

2008


Reflecting for action

Christopher J. McCarville
University of Northern Iowa

Let us know how access to this document benefits you

Copyright ©2008 Christopher J. McCarville

Follow this and additional works at: <https://scholarworks.uni.edu/grp>

 Part of the [Educational Leadership Commons](#), and the [Elementary and Middle and Secondary Education Administration Commons](#)

Recommended Citation

McCarville, Christopher J., "Reflecting for action" (2008). *Graduate Research Papers*. 1151.
<https://scholarworks.uni.edu/grp/1151>

This Open Access Graduate Research Paper is brought to you for free and open access by the Student Work at UNI ScholarWorks. It has been accepted for inclusion in Graduate Research Papers by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

Offensive Materials Statement: Materials located in UNI ScholarWorks come from a broad range of sources and time periods. Some of these materials may contain offensive stereotypes, ideas, visuals, or language.

Reflecting for action

Abstract

To answer the question, "What do I believe about leadership and education?" I have to say that I believe in four main things: Hard work, passion, family and most importantly, faith. If you follow through with these four beliefs, everything else will fall into place. Work hard, have passion for the school, love your family above all, and pray. These are the keys to being successful as an administrator.

Reflecting For Action

A Research Paper

Presented to

The Department of Educational Leadership, Counseling,

And Post-Secondary Education

University of Northern Iowa

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts in Education

By: Christopher J. McCarville

May 2008

Dr. Victoria Robinson, Advisor

This Research Paper by: Christopher J. McCarville

Entitled: Reflecting For Action

has been approved as meeting the research paper requirements for the Degree of
Master of

Arts in Education.

12-29-07

Date Approved

Victoria L. Robinson

Advisor/Director of Research Paper

1.2.08

Date Approved

Second Reader of Research Paper

Michael D. Waggoner

Head, Department of Educational
Leadership, Counseling, and Postsecondary
Education

1.7.08

Date Received

When asked to write about *why* I chose to be an educator and *what* gives me the desire to be a leader in a school environment, to be honest, it is a hard thing for me to do. For whatever reason, I have a hard putting in words the desire that drove me to my current position as a teacher at Xavier High School and also why I want to be a leader in a school. As I attempt to do this, however, I am certain of one thing. I truly enjoy being in the school environment.

I suppose I can trace my desire to be an educator back to my childhood, when I literally grew up in a high school. Being the son of a high school principal, I can't tell you how many basketball games, plays, graduations, social events, I was dragged to as a kid, going to these events with my family. To be honest though, "dragged" is probably the wrong word to use. I *lived* for those events. It is probably the only reason I ever did my homework as a kid. The deal was always that my homework had to be done before I could go to any school function. I would **beg** my dad to take me with him to these events. I simply loved being at the high school and being a part of the "team" that supported the school. For me, this is where I can trace my earliest desires to be an educator; I loved the environment.

The summer before I was to be a freshman at the school my dad was a principal at, he resigned. It was a bit awkward to get use to the feeling of not being a person who could do "whatever he wanted" at the school. At that point in my life though, it was certainly a good change for me. Instead of a feeling of "entitlement" towards certain aspects at the school, I was able to observe them and appreciate them much more and look at them from a different angle. For me, perhaps the biggest aspect of the school that I was able to appreciate much more, were the leaders of the school.

For me, the man who was now principal of our school was someone I already respected.. He was in the midst of an unbelievable run as our school's basketball coach. I had, since my dad's first year at the school, a great deal of respect for him and the job he did as basketball coach. But being that kid who really only went to extra-curricular events, I never actually saw the "real" job he did. He was an assistant principal with my dad. As I began my freshman year, I really began to marvel at the job he did now as the principal of our school.

This admiration grew during my years at Regis High School. I truly thought the world of him and the job he did not only as a basketball coach, but running the school. Dick Breitbach literally had carried the school on his shoulders for thirty-plus years. He had started out as a teacher at Regis and coach. As the years went on, he went into the chair of the administrator. Its hard for me to put into words the amount of respect I had for the job he did.

What made him so great? First, he worked hard. He was at school **all** the time. The school was his life. He cared so much about it. He was so concerned about making sure that every student at the school received a quality, Catholic education. He certainly wasn't one of those teacher/coaches who *just* coached and didn't spend much time at his "professional" job. No, it wasn't uncommon for him get done coaching his team to a win in overtime in Dubuque on a Tuesday night and be the first person in the building the next morning. There was always work to be done and I think he believed that many times in order for the work to be done "right," he needed to be there to do it. He was such a hard worker.

Secondly, he was a man of passion about the school. He believed so much in Catholic education. One of my most vivid memories of this dedication actually came during what was called "Discover Regis Night." At this event, in-coming freshmen and their parents received

information about Regis. When it was his turn to speak about tuition at Regis, he began break down in tears, recalling how his own parents sacrificed so much to send him and his siblings to a Catholic school. I remember being struck by that. How many times had he given that speech, yet here he is thirtysome years later, still getting that emotional about his belief in Catholic education? What an awesome example of passion.

Dick Breitbach is also a family man. This was certainly true during his years as an administrator at Regis. Many times an official's call, for example, had been persuaded by the "Breitbach Corner," where his kids and loving wife sat for everyone of his basketball games, vocally supporting him. Being an athlete at Regis, I know from being at the numerous awards banquets that I went to, that his wife Kitty was *always* the first one he thanked. He retired from coaching basketball at Regis toward the school's end and our local newspaper devoted the whole front of the sports page to him. One of the columnists wrote specifically of how much he saw Dick rely on his family and vice versa, during his career as a coach. I can assure you the same was true for him as an administrator. He was, and still is, a family man.

Perhaps most importantly though, Dick Breitbach is a man of great faith. I've learned so much from his example in how to be a good Catholic from simply watching him. He relies on his faith constantly. Not only is he a "never miss mass" guy, but he takes the mass with him out into the world. You don't think that faith helped him numerous times to be a good principal? I'm sure there was numerous times where he thought to himself, "I don't know what to do." I am sure he prayed an awful lot in those situations. I've always looked to him as an example for my own faith life.

So to answer the question, "What do I believe about leadership and education?" I have to say that I believe in the four main things that Dick Breitbach believed in. Hard work, passion, family and most importantly, faith. I'm from the line of thinking that if you follow through with these four beliefs, everything else will fall into place.

I'm sure one could read this portion of my paper and think "Geez, get off the Dick Breitbach bus." This man however, truly has had such an impact on my desire to continue what he started. I have a great deal of respect for all he did and I feel like I am a link from what he did *as an administrator to where we are at today at Xavier. I saw first hand all he did and I want to help make sure that continues.*

Work hard, have passion for the school, love your family above all and pray. These are the keys to being successful as an administrator.

As a society today, we like to find "new and more improved" ways to do things. I'm a believer in the old adage, "If it is not broke, don't fix it." Dick Breitbach has given me a model for success. I'm not planning of trying to "fix it." If the impact he had on me is an indication of how he did as an administrator, I'd say he did just fine.

Reflective Practice

Being a reflective practitioner in the area of school leadership is an aspect of the job that most likely takes a back-seat to other, "more important" areas of the job. So much of education is dictated by the clock or a calendar and if one is not careful, important, essential areas of the principalship can be overlooked due to the complexities of the job. Just as reflection is an important part of teaching, it is also an important part of being an effective principal.

If reflection is an important part of the principalship, I believe that principals must model this and expect this also from their teachers. I believe first and foremost, the principal is and should always be, the model in regards to reflection. "If followers see the leader as consistently aligning her behaviors with her spoken vision of leadership, the leader will likely be viewed as a person with integrity and trustworthiness (Patti and Tobin, 2003, 24)." Although the primary benefactor of reflection is the reflector, it certainly has the potential to benefit *all* within an educational environment. First and foremost, the educator must be the model of reflection for his school and expect this from his staff as well.

Modeling reflection can be difficult. How might one go about doing that? James Green, Professor of Advanced Studies in Education at Azusa Pacific University, recommends that principals create a portfolio (Green, 2004). It is interesting to note that even though the word "portfolio" is mentioned in regards to the principalship, it is not something that typically thought of in that regard. Typically, one may think of a portfolio in regard to teachers and the expectations that are placed upon them by individual states to be recertified. By a principal creating a portfolio, this models for teachers within his building that portfolios are indeed a valuable agent for individual growth.

Why should a principal create a portfolio? Green states, "...the principal's portfolio encourages self-assessment as a guide to professional growth. The premise of a portfolio is that professional growth is an interior process – an inside job – and professional growth can occur only if the individual is willing to change" (Green, 2004, p.23). What an important aspect to remember about individual growth, the fact that *real* change cannot effectively occur until an individual is willing to look within himself and assess himself. A portfolio can jump-start this

process. Green further goes on to state, “other methods of evaluation begin with someone else judging the principal’s work, but the portfolio starts with the principal reflecting upon the meaning of effective leadership in a school community...” (Green, 2004, p.24). For the principal to create a portfolio, this would also align nicely with ISSL standard number two. A portfolio would meet many of the descriptors of this standard. These include using current research and theory about effective schools and leadership to develop and revise professional growth plans. A principal’s portfolio would assist nicely with this.

Current research also recommends other, more informal ways to reflect. Mike Connolly, the principal at Saigon South International School in Ho Chi Minh City, Vietnam, recommends simply keeping a journal (Connolly, 2005). Connolly states, “writing is particularly effective since the act of putting your thoughts on paper compels you to bring clarity, precision and coherence to your thinking (Connolly, 2005, p.54). In this informal way of reflecting, Connolly recommends that the principal consistently ask himself four main questions at the end of a day when journaling (Connolly, 2005). Connolly recommends focusing on:

- What obstacles did I/we have to overcome on the way to success?
- How did I/we confront them?
- What was the turning point?
- What resources did I/we find to support me/us? (Connolly, 2005, p.55)

Connolly accurately states “as responsible leaders, we must take time to reflect on whether we should be doing ‘it’ in the first place, how we should do ‘it,’ and the probable effects (Connolly, 2005).

The American Educational Research Association found some rather interesting statistics regarding effective school leaders. They directed a task force to study this issue and that team

found that a key component in effective school leaders is that “leadership has significant effects on student learning, second only to the effects of the quality of curriculum and teachers’ instruction” (Leithwood and Riehl, 2003, p.2). What a powerful statement about the role that administrators play in the type of education that a student receives! This study went on to find that “although leadership explains only about three to five percent of the variation in student learning across schools, this effect is actually nearly one-quarter of the total effect of all school factors” (Leithwood and Riehl, 2003, p.3).

If this study performed by this task force is in fact correct in it’s findings, it is imperative, considering previous information cited, that administrators are reflective so that they can provide a direct, clear and concise path that a school is headed towards. If consistent reflection by a principal does not occur a school may be dysfunctional, disorganized and ultimately, student learning can be affected. Reflection is indeed necessary for proper and efficient school leadership.

Reflecting For Change

Implementing change into a school-setting, or any professional setting for that matter, can oftentimes be a scary or dangerous prospect for a leader in that environment. Luckily, however, much research on this topic can assist in this measure. With the appropriate planning and attention to detail, implementing change can effectively be done and is not something that needs to be avoided as is the perception of many leaders in contemporary leadership positions.

When changing anything within a school-setting, it is imperative that those involved understand why and have a background behind why a change needs to take place. The more people understand and accept about a change, the more committed they typically become to it

(Lick, 2000). This understanding can give people a sense of control over the change or a greater ability to anticipate relative to the change, contributing to their sense of comfort and security and lessen their resistance (Lick, 2000).

Why is it that some within a school environment resist change? One of the greatest obstacles in getting people within a school to accept change is largely based upon what was stated above. "Unless teachers understand and appreciate the need for change in their schools, their interest in maintaining the status quo will undoubtedly take precedence over their willingness to accept change" (Zimmerman, 2006, p.239). People's habits are also an obstacle to change. It is simply easier to continue teaching or doing things in the same ways as have been done for many years (Zimmerman, 2006). Past efforts to change that have failed might also be a reason for why some may be weary to change (Zimmerman, 2006).

It is also worth noting that some teachers may feel threatened in a number of ways at the prospect of change (Zimmerman, 2006). Change could be perceived by teachers as a threat to their expertise and proven abilities and their belief that they lack the knowledge or skills to implement the change successfully (Zimmerman, 2006).

Gene Hall and Shirley Hord, in their book *Implementing Change: Patterns, Principles and Potholes*, both present numerous, effective ways that educational leaders can go about bringing change into their schools.

One of the ways that they propose educators implement change into a school is to use the "one-legged conferencing" approach (Hall and Hord, 2001). In this approach, leaders engage themselves in conversations with those whom a change may potentially need to be made. The purpose of these conversations is not to get into a deep and intricate discussion about whatever

may need to be changed within a school. The purpose is to have the conversation for as long as one can stand on one leg (Hall and Hord, 2001). It is simply to be used as a proactive way to gather information informally. For example, while standing in line to get lunch, John may say to Jill, a member of a subcommittee which is discussing the possibility of changing the teacher salary scale at the school, "Hi Jill! How did that meeting go last night?" It can be as informal as that. By simply engaging in this manner of conversation, leaders can gain valuable knowledge on pertinent issues and also demonstrate to others that they care to others what their feelings may be. "One-legged conferencing" is a great way to gain knowledge and implement change.

Also, discussed within *Implementing Change* is a list of principles of change developed by Hall and Hord over the years. In short, these principles are:

1. Change is a process, not an event.
2. There are significant differences in what is entailed in development and implementation of an innovation.
3. An organization does not change until the individuals within it change.
4. Innovations come in different sizes.
5. Interventions are the actions and events that are key to the success of the change process.
6. Although both top-down and bottom-up change can work, a horizontal perspective is best.
7. Administrator leadership is essential to long-term change success.
8. Mandates can work.
9. The school is the primary unit for change.
10. Facilitating change is a team effort.
11. Appropriate interventions reduce the challenges of change.
12. The context of the school influences the process of change. (Hall and Hord, 2001, p. 169)

These twelve principles are simply Hall and Hord's basic reminders that administrators can use to go about implementing change within an educational setting.

Tying rather well into this notion developed by Hall and Hord, is an acronym developed by Tony Wagner and cited in his article *Leadership for Learning: An Action Theory of School*

Change. Wagner calls his four conditions that he cites as the SURE approach to the improvement process in schools (Wagner, 2001). SURE stands for:

Shared vision of the goals of learning, good teaching and assessment.

Understanding of the urgent need for change.

Relationships based on mutual respect and trust.

Engagement strategies that create commitment rather than mere compliance. (Wagner, 2001, p.379)

I think most parts of the acronym are self-explanatory. Wagner, as others cited in this paper, believes that there must initially be a shared vision by all as to what the desired goal is. This can be seen in both the “S” and the “U” parts of the acronym. The “R” which discusses mutual respect and trust is interesting. It is Wagner’s belief that unless those within a group in fact have mutual respect and trust for all and by all, it is hard to get change moving. Finally, the “E” refers to developing a plan of action that will allow all involved to feel empowered as opposed to simply following a command from a leader. Those who feel empowered in a group that is implementing change will be more willing to go along and do a better job as opposed to those who may feel ordered to “go along.”

Finally, upon research it was interesting to discover that change must be tailored to each individual school (McLeskey and Waldron, 2002). In McLeskey’s and Waldron’s research of inclusive schools and school change, they discovered that “inclusion must be individually tailored to the unique qualities of a given school” (McLeskey and Waldron, 2002, p.70). They found that rather than a school being a “model” for change, inclusion differs “from school to school based on the beliefs, values and understandings of teachers and administrators regarding how students should be taught, what they should be taught, how the school is organized to deliver instruction and so forth” (McLeskey and Waldron, 2002, p.70).

How might this study apply to an administrator looking to implement change within his or her school? I think the answer is rather simple and it flows from the last line cited. If change is going to be successful it is important that one looks at *all* aspects of his or her school and take that into consideration rather than take a “one-size-fits-all” approach. Change within a school must be tailored to that individual school.

School Improvement

Once one does become an administrator in a school-setting, the question should, at some point become, “How do I improve learning within my school?” The focus for any good administrator should always be that of the student and certainly improving upon student achievement. I am a firm believer in always asking oneself in making school-based decisions, “How will this help the (a) student.”

One obvious place to look when seeking to improve learning within a school, is in the area of technology. As Condie and Livingston state, “The increased access to information, knowledge and resources that the internet offers has already transformed the world of work and is beginning to impact learning and teaching in schools” (Condie & Livingston, 2007, p.338).

Where can the use of technology and the internet help particularly the most? Most likely, it will help in subject areas in which information and theories can change quickly. Areas such as sciences where new discoveries and inventions can perhaps overturn previously held views would be a subject in which the use of technology could be very helpful to the learner” (Condie & Livingston, 2007, p.338). Since facts and theories can change so quickly in the world we live in today, Condie and Livingston both cite a very relevant fact. These constant changes mean that **there** is (or at least should be) a greater emphasis on lifelong learning (Condie & Livingston,

2007). Upon completing their research in looking at the use of technology in the classroom environment, Condie and Livingston came to three main conclusions; 1) that teachers should integrate the use of new technologies into their classroom, 2) that teachers should turn away from teaching facts and principles and instead teach students how to learn and 3) to use a constructivist theoretical underpinnings to learning and teaching (Condie & Livingston, 2007, p.339).

Another interesting area of research was research done by Smith and Park. These two asked a group of high school students from different New York high schools what they thought would make them better students if they could build the ideal school, the ideal classroom and the ideal course. The answers they found were rather interesting.

Many students interviewed said that they would like classrooms with chairs in a circle, saying that it makes everyone accountable (Park & Smith, 2003). Some students interviewed thought that rugs on the floors would help learning, as well as items like plants in classroom windows (Park & Smith, 2003). An interesting idea found by these two researchers was that of a coffee lounge for parents, students and teachers in the front of the school building (Park & Smith, 2003). In summary, it was clear from the majority of research done by these two, that students wanted a "home-like" feel. They felt that this would contribute to helping them learn. Although some of these ideas may seem far-fetched, nonetheless, it was extremely interesting and valuable to hear how these students thought.

Intertwining the community with the local school district is imperative to student learning according to research done by Angela Pascopella. In her research, for example, she cites the work of Patrick Crawford, Superintendent of Schools in Bedford, Pennsylvania. When Crawford started as superintendent in the district, he faced a "torn, fractured town and hurting school

district, with neighborhood elementary schools closing its doors to be replaced with consolidation, which many parents opposed and quick turnovers on the Board of Education” (Pascopella, 2004, p.34). Crawford said, “When I got here there was a real strong sense that school was isolated from the community. The general feel was that the school district did what it wanted to do and moved forward without community support” (Pascopella, 2004, p.34). Crawford’s response? He joined the local Rotary Club and Chamber of Commerce and started talking to real estate agents because they have a sense of the “concerns and strengths in schools and the community” (Pascopella, 2004, p.34).

After he did that, in 1996 he started the “Community School Excellence Council” which was the brainchild of both Crawford and six rotary club members (Pascopella, 2004, p.34). The council was comprised of teachers, administrators, community members and parents to build a better relationship between the schools and the community (Pascopella, 2004). What did Crawford and the council help accomplish together? The high school underwent a \$13 million renovation and five elementary schools consolidated into one-new \$12 million school (Pascopella, 2004).

One can presume that this would not have happened if not for the community involvement garnered by Crawford. Certainly, the link between the community and its school district is crucial and ultimately leads to better schools and better learning environments. The case of Patrick Crawford is a great example of this.

Within each school district, each district has its share of those who underachievers. Certainly it is fair to ask and prudent to ask from an administrative perspective, “What about those students? What can I do to help them?”

One idea gathered by O'Neil and Reising to help those students is the concept of teaming when teaching. Teaming is a "concept that uses a core group of teachers to work with students across the curriculum to reinforce skills and concepts" (O'Neil & Reising, 2001, p.236). Students benefit from this method largely because of the repetition that goes with the teaming (O'Neil & Reising, 2001).

When working with these students, O'Neil and Reising also recommend hands-on activities (O'Neil & Reising, 2001). These researchers found that when team-taught, these learners are overwhelmingly tactile learners that usually end up in low-ability sections partly because many teachers will only appeal to one learning style (O'Neil & Reising, 2001). According to these two, "Often tactile learners are overlooked, or their learning style is not given the same importance as perhaps a visual learners" (O'Neil & Reising, 2001, p.237). O'Neil and Reising both point to using hands-on activities when working with lower-level students.

One final interesting piece of information I found upon doing this research, was that of making sure that teachers keep classrooms learner-centered as opposed to the way far too many classrooms operate every day; teacher-centered.

In keeping instruction "learner-centered" all students must be carefully analyzed as to how they learn best, with special attention given to those who low-performing learners (Brown, 2003). Brown cites studies done by McCombs in 1997 who explained that the "focus in a learner-centered approach is on individual learners' heredity, experiences, perspectives, backgrounds, talents, interest, capacities and needs (Brown, 2003, p.50). In other words, once teachers get past the idea of "covering" material and knowing individual students (especially

towards the lower end) “real” learning can begin. Certainly, this is valuable information for an administrator to be aware of when working with his or her staff.

Leader of Service

Perhaps one of the greatest area of leadership that is not addressed by far too many leaders in far too many aspects of our world today, is in the area of service. It seems as if today, the realm of service seems to be something that is “thrown in” as part of a job to help make an organization or a person look good. Service in educational administration is an essential. The effects of an administrator performing acts of service can not only have profound effects for the school in which he or she works, but also, that person is in a position to implement programs which instills a habit of service for those of whom an administrator may lead.

“Developing mutually beneficial partnerships with businesses and community organizations allows students to build positive relationships with community members while participating in service learning projects,” says Jo Ann Bludau Superintendent of the Sweet Home Independent School District in Texas (Bludau, 2006, p.22). It has been Bludau’s experience as a superintendent the partnership that she describes above, is imperative for a successful school district. Obviously Bludau recognized that she, as a superintendent, was in a position of where she could establish an environment of service of those within the community which ultimately benefited the schools she leads over. I think the common sense that Bludau uses as part of implementing this program is to be commended. Doing something as simple as letting community members provide service to the school is an excellent example of an administrator using the power they have to create an atmosphere of service within the school district they serve.

The concept that is described above that Bludau implements is a loosely based idea of service learning. In service learning, "...courses, departments or entire schools partner with specific community agencies" (Ball & Schilling, 2006, p.278). When these partnerships occur the hope is that not only do faculty and students learn much about themselves through the partnership, but it is also the hope that these people take what they have learned and become active members in the community (apart from the partnership) (Ball & Schilling, 2006). Who might an administrator invite from a community organization to partake in an endeavor such as this? Boyle-Baise, Bridgewater, Brinson, Hiestand, Johnson and Wilson state that school administrators should "invite leaders who are committed to service and who bring unique skills and resources for leadership (for) the project (Boyle-Baise, Bridgewater, Hiestand, Johnson and Wilson, 2007, p121)." Westheimer and Kahne even cite in their research the findings of Boyle-Baise, Bridgewater, Hiestand, Johnson and Wilson, citing that "taking social justice as a serious concern of service-learning (does) require extensive thought, effort and skill" (Westheimer and Kahne, 2007, p.121).

Furthermore, Ball and Schilling describe service learning as being "philosophically different than other types of practice-based education, combining theory and practice with an emphasis on civic duty – the philosophy that student 'serve to learn' and learn to serve. Service learning projects are designed to address specific needs identified by the community itself" (Ball & Schilling, 2006, p.278).

The benefit for those within a school or school district of service learning is probably not that hard to see by most people. My question as I read Ball and Schilling's research was "Is it

beneficial for those community organizations?" According to their research it most certainly is.

Comments they received upon the completion of a project were as follows:

"We never could have created the wireless policy and opened our labs to the community without your students. We didn't have the time, money or knowledge to do it alone." (Ball & Schilling, 2006, pg.281)

"Service learning project was very useful in having an overall perspective of the worth of library automation projects to communities." (Ball & Schilling, 2006, pg.281)

Service learning projects, implemented by school administrators, turned out to be very beneficial from both ends of the spectrum, both for the students and the community organizations.

Being an administrator can be "exciting, challenging and often personally rewarding" (Brown, 2005, pg.24). It is my belief that an administrator has a responsibility to promote ideas and ways for students and teachers to become better people. Promoting ideas such as service learning within schools is a major way that an administrator can in fact be a leader of service for the school that they lead.

References

- Ball, M.A. (2006). Service learning , technology and lis education. *Journal of Education for Library and Information Science*, 47 (4). 277-290.
- Blaudau, J.A. (2006). Introducing service learning into a school: engaging students, teachers and community partners in meaningful projects. *Delta Kappa Gamma Bull*, 73 (1). 20-24.
- Brown, F. (2005). Leveling the playing field. *Principal*, 84 (5). 22-24.
- Brown, K (2003). From teacher-centered to learner-centered curriculum: improving learning in diverse classrooms. *Education*, 124 (1). 49-54.
- Boyle-Baise, M & Bridgwaters, B. & Brinson, L. & Hiestand, N. & Johnson, B. & Wilson, P. (2007). Improving the human condition: leadership for justice-oriented service learning. *Equity & Excellence in Education*, 40 (1) 113-122.
- Condie, R & Livingston, K (2007). Blending online learning with traditional approaches: changing practices. *British Journal of Educational Technology*, 38 (2). 337-348.
- Connolly, M. (2005). The reflective principal. *Principal Magazine*, 85 (1), 64-66.
- Green, J. (2004). Principals' portfolios: A reflective process for displaying professional competencies, personal qualities and job accomplishments. *The School Administrator*, October, 23-26.
- Hall, G.E. & Hord, S.M. (2001). *Implementing change: Patters, principles, and Potholes*. Boston. Allyn & Bacon.
- Kahne, J. (2007). Guest editors' introduction. *Equity & Excellence in Education*, 40 (1) 97-100.

- Leithwood, K. & Riehl, C. (2003). What we know about successful school leadership. *Task Force on Developing Research in Educational Leadership, a Division A (Administration) of the American Educational Leadership Association.*
- Lick, D.W. (2000). Whole-faculty study groups: Facilitating mentoring for school-wide change. *Theory Into Practice*, 39 (1). 43-50.
- McLeskey, J & Waldron, N.L. (2002). School change and inclusive schools: Lessons learned from practice. *Phi Delta Kappan*, 84 (1). 65-73.
- O'Neil, B & Reising, B. (2001). Improving learning for underachievers. *Clearing House*, 74(5). 236-237.
- Park, J & Smith, P. (2003) Empower students to improve learning and teaching. *Educational Digest*, 68 (8). 29-34.
- Patti, J & Tobin, J. (2003). *Smart school leaders: Leading with emotional intelligence.* Dubuque: Kendall/Hunt.
- Pascopella, A. (2004). Community Connections. *District Administration*, 40 (6). 32-37.
- Wagner, T. (2001). Leadership for learning: An action theory of school change. *Phi Delta Kappan*, 82 (5). 378.
- Zimmerman, J. (2006). Why some teachers resist change and what principals can do about it. *NASSP Bulletin*, 90 (3). 238-249.