is comprised of six chapters each of which contributes a unique perspective on the responsibilities that new principals and headteachers are experiencing at the dawn of the 21st century

**Thinking and Acting Systemically** Alan Daly, Kara Finnigan, 2016-05-19 This volume argues that districts are important as a lever for change given the limited success of school by school efforts Policies that focus on skill development recognize and support performance create opportunities for collaboration build leader capacity and create networks of knowledge sharing hold

great potential for improving districts but it will require a paradigm shift in the way we view our public school system and those who work within it away from blame and toward complex systems change      Journal of Research on Organization in Education Curt M. Adams, Timothy G. Ford, Angela M. Urick, 2018-08-01 Journal of Research on Organization in Education JROE The JROE represents a new forum for advancing integrating and challenging the theory and body of evidence surrounding the organization of education Committed to scientific empiricism this journal s editors and editorial board seek to coalesce and vitalize decades of theoretical work and research that holds promise for our understanding and improvement of organizations especially but not only schools The development and testing of a body of middle range theory is facilitated by the availability of longitudinal and hierarchical analytical techniques model building and experimental simulation research approaches all potentially signaling a new era of theoretical possibility Increasingly a new generation of researchers studying education organization is prepared to exploit the power of these tools JROE can serve as scaffold for holding more precise empirical evidence and orienting it toward theory building      **Journal of Social Studies Research** ,2006      *At the Cliff's Edge* Matthew Militello, 2004      Jspr Vol 35-N2 Journal of School Public Relations, 2014-11-24 The Journal of School Public Relations is a quarterly publication providing research analysis case studies and descriptions of best practices in six critical areas of school administration public relations school and community relations community education communication conflict management resolution and human resources management Practitioners policymakers consultants and professors rely on the Journal for cutting edge ideas and current knowledge Articles are a blend of research and practice addressing contemporary issues ranging from passing bond referenda to building support for school programs to integrating modern information



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