

Curriculum Theory Schiro

This book describes Stenhouse's contribution to education, explores the contemporary relevance of his thinking and brings his work to the attention of a wide range of students, teachers, teacher educators and others involved in education.

"The accompanying CD-ROM contains the full text of two epic stories plus additional worksheets, handouts, and art."--Page 4 of cover.

""Provides readers with a clear, sympathetic and unbiased understanding of the four conflicting visions of curriculum that will enable them to more productively interact with educators who might hold different beliefs.€ The book stimulates readers to better understand their own beliefs and also to provide them with an understanding of alternate ways of thinking about the fundamental goals of education"" -SIRREADALOT.ORG.

This book crosses the divide between theoreticians and practitioners by demonstrating how curriculum theories and models are applied in classrooms today. It ties together broad educational theories such as progressivism, essentialism, perennialism, etc.; curriculum models, characterized as learner-centered, society-centered or knowledge-centered; and exemplars of curriculum theories and models, such as Reggio Emilia, Core Knowledge, the International Baccalaureate, etc.

Miracle of Education

Understanding the School Curriculum

Curriculum for Better Schools

Pedagogical and Multicultural Perspectives

Design for Social Justice and Sustainability

Curriculum Leadership

The Power of Critical Theory

Curriculum Leadership: Strategies for Development and Implementation, Third Edition is a one-kind resource written for educational leaders, teachers, and administrators. Responding to the for globally connected classrooms and innovative leadership, this unique text provides a rich and inclusive foundation of curriculum. The authors draw upon a wide range of research and experience to provide readers with creative, up-to-date curriculum strategies and ideas. In sharing innovative programs, learning experiences, and new approaches, they build a solid connection for curriculum development from theory to practice, helping future leaders in education meet the global challenges of our time.

Developing an understanding of professional practice is essential for anyone training to teach in the further education and skills sector. This go-to guide will give you a clear understanding of the topics covered in the mandatory Wider Professional Practice and Development unit of the Level 5 Diploma in Education and Training, and more broadly explores the value of professionalism to all aspects of further education. Key coverage includes:

- Understanding learners and attitudes to learning*
- How to do action research*
- Professional observation and development*
- Making sense of education policy*
- Teacher expectations*
- Challenges to equality and diversity*
- The inclusive curriculum*

These topics are discussed within a wider political and socio-economic context, and supported by insightful case studies and activities. This is essential for anyone studying the D

in Education and Training, and recommended reading for related courses in the further education and skills sector.

Since the original publication of *Enhancing Professional Practice: A Framework for Teaching* in 1996, thousands of educators in the United States and around the world have used the framework's clear definition of the components of good teaching to structure their professional conversations and guide their practice. Building on those diverse experiences, Charlotte Danielson now provides specific guidance for teacher educators, teachers, administrators, and others who seek to use the framework to improve their programs and practice.

In an age of unprecedented corporate and political control over life inside of educational institutions, this book provides a needed intervention to investigate how the economic and political elite use traditional artifacts in K-16 schools to perpetuate their interests at the expense of minoritized groups. The contributors provide a comprehensive examination of how textbooks, the most dominant cultural force in which corporations and political leaders impact the schooling curricula, shape students' thoughts and behavior, perpetuate power in dominant groups, and trivialize social groups who are oppressed on the structural axes of race, class, gender, sexuality, and (dis)ability. Several contributors also generate critical insight in how power shapes the production of textbooks and evaluate whether textbooks still perpetuate dominant Western narratives that normalize and glorify patriotism, militarism, consumerism, White supremacy, heterosexism, rugged individualism, technology, and a positivistic conception of the world. Finally, the book highlights several textbooks that challenge readers to rethink their stereotypical views of the Other, to reflect upon the forces causing oppression in schools and in the wider society, and to reflect upon how to challenge corporate and political dominance over knowledge production.

Children as Meaning Makers, Problem Solvers, and Literary Critics

Urban Youth and School Pushout

Exemplars of Curriculum Theory

Rethinking High-stakes Testing and Accountability in Public Schools

Literacy Essentials for English Language Learners

The Principles and Practices of Teaching and Learning in Finnish Schools

Parts one and two of this volume present the theoretical lenses used to study the social contexts of education. These include long-established foundations disciplines such as sociology of education and philosophy of education as well as newer theoretical perspectives such as critical race theory, feminist educational theory, and cultural studies in education. Parts three, four, and five demonstrate how these theoretical lenses are used to examine such phenomena as globalization, media, popular culture, technology, youth culture, and schooling. This groundbreaking volume helps readers understand the history, evolution, and significance of this wide-ranging, often misunderstood, and increasingly important field of study. This book is appropriate as a reference volume not only for scholars in the social foundations of education but also for scholars interested in the cultural contexts of teaching and learning (formal and informal). It is also appropriate as a textbook for graduate-level courses in

Social Foundations of Education, School and Society, Educational Policy Studies, Cultural Studies in Education, and Curriculum and Instruction.

Curriculum Theory: Conflicting Visions and Enduring Concerns SAGE

Thanks to the success of franchises such as *The Hunger Games* and *Twilight*, young adult literature has reached a new level of prominence and popularity. Teens and adults alike are drawn to the genre's coming-of-age themes, fast pacing, and vivid emotional portrayals. The essays in this volume suggest ways high school and college instructors can incorporate YA texts into courses in literature, education, library science, and general education. The first group of essays explores key issues in YA literature, situates works in cultural contexts, and addresses questions of text selection and censorship. The second section discusses a range of genres within YA literature, including both realistic and speculative fiction as well as verse narratives, comics, and film. The final section offers ideas for assignments, including interdisciplinary and digital projects, in a variety of courses.

At a time of rapid social change and numerous policy initiatives, there is a need to question the nature and function of school curricula and the purposes of formal public education. Comparing curriculum developments around the globe, *Understanding the School Curriculum* draws on a range of educational, philosophical and sociological theories to examine the question 'What is a curriculum for?' In considering different answers to this fundamental question, it explores a range of topical issues and debates, including: tensions and dynamics within curriculum policy The implications of uncertainty and rapid social change for curriculum development the positive and negative influence of free market ideologies on public education the impact of globalization and digital technologies arguments for and against common core curricula and state control It examines the possibility of a school curriculum that is not shaped and monitored by dominant interests but that has as its founding principles the promotion of responsibility, responsiveness, a love of learning, and a sense of wonder and respect for the natural and social world. *Understanding the School Curriculum* is for all students following undergraduate and Masters courses in curriculum, public

policy and education-related subjects. It is also for all training and practising teachers who wish to combine a deeper understanding of major curriculum issues with a critical understanding of the ways in which ideologies impact on formal state education, and to consider ways of producing school curricula that are appropriate to the times we live in.

How High-stakes Testing Corrupts America's Schools

Oral Storytelling and Teaching Mathematics

Wider Professional Practice in Education and Training

Collateral Damage

Successful Transitions

Integrating Children's Literature and Mathematics in the Classroom

Gateways, Get-aways, and the GED

Contemporary Issues in Curriculum, 6/e presents an eclectic, balanced approach to the major emergent trends in the field from a diversity of leaders in the field who share their opinions and thoughts on curriculum issues. An issues-oriented collection of 36 articles by the major thinkers in curriculum study, it looks at issues that affect successful implementation, planning, and evaluation of curriculum at all levels of learning. Organized into six Parts—Curriculum and Philosophy, Curriculum and Teaching, Curriculum and Learning, Curriculum and Instruction, Curriculum and Supervision, and Curriculum and Policy—the readings reflect both traditionally held assumptions as well as those more controversial in nature. Students and practitioners have the opportunity to turn to a single source to investigate the breadth of issues that affect curriculum, examine and debate the issues, formulate their own ideas, and help shape the future direction of the field.

*The Power of Critical Theory is Brookfield's attempt to put the "critical" back into critical thinking by emphasizing that it is an inherently political process. The book presents powerful arguments for the importance of critical theory in fostering the kind of learning that leads to a truly democratic society, and it explores a number of tasks for adult learners including learning to challenge ideology, contest hegemony, unmask power, overcome alienation, learn liberation, reclaim reason, and practice democracy. This highly anticipated second edition of *The Curriculum Studies Reader* retains key features of the successful first edition while incorporating an updated introduction and new, timely essays. Grounded in historical essays, the volume provides context for the growing field of curriculum studies, reflects upon the trends that have dominated the field, and samples the best of current scholarship. This thoughtful combination of essays provides a survey of the field coupled with concrete examples of innovative curriculum, and an examination of contemporary topics like HIV/AIDS education and multicultural education.*

Winner of the 2013 American Educational Studies Association's Critics Choice Award!
Recent efforts to reform urban high schools have been marked by the pursuit of ever-

increasing accountability policies, most notably through the use of high-stakes standardized testing, mayoral control, and secondary school exit exams. Urban Youth and School Pushout excavates the unintended consequences of such policies on secondary school completion by focusing specifically on the use and over-use of the GED credential. Building on a tradition of critical theory and political economy of education, author Eve Tuck offers a provocative analysis of how accountability tacitly and explicitly pushes out under-performing students from the system. By drawing on participatory action research, as well as the work of indigenous scholars and theories, this theoretically and empirically rich book illustrates urban public schooling as a dialectic of humiliating ironies and dangerous dignities. Focusing on the experiences of youth who have been pushed out of their schools under the auspices of obtaining a GED, Tuck reveals new insights on how urban youth view accountability schooling, value the GED, and yearn for multiple, meaningful routes to graduation.

Five Key Changes to Practice

Five Approaches to Curriculum Design

Basic Principles of Curriculum and Instruction

Contemporary Issues in Curriculum

Bundle: Glatthorn: Curriculum Leadership 4e + Schiro: Curriculum Theory 2e

The Handbook for Enhancing Professional Practice

Theory, politics and principles

The revised fourth edition provides a broad perspective on the basic curriculum questions educators face regarding the purposes, content, design, and structure of educational programs. The authors deal with fundamental contemporary issues of curriculum theory and instructional practice.

"Finnish pupils' success in international student assessment tests and the characteristics of the Finnish educational system are the focus of interest all around in the world. The significance of Finnish educational policy and societal atmosphere are continuously discussed. This book provides explanations, answers and reflections to these questions. Over 30 expert authors have contributed to this book by bringing their own specific research-based points of view. The second edition of the book introduces the new national curriculum for basic education that now provides guidelines for school-based curricula. Students' learning with engagement and schools as learning communities are core visions of the reform. The authors also reflect on the PISA 2012 results. The book gives an example on how to use PISA information for national improvements. In Finland, all evaluations are enhancement-led and this also includes PISA measurements. The book illustrates how teaching and learning of different subjects is realized in Finnish schools and describes the essential characteristics and methods of teaching, learning materials and research on these issues. The book provides important insight and reflections to international researchers, teachers, students, journalists and policy makers, who are interested in teaching and learning in Finnish schools. It shows the results of the systematic and persistent work that has been done on education and schooling in Finland. The main features of education

in Finland are: Strong equity policy. Teachers as autonomous and reflective academic experts. Flexible educational structures and local responsibility for curriculum development. Evaluation for improvements, not for ranking. No national testing, no inspectorate. Research-based teacher education. Teachers' high competence in content knowledge and pedagogy. Trust in education and teachers."

In this much needed resource, Maryellen Weimer—one of the nation's most highly regarded authorities on effective college teaching—offers a comprehensive work on the topic of learner-centered teaching in the college and university classroom. As the author explains, learner-centered teaching focuses attention on what the student is learning, how the student is learning, the conditions under which the student is learning, whether the student is retaining and applying the learning, and how current learning positions the student for future learning. To help educators accomplish the goals of learner-centered teaching, this important book presents the meaning, practice, and ramifications of the learner-centered approach, and how this approach transforms the college classroom environment. Learner-Centered Teaching shows how to tie teaching and curriculum to the process and objectives of learning rather than to the content delivery alone.

Language and literacy instruction in English needs to begin early and continue throughout the elementary years. This book provides research-based, best practices for developing language and literacy from kindergarten through 5th grade. It encourages teachers to build on ELL students' linguistic and cultural background knowledge.

Curriculum Theory, Curriculum Theorising, and the Theoriser

The African Theorising Perspective

Linking Leadership to Student Learning

The Curriculum Studies Reader

Finnish Innovations and Technologies in Schools

The Work of Lawrence Stenhouse

Using the Framework for Teaching in Your School

Within critical discussions of school reform, researchers and activists are often of two camps. Some focus their analyses on neoliberal economic agendas, while others center on racial inequality. These analyses often happen in isolation, continuing to divide those concerned with educational justice into It's race vs. It's class camps. <I>What's Race Got To Do With It? brings together these frameworks to investigate the role that race plays in hallmark policies of neoliberal school reforms such as school closings, high-stakes testing, and charter school proliferation. The group of scholar activist authors in this volume were selected because of their cutting-edge racial economic analysis, understanding of corporate reform, and involvement in grassroots social movements. Each author applies a racial economic framework to inform and complicate our analysis of how market-based reforms collectively increase wealth inequality and maintain White supremacy. In accessible language, contributors trace the historical context of a single reform, examine how that reform maintains and expands racial and

economic inequality, and share grassroots stories of resistance to these reforms. By analyzing current reforms through this dual lens, those concerned with social justice are better equipped to struggle against this constellation of reforms in ways that unite rather than divide.

This book combines several perspectives on the steps the Finnish educational system has taken to provide students with the skills and competences needed for living in today's society and in the future. The ecosystem is used as a metaphor for the educational system. The Finnish system aims to achieve sustainable education by ensuring that the system is simultaneously interconnected and open to transformations. The book describes how a flexible curriculum system is succeeding without the pressures of high-stake testing. It also illustrates how the ongoing curriculum reform of the basic education is working. The book brings together knowledge gained in schools through the cooperation of researchers, teachers, school principals, the public sector, and private companies. The book presents case studies of technology integration aimed at crossing boundaries in formal and informal learning settings, locally and globally. The contributors address 21st-century needs and requirements through learner-driven knowledge creation, collaboration, networking, and digital literacies. It opens new scenarios of how to apply digital storytelling and games connecting fun, motivation, and learning. The strong message is that, through collaboration and networking, we can create an educational ecosystem that supports different learners.

Documents the threat high-stakes testing poses to the field of education, arguing that high-stakes testing undermines the purposes and ideals of the American education system.

The Second Edition of Curriculum Theory: Conflicting Visions and Enduring Concerns by Michael Stephen Schiro presents a clear, unbiased, and rigorous description of the major curriculum philosophies that have influenced educators and schooling over the last century. The author analyzes four educational visions—Scholar Academic, Social Efficiency, Learner Centered, and Social Reconstruction—to enable readers to reflect on their own educational beliefs and more productively interact with educators who might hold different beliefs.

Problematizing the Portrayal of Marginalized Groups in Textbooks

The Great Ideological Debate

Learner-Centered Teaching

The New Politics of the Textbook

Process Theory, Pedagogy and Action Research

Understanding Curriculum

Openings and Opportunities for Student-Centered, Action-Focused Curriculum

As adults working in schools, educators' beliefs translate into messages, actions, and behaviors that can enhance or impede student success. This book affirms why beliefs are so important and

why it is imperative to spend time focusing on, reflecting upon, and affecting educators' beliefs—especially about students' resilience. The author draws from her extensive experience in research, policy, and practice to present a wealth of information, strategies, and tools to help educators transfer current resilience theory and research into practice. Unfortunately, being an educator is not always publically supported, financially rewarded, or highly valued. Responding to these circumstances, *Resilience Begins with Beliefs* is an effective resource to support the resilience of the teachers and administrators working in our schools, as well as to facilitate any environment conducive to greater learning and life outcomes for all students. "In this book, Sara provides clear tools, techniques, and strategies that can actually take something as elusive as beliefs and make it something understandable and embraceable in a concrete context.

Furthermore, this book is not only written for teachers but also for educators, administrators, and policymakers in education at all levels—federal, state, and local. In fact, I feel that this book would be a beneficial resource for anyone working within any human service system." —From the Foreword by Bonnie Benard, Author, with over 25 years of experience promoting the concept of resilience based practice nationally and internationally. "Truebridge has provided a gift to the field, bridging scientific evidence with everyday practice in schools toward maximizing resilience. She eloquently describes the enormous potential of authentic, caring relationships with teachers, and the critical need for teachers to be supported themselves in their 'caretaking roles.' With specific implementation directions provided, this is a must-read for educators at all levels of children's development, from preschool through the end of high school." —Suniya Luthar, Foundation Professor of Psychology, Arizona State University. "Resilience Begins with Beliefs is a splendid book that is strongly recommended for anyone involved in, or even just interested in, education. It is research based but also immensely practical and very engagingly written. Major environmental positives that apply to schools, as well as to other settings, are caring relationships, high expectations, and opportunities to participate, contribute, and take responsibility. This book integrates all of this in a most interesting and helpful way. It is a marvellous achievement." —Sir Michael Rutter, Professor of Developmental Psychopathology, Institute of Psychiatry, London Book Features: Identifies concrete strategies for harnessing resilience in classrooms and schools. Encourages and promotes reader interaction with reflection questions in every chapter. Offers format suggestions for preservice and professional development programs. Provides many user-friendly features, such as personal reflection ideas for facilitators and participants, and a resilience-in-practice checklist. Sara Truebridge is an education consultant and researcher with over 20 years of classroom experience. Prior to teaching, she was the legislative analyst for education in the New York State Senate and the special assistant to the New York State Secretary of State. She also serves as an education consultant to films, including *Race to Nowhere* and *Love, Hate, Love*.

"Lesson Planning with Purpose takes readers on a journey through many pathways to engaging and meaningful educational experiences. The text first discusses Perceptive Teaching and then explores five unique approaches to lesson planning: behaviorist, constructivist, aesthetic, ecological, and integrated social-emotional learning. Chapters end with a sample lesson that can be compared across approaches"--

Reframing the Curriculum is a practical, hands-on guide to weaving the concepts of healthy communities, democratic societies, and social justice into academic disciplines. Developed for future and practicing teachers, this volume is perfect for teacher education courses in instructional design, social foundations, and general education, as well as for study in professional learning communities. The author outlines the philosophies, movements, and narratives shaping the future, both in and out of classrooms, and then challenges readers to consider the larger story and respond with curriculum makeovers that engage students in solving problems in their schools, communities, and the larger world. The book's proven method for designing units gives educators across grades and disciplines the tools to bring sustainability and

social justice into experiential, project-based instructional approaches. Pedagogical features include: Specific examples and templates that offer readers a framework for reworking their units and courses while meeting required standards and incorporating innovative classroom practices. Activities and discussion questions that bring the content to life and establish ties with the curriculum. eResources, including a Facilitator's Guide, offering examples of fully developed units created with this model and an editable template for redesigning existing units.

Perhaps not since Ralph Tyler's (1949) *Basic Principles of Curriculum and Instruction* has a book communicated the field as completely as *Understanding Curriculum*. From historical discourses to breaking developments in feminist, poststructuralist, and racial theory, including chapters on political theory, phenomenology, aesthetics, theology, international developments, and a lengthy chapter on institutional concerns, the American curriculum field is here. It will be an indispensable textbook for undergraduate and graduate courses alike.

Teaching Young Adult Literature

Resilience Begins with Beliefs

An Introduction to the Study of Historical and Contemporary Curriculum Discourses

Building on Student Strengths for Success in School

Lesson Planning with Purpose

Handbook of Research in the Social Foundations of Education

Curriculum Theory

Curriculum and Imagination describes an alternative 'process' model for designing developing, implementing and evaluating curriculum, suggesting that curriculum may be designed by specifying an educational process which contains key principles of procedure. This comprehensive and authoritative book: offers a practical and theoretical plan for curriculum-making without objectives shows that a curriculum can be best planned and developed at school level by teachers adopting an action research role complements the spirit and reality of much of the teaching profession today, embracing the fact that there is a degree of intuition and critical judgement in the work of educators presents empirical evidence on teachers' human values. Curriculum and Imagination provides a rational and logical alternative for all educators who plan curriculum but do not wish to be held captive by a mechanistic 'ends-means' notion of educational planning. Anyone studying or teaching curriculum studies, or involved in education or educational planning, will find this important new book fascinating reading.

Curriculum Change and Innovation is an introductory textbook on Hong Kong's school curriculum. Written in an approachable style using illustrative case studies, the textbook provides an introduction to the basic concepts and theories of "curriculum" as a field of study. It also discusses how sociopolitical and economic changes as well as technology advancements help transform teachers' roles and reshape curriculum policies. The chapters cover a wide range of topics, including curriculum design, planning, implementation and evaluation. These discussions are included to help readers critically reflect on their roles as change agents in curriculum development. Shirley S. Y. Yeung is an assistant professor in the Department of Curriculum and Instruction at the Hong Kong Institute of Education. John T. S. Lam is an assistant professor in the Department of Curriculum and Instruction at the Hong Kong Institute of Education. Anthony W. L. Leung is an assistant professor in the Department of Curriculum and Instruction at the Hong Kong Institute of Education. Yiu Chun Lo

is an associate professor of the Department of Curriculum and Instruction at the Hong Kong Institute of Education.

Illustrating how children's literature can be used to communicate mathematical concepts, this book is the first ever to take a serious look at the philosophical and pedagogical assumptions underlying the movement to integrate the teaching of mathematics and children's literature.

A collection of articles from Rethinking Schools magazine.

Pencils Down

How Current School Reform Policy Maintains Racial and Economic Inequality
Teaching in the Cracks

Conflicting Conceptions of Curriculum

Oxford Textbook of Medical Education

Liberating Adult Learning and Teaching

Curriculum Change and Innovation

In 1949, a small book had a big impact on education. In just over one hundred pages, Ralph W. Tyler presented the concept that curriculum should be dynamic, a program under constant evaluation and revision. Curriculum had always been thought of as a static, set program, and in an era preoccupied with student testing, he offered the innovative idea that teachers and administrators should spend as much time evaluating their plans as they do assessing their students. Since then, *Basic Principles of Curriculum and Instruction* has been a standard reference for anyone working with curriculum development. Although not a strict how-to guide, the book shows how educators can critically approach curriculum planning, studying progress and retooling when needed. Its four sections focus on setting objectives, selecting learning experiences, organizing instruction, and evaluating progress. Readers will come away with a firm understanding of how to formulate educational objectives and how to analyze and adjust their plans so that students meet the objectives. Tyler also explains that curriculum planning is a continuous, cyclical process, an instrument of education that needs to be fine-tuned. This emphasis on thoughtful evaluation has kept *Basic Principles of Curriculum and Instruction* a relevant, trusted companion for over sixty years. And with school districts across the nation working feverishly to align their curriculum with Common Core standards, Tyler's straightforward recommendations are sound and effective tools for educators working to create a curriculum that integrates national objectives with their students' needs.

This book explores the complexities of curriculum studies by

taking into account African perspectives of curriculum theory, curriculum theorising and the theoriser. It provides alternative pathways to the curriculum discourse in Africa by breaking traditions and experimenting on alternative approaches.

Providing a comprehensive and evidence-based reference guide for those who have a strong and scholarly interest in medical education, the Oxford Textbook of Medical Education contains everything the medical educator needs to know in order to deliver the knowledge, skills, and behaviour that doctors need. The book explicitly states what constitutes best practice and gives an account of the evidence base that corroborates this. Describing the theoretical educational principles that lay the foundations of best practice in medical education, the book gives readers a through grounding in all aspects of this discipline. Contributors to this book come from a variety of different backgrounds, disciplines and continents, producing a book that is truly original and international.

This engaging book shows how teachers and schools are creating emergent, democratic, progressive education amidst the current context of high stakes accountability. In this follow-up to his bestseller, *Spectacular Things Happen Along the Way*, Schultz explores how today's rhetoric and restrictive mandates result in curriculum that fails to capture the attention of students. For meaningful learning that develops transferable skills and engages students, teachers and sometimes whole schools need to find spaces to "teach in the cracks" so that students can connect with issues relevant to their lives. *Teaching in the Cracks* provides both a theoretical and practical foundation for incorporating an action-focused curriculum that meets academic standards and provides students with opportunities for agency and to use their voices in their own learning.

"Through compelling examples, Brian Schultz shares how educators can help students use their powers." –From the Foreword by Deborah Meier, teacher, principal, and advocate
"This book is an invitation to rethink teaching from top to bottom, to dive into classroom life as a passionate adventure in discovery and surprise." –From the Afterword by William Ayers, education activist
"For teachers who genuinely seek to make a difference through their work, this book will be a helpful resource." –Pedro A. Noguera,

University of California, Los Angeles

Reframing the Curriculum

What's Race Got to Do With It?

Conflicting Visions and Enduring Concerns

Curriculum, Pedagogy and Educational Research

Curriculum and Imagination

Strategies for Development and Implementation

A Guide towards New Ecosystems of Learning

Linking Leadership to Student Learning ***Linking Leadership to Student Learning*** clearly shows how school leadership improves student achievement. The book is based on an ambitious five-year study on educational leadership that was sponsored by The Wallace Foundation. The authors studied 43 districts, across 9 states and 180 elementary, middle, and secondary schools. In this book, Kenneth Leithwood, Karen Seashore Louis, and their colleagues report on what they found. They examined leadership at each organizational level in the school system—classroom, school, district, community, and state. Their comprehensive approach to investigating school leadership offers a balanced understanding of how the structures within which leaders operate shape what they do. The results within will have significant implications for future policy and practice. Praise for *Linking Leadership to Student Learning* "Kenneth Leithwood and Karen Seashore Louis offer a seminal new contribution to the leadership field. They provide a rich and authoritative evidence base that demonstrates clearly just why school leadership is so important and how it promotes successful student learning." —PAMELA SAMMONS, Ph.D., Professor of Education, Department of Education, University of Oxford, Oxford "This ambitious, groundbreaking, and thought provoking treatment of the link between school leadership and student learning is a testament to the outstanding work of these exemplary scholars. This is a 'must read' for academics and practitioners alike." —MARTHA McCARTHY, President's Professor, Loyola Marymount University, and Chancellor's Professor Emeritus, Indiana University "The question is no longer whether school and district leader's impact student learning, but rather how they do it. The authors provide a convincing answer, one that recognizes the crucial interaction between leader and locality." —DANIEL L. DUKE, Professor of Educational Leadership, University of Virginia

Curriculum and Aims