University of Northern Iowa

UNI ScholarWorks

2007

A reflective practitioner as a leader of learning, change and service : a reflective essay

LeShane O. Saddler

University of Northern Iowa

Let us know how access to this document benefits you

Recommended Citation

Saddler, LeShane O., "A reflective practitioner as a leader of learning, change and service : a reflective essay" (2007). *Graduate Research Papers*. 1444.
https://scholarworks.uni.edu/grp/1444

A reflective practitioner as a leader of learning, change and service : a reflective essay

Abstract

Learning must be modeled by all leaders. Learning may not be enough; there must be a love for learning that is modeled to all. As a parent of two elementary students my passion for knowledge is demonstrated on a daily basis. Reading nightly for one to two hours and spending Saturdays at the public library instead of the ball park are two examples that I model for my children. As a leader of learning, the building principal or district administrator, there should be a greater understanding that the teachers that are under your administration; view you as that parent. Leaders must recognize that they are the models; that their behaviors influence the climate of the organizations they lead.

A REFLECTIVE PRACTIONER AS A LEADER OF LEARNING, CHANGE

AND SERVICE

A Research Paper

Presented To

The Department of Educational Leadership, Counseling,

and Postsecondary Education

University of Northern Iowa

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts in Education

by

LeShane O. Saddler

May 2007

Dr. Robert Decker

Approval page

This research paper by: LeShane O. Saddler

Entitled: A REFLECTIVE PRACTIONER AS A LEADER OF LEARNING,
CHANGE AND SERVICE

A REFLECTIVE ESSAY

has been approved as meeting the research paper requirement for the Degree of
Master of Arts in Education.

Robert H. Decker

6-22-07

Date Approved   Advisor/Director of Research Paper

6·22·07

Date Approved   Second Reader of Research Paper

Michael D. Waggoner

July 2, 2007

Date Received   Head, Department of educational Leadership,
                                       Counseling, and Postsecondary Education

Of all the career choices I could have made entering college becoming an educator was at the top of my list. No, I will be honest; I really had no desire to become a teacher until my advisor suggested I take a look at my life. I had completed all my required courses for my Bachelor of Arts in Sociology and had two years left of football eligibility and she said, "What would you like to do for the next 40 years?" My first response to her was, "I can not work for 40 years, I will play professional football for the next 15 years and retire rich." She smiled and said come back in a week and I will ask you the same question, this time give me a different answer. So a week went by and I returned with a new answer I said, I think I would like to coach and teach. She said great answer, and then asked, why?

My answer is the basis for this paper. I have had an unbelievable life. To grow up in a small community and to be blessed with the honor to play football at the University of Notre Dame did not happen by accident or overnight. There was something, someone that believed in me, other than parents. Who was that person or persons? And during that week, she allowed me to ponder over the next 40 years. I thought about those people.

Those people were leaders. Today I know them as that, leaders, at the time they were simply teachers and coaches. Today I serve that same role, teacher and

coach. I hope to be seen as a leader and not just simply a teacher. Leaders are more than just a fifty-four minute lecturer or an instructor on proper tackling, but a true leader; a leader of learning, change, and service.

I want to do for kids what people have done for me. What better profession in the world could there be, than teaching? The gift of giving unselfishly to others what so many others had given to me is what I want to do for the next 40 years.

Leader of Learning

Learning must be modeled by all leaders. Learning may not be enough; there must be a love for learning that is modeled to all. As a parent of two elementary students my passion for knowledge is demonstrated on a daily basis. Reading nightly for one to two hours and spending Saturday's at the public library instead of the ball park are two examples that I model for my children. As a leader of learning, the building principal or district administrator, there should be a greater understanding that the teachers that are under your administration; view you as that parent. Leaders must recognize that they are the models; that their behaviors influence the climate of the organizations they lead.

One of the requirements this semester was to create a slide show for the book, "Sit and Get" Won't Grow Dendrites 20 Professional Strategies That Engage the Adult Brain (Tate 2004). I was happy that the information that it shared was applicable to me as a teacher and as a future administrator.

This school year started out much like the preface of the book, an opening day nightmare. Our school district likes to gather all staff in one central location to welcome everyone back from a short summer. The program usually ends with a presentation of some sort, this year the presenter had two hours to entertain us, but failed miserably. I use the word entertain firmly because in the world of education whenever anything is presented you have to be able to engage the listener early and often. When considering adult learning theory and designing professional learning for adults, five governing steps apply:

1. Link professional learning to the vision and mission of the school or school district.

2. Collect and analyze student achievement data to determine student outcomes.

3. Determine priorities based on student outcomes.

4. Decide the knowledge, skills, and behaviors that staff members need to develop to accomplish the aforementioned outcomes for students.

5. Work collaboratively to develop a plan for professional learning (Robert & Pruitt, 2003).

Adults learn best when they have input into the selection of the content and even development of the learning experiences (Garmston & Wellman, 1999; Little, 1993). In the early 1990s, theorists (Senge, 1990; Sergiovanni, 1992) began to revisit the notion that when people are directly involved in the systemic process

of an organization, they are more amenable to the changes that result from their involvement.

As a lifelong learner I have made the commitment, to the aspiration of more understanding. As a leader of learning the power to get others to commit is essential. Barth (1990) described communities in which this occurred as places where both students and adults are encouraging one another as they all actively engage in matters significant to them. Teachers, therefore, have the opportunity to give input into the vision of the school, collegially analyze student data, and develop and execute professional learning experiences that help the vision to be accomplished.

The following strategies focus on increasing the development of the professional staff and skills needed to express the best strategies and practices to the learner.

Strategy 1, "Brainstorming and Discussion" articulates that teachers who engage adult brains with opportunities to brainstorm ideas without fear of criticism, to debate differing opinions, and to answer questions at varying levels of Bloom's taxonomy have classes in which participants master amazing amounts of content (Tate 2004). As the leader of learning you must not give the impression that you know it all and are more knowledgeable than your staff. Great leaders have the ability to seek first to understand then to be understood (Covey, 1996).

The theoretical framework dialogue enables adults to achieve deeper meaning and understanding because they can utilize the skills of inquiry, reflection, and exploration (Gregory 2003). When presenters do not make time for discussion and dialogue, the result is a participant who may never be able to make intellectual sense of what they have been taught (Jensen, 1998). The leader must give power to the people and allow them to take risks themselves to find out what strategies fit those best. Participants retain 90% of what they discuss with others during the completion of an activity (Dale, 1969).

Strategy 2 "Games" expresses that some teachers and administrators actually believe that if students are having fun, they could not possibly be learning. The neuro-scientific research vehemently contradicts this belief. Glasser (1990) expresses the need for fun as one of the five needs of equal importance to an individual's motivation. As a leader of learning you cannot be afraid to step outside the box. Business is business only when those in business see it as beneficial to the success of the group. A little humor in dealing with the difficulties of today's no child left behind expectations lightens the mood and allows all stakeholders the chance to appreciate the efforts by our nation to get it right.

The theoretical framework establishes play, care, interaction with others, and challenges are four major factors that influence how much we are able to learn (Sprenger, 1998, 1999).

Strategy 3 much like games is "Humor and Celebration". Research shows that laughter increases the percentage of type T lymphocytes (T cells) as well as endorphins in the bloodstream, strengthening the body's immunity and ability to fight infection (Cardoso, 2000; Sousa, 2001).

The theoretical framework institutes as a stress reliever, humor reduces physical and mental tension, shortens the school day, lightens the load, and helps people live longer (Burgess, 2000). Many of my peers have left the profession of education, due to the lack of simple joy. As a leader of learning I will constantly remind my peers that a positive experience can be directly correlated to improvements in memory and performance.

Strategy 4 involves neuroscientists. Neuroscientists inform us that when we cram for an exam, we place the information in semantic memory, one of the weakest memory systems in the brain (Tate 2004). As a leader of learning it is important to know that when a change initiative is introduced, and implementing a plan, to allow staff the opportunity to practice the knowledge being taught. As a teacher of economics, I assign hands on assignments. This gives the students a real-life example of the role economics will play and has played in their lives.

Strategy 5 Project-and-Problem-Based Instruction is it any wonder, then that according to adult learning theory, professional learning opportunities that are directed at solving specific, real-world, job-related problems are the most effective for lasting behavior change (Collins, 2000; Snyder, 1993). When leading

the journey is what is important. I believe in goal setting only when there is a clear emphasis put on how you get there. I often wonder why education today is not much like it was one-hundred years ago. Students and teachers are on the receiving end of what administrators believe to be best practice. I believe much of this has to do with many administrators do not see class-room instructors as real world. Classrooms are not laboratories where the newest games should be played out without any true feedback from the instructors. Teachers are expected to reach a goal and ignore much of the day to day toil that gets you there. As a leader of learning I will encourage staff to share more with administration about their wins and losses as they take students on the journey towards graduation and academic excellence.

The theoretical framework establishes when one relies on only a single type of data, inaccurate solutions to problems can result (Collins, 2000). People retain and apply information in meaningful ways when that information is connected to real-life experiences (Westwater & Wolfe, 2000).

The final strategy I will look at is "Visualization". Stephen Covey, author of the New York Times best-seller, "The Seven Habits of Highly Effective People", states that everything happens twice, once in the mind and once in reality (Covey, 1996). Conzemius and O'Neil (2001) defined that vision as "an inspirational picture of the desired future" (p.26). The desired future for leaders of learning is to constantly evaluate your staff. Leaders must inspect what they

expect and to give all stakeholders the vision but to allow them to choose the best route to the final destination. Professor Decker said it best, "Everyone is not the same-some take a different route to Chicago. The way I go may be different than yours, just make sure were headed the same way" (Personal Communication February 19, 2007). There is no best way to teach nor is their one best way to lead.

Leader of Change

In an age of reform and restructuring, educators are seeking new models to improve their schools. One approach is to replicate the qualities, and hopefully the advantages, of a small school by creating a "school-within-a-school." This approach establishes, within the school, a smaller educational unit with a separate educational program, its own staff and students, and its own budget. Several cities, including New York City, Philadelphia, and Chicago, have experimented with this as a method for downsizing (Raywid, 1995).

A school-within-a-school is a small, autonomous program housed within a larger school building. Schools-within-schools have their own culture, program, personnel, students, budget, and school space. Like academies, the school-within-a-school structure supports constructive relationships between and among students and teachers by grouping students together each year to take core courses with the same group of teachers, thus increasing the supports students receive from peers, teachers, and other adults.

At the beginning of the 2005-2006 school year, in an effort to assist students with the transition from middle to school to high school, Waterloo East High School implemented a "house" structure for 9th grade. Houses are "smaller learning communities"/ school within a school, of approximately 130 students that share common teachers in English, math, geography and science.

Data showed that the freshmen class lost 20-40 students a year over the past five years. In the last school year an alarming 70 freshmen students failed to complete their 9th grade year; displacing, or placing 15 and 16 year olds in a no win situation. Some enrolled in the alternative high school but many simply dropped out of school and ultimately dropped out of the opportunity at being a productive citizen.

Administration at East High was determined to no longer ignore the facts and the research being done across America encouraged the district that a school within a school could work at East. A great deal of research suggests that smaller schools contribute to student achievement, attainment, and sense of well-being (Cotton, 1996a; Fowler, 1995; Howley, 1994; Howley & Bickel, 2000; Lee & Smith, 1995; Lee, Smith, & Croninger, 1995).

Freshmen core area teachers would work as teams and they were to meet at least twice a week to discuss student progress and curriculum and to make parent contacts. Students would have classes with students in their houses, helping them to develop new and strong friendships. Freshmen teachers, as well

as a freshmen dean, were to closely monitor student grades, attendance and work to provided support at the onset of an issue rather than reacting.

Within each house there are to be "learning labs" where students can go for help in math, English, geography, and/or science. The house teachers will be available to assist students during the lab periods. Not all students are scheduled for learning labs; however, students who begin to slip academically may be pulled from elective classes and scheduled into the learning lab for extra help.

I was part of this new initiative and believed that it would be a success. The student goals were being met. Students were getting to build strong relationships with peers, academic and attendance issues were being recognized before students high school careers were jeopardized, and staff morale was at an all-time high.

The school within a school concept has some disadvantages; research has proven it. In our program at East High, we realized that what may be a success in some places does not mean that you will have success in another. Among the disadvantages, research suggests that this model can sometimes create divisiveness in schools because it tends to realign organizational structures and fracture preexisting relationships. Conflicts can arise concerning allegiances to the larger school versus the smaller school unit, thus creating rivalries (Muncey & McQuillan, 1991; Raywid, 1996b).

The failure in the system comes when you have teachers that have different philosophies of education or if personalities do not match. Failures also occur when the original plan changes month to month. The dean of freshmen students never happened and the building principal took on the duties, but never really showed a strong commitment or desire to do the job. Classroom teachers have handled discipline and on too many occasions it has been reactive rather than at the onset of the problem.

Our facilitator was not hired to do the specific job of house coordinator. She was hired to direct the smaller learning communities' objective, *advisories*. Advisory is the current word used for homeroom. She informed me that the housing idea came from district administrators outside the building. She had little to no knowledge of how houses worked in other districts and was not sure how they would work here. Although the bottom may be able to sustain an innovative effort for several years, if administrators do not engage in ongoing active support it is more likely that the change effort will die (Hall & Hoard, 2006).

A review of the literature suggests that implementing the school-within-a-school model has met with varying degrees of success in different settings. The most critical factor for success is a commitment to implementing the program fully, allowing for complete administrative separation of the sub school and the creation of a separate identity (McCabe & Oxley, 1989; McMullan, Sipe & Wolfe, 1994; Raywid, 1996b). Without full implementation, many of the benefits

of small-scale schooling, such as establishing community and symbolic identity, cannot be realized. Staff and student support is also important, and the strengths or weaknesses of a particular plan may vary over the years with personnel changes. Obtaining the support of the superintendent, school board, and school principal is also essential.

The school-within-a-school model may be an effective and affordable way to capture the benefits of smaller-scale schooling within larger school buildings. While research results are limited, the school-within-a-school model has the potential to contribute to a greater sense of student well-being, a sense of student community, and higher student achievement and educational attainment. This model seems to hold promise especially for disadvantaged students, who are affected positively by smaller schools but are more likely to attend larger schools (Jewell, 1989; Lee & Smith, 1996).

Our current school administration has made great strides in their efforts to benefit all students. The key to allowing and achieving the change from traditional school to more modern and student friendly schools will only be accomplished by administration and staffs continued efforts to research and develop best practices. I believe that administration has done a solid job of research. The next step is to successfully encourage and educate all stakeholders. The chain of instruction must not have any kinks, so administrators must be able

to model and teach staff that the efforts and the investment that all are making will pay large dividends in the end.

Over time, a leader and an organization can establish a sense of trust and teamwork and a willingness to take risks. This takes years, not weeks or months, and a commitment of self to work that goes beyond the ordinary. The payoff, though, also extends beyond the ordinary; the result is an organization that fosters both learning and achievement. When well done, that is an extraordinary combination. But even this achievement brings its own, more subtle challenges, which require more subtle strategies. In a study of organizational transition, Beckhard and Harris identify three stages: (1) articulating a vision for the future, (2) diagnosing the present, and (3) managing the transition from here to there.

Schein (1985) said, before a leader can attempt to change the organization's culture, she or he needs to understand the existing culture. What are the organization's basic assumptions? What behaviors do people assume, count on, and accept? What underlies why people act the way they do. Although the bottom may be able to sustain an innovative effort for several years, if administrators do not engage in ongoing active support it is more likely that the change effort will die.

Kahn (1993) used this "pass-along theory"--if managers support and nurture staff, staff will be more likely to support and nurture kids--is premised on

the notion that it is hard to give what you do not get, that staff will not be as likely to give nurturing if they do not get nurturing.

Role of the Leader of Service

As a building principal you must have your finger on the pulse of the student body. The issues surrounding today's youth are different than they were when I was in high school twenty years ago. Drugs, sex, sexuality, parents, violence, are more on the minds of students because of a variety of reasons. I realize and know that these same issues were there twenty years ago, but the extreme to which they exist today are tremendous. Some would argue that educators are imagining things, but my experience in the classroom tells me different. When I started teaching, teenage pregnancy was an issue with juniors and seniors; today it is an issue with eighth graders. The same is true with dugs and alcohol. The game has changed and even more issues are at hand. In this paper I will look at child abuse and school violence, both of which are on the rise.

In 1999, an estimated 3 million children were reported to child protective agencies as victims of child maltreatment (Peddle & Wang, 2001). As the leader of service the principal is responsible for all children. A child's safety and innocence can be endangered or lost within a second. It is without doubt that I will always put the needs of a child before mine. Being a leader of a building or district makes adults powerful, but power without ethics can cut both ways.

Because of the continuing rise in the reported cases of abuse, schools are experiencing increasingly greater challenges to recognize and to provide services to these students. The services that are provided are slow in action and in many cases the child fails to receive help before the situation becomes fatal. In our community we lost an eighth grade young girl to a monstrous crime, in part due to the lack of support from the schools and staff not having their finger on the pulse of this young lady. In order to serve and support these victims, educators need to understand the dynamics of child abuse and become more knowledgeable of school-based interventions. In addition, understanding the immediate and long-term effects of abuse is essential for current teachers.

Several researchers suggest that children who suffer from abuse may exhibit symptoms commonly associated with post-traumatic stress disorder (PTSD) (Ford et al., 2000). In addition, Graham (1993) suggested that in fact, PTSD is the most common diagnosis for children who have been abused. Children that show abnormal behaviors may not all be victims of child abuse, and it would be absurd to think that just because a child falls asleep or responds aggressively to a request that they are being abused. What is important is that as an educator professional development training to notice the signs of abuse must be encouraged/ enforced by the leader of service.

Despite the suggestion that the PTSD model is best suited to describe the symptom otology to violent trauma like sexual abuse, others have criticized its

application in fully explaining the results of child abuse trauma (Finkelhor, 1990). Finkelhor, for instance, argued that the PTSD model is too narrow in that it overwhelmingly focuses on the affective realm. In his view, concentrating extensively on feelings minimizes attention to the thinking or cognitive realm. As a result, maintained Finkelhor, victims of child abuse have distorted cognitive maps about sex, family, and self worth. Not all victims of sexual abuse may exhibit PTSD symptoms but may have other problems that manifest themselves and become debilitating factors (Finkelhor, 1990). I may miss on this thought but in a recent movie released chronicling the life of Ray Charles, his therapist hinted at the fact the he suffered from PTSD. As a young boy Ray witnessed his younger brothers drowning and he sought to numb the memory of this event with drugs and sex, becoming addicted to heroin for over 20 years and having children with multiple women.

As a result of war, violence, and traumatic experiences, children not only see and experience tragic events, but also experience the potential threat of harm (Byrnes, 2001). In situations of violence, children may not secure a stable attachment to a nurturing adult. In fact, the interruption of daily routine, school services, and the physical structure of normally safe havens (whether at home or school), may have a long-term impact on the quality of children's lives even after the violence has abated (Byrnes, 2001). Some experts would also suggest that violent images have become so pervasive in the media, that children have become

desensitized to violence. Others would theorize that violence is rooted in the recent social and economic changes in the United States over the past 20 years. For instance, overworked and financially strapped parents vent their frustrations on their children, in some cases resulting in physical and emotional abuse taking place in the family. As recipients of abuse at home and seeing an increasing prevalence of violence in our society, children have grown accustomed to violence as a "normal" way to settle disputes (Remboldt, 1998). True leaders of service find a way to stop the cycle of abuse. Despite the fact that the sources of school violence (either in urban or suburban environments) lie in complicated, ambiguous arenas of social life, it remains the task of schools to respond with appropriate support for victims and survivors (Perlstein, 2000). Support must also be available for educators.

At the beginning of my teaching career I was required to take a mandatory child abuse class. The class was a one time requirement, the abuse of our youth continues, the violence has become more frequent and the training for those most available to assist is null and void.

Communities across America are in danger of losing control of their youth. Fights are not seen as an infrequent event on the playgrounds they are daily events in the classrooms. Visiting elementary schools throughout the two years in this program I was told I would see something new, I thought the principals were referring to me being an high school teacher I would see happy faces and laughter

all day long, what they meant was that children under the age of ten were being suspended for fighting, swearing, and even one case of weapon expulsion.

As a leader you must search out ways to best use your talent and a means to best guide. Today I serve the same role as my heroes have. As the teachers and coaches I admire and admired still today, I hope to be seen as a leader and not just simply a teacher. I believe that in this profession that all teachers and coaches have the ability to be more. To be a leader you have to simply give more, more than just a fifty-four minute lecturer or instruct on proper tackling, but a true leader; a leader of learning, change, and service.

References

Barth, R.S. (1990). *Improving schools from within*. San Francisco: Jossey-Bass.

Burgess, R. (2000). *Laughing lessons: 149 2/3 ways to make teaching and learning fun*. Minneapolis, MN: Free Spirit.

Byrnes, D. A. (2001). War and conflict: Educators advocating for the protection of children. *The Educational Forum, 65*(3), 227-231.

Cardosa, S.H. (2000). Our ancient laughing brain. *Cerebrum: The Dana Forum on Brain Science, 2*.

Collins, D. (2000) *Achieving your vision of professional development. How to assess your needs and get what you want*. Tallahassee, FL: SRVE.

Conzemius, A., & O'Neil, J. (2001) Building *shared responsibility for student learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Cotton, K. (1996a). School *size, school climate, and student performance*. Close-up #20. Portland, OR: Northwest Regional Educational Laboratory. (ERIC Document Reproduction Service No. ED 397 476).

Covey, S. R. (1996). *The 7 habits of highly effective people.* Salt Lake City, UT: Covey Leadership Center.

Dale, E. (1969). *Audio-visual methods in teaching* (3rd ed.). New York: Holt, Rinehart & Winston.

Finkelhor, D. (1990). *Early and long-term effects of child sexual abuse:* An update. Professional Psychology Research and Practice, 21(5), 325-330.

Ford, J. D., Raucusin, R., Ellis, C. G., Daviss, W. B., Reiser, J., Fleisher, A., Thomas, J. (Aug. 2000). Child maltreatment, other trauma exposure, and posttraumatic symptomatology among children with oppositional defiant and attention deficit hyperactivity disorders. *Child Maltreatment, 5* (3), 205-218.

Fowler, W. J., Jr. (1995). School size and student outcomes. In H. J. Walberg (Series Ed.) & B. Levin, W. J. Fowler, Jr., and H. J. Walberg (Vol. Eds.), *Advances in education productivity: Vol 5.* Organizational influences on productivity (pp. 3-25). Greenwich, CT: Jai Press.

Garmston, R., 7 Wellaman, B. (1999). *The adaptive school: a sourcebook for developing collaborative groups.* Norwood, MA: Christopher-Gordon.

Glasser, W. (1990). *The quality school.* New York: Harper &Row.

Graham, T. L. (October, 1993). Beyond detection: Education and the abused

    student. *Social Work in Education, 15*(4), 197-206.

Gregory, G.H. (2003). *Differential instructional strategies in practice: Training,*

    implementation, and supervision. Thousand oaks, CA: Corwin Press.

Hall, G. and Hord, S. 2006). *Implementing Change: Patterns, principals and*

    potholes second edition. Pearson Education, Inc.

Howley, C. B. (1994). *The academic effectiveness of small scale schooling (an*

    update). ERIC Digest. Charleston, WV: ERIC Clearinghouse on Rural

    Education and Small Schools. (ERIC Document Reproduction Service No.

    ED 389 503).

Howley, C. B., & Bickel, R. (2000). Results of a four-state study: *Smaller schools*

    reduce harmful impact of poverty on student achievement. Washington,

    DC: Rural School and Community Trust.

Jensen, E. (1998). *Sizzle and substance. Presenting with the brain in mind.* San

    Diego, CA: The Brain Store.

Jewell, R. S. (1989). School and school district size relationships: Costs, results,

    minorities, and private school enrollments. *Education and Urban Society,*

    21(2), 140-153.

Kahn, W. A. 1993. "Facilitating and Undermining Organizational Change: A
  Case   Study." *Journal of Applied Behavioral Science*, vol. 29, no. I
  (March): 32-55.

Lee, V. E., & Smith, J. B. (1995). Effects of high school restructuring and size on
  early gains in achievement and engagement. *Sociology of Education,*
  68(4), 241-270.

Lee, V. E., & Smith, J. B. (1996). High school size: *Which works best, and for
  whom?* Paper presented at the Annual Meeting of the American
  Educational Research Association, New York.

Lee, V. E., Smith, J. B., & Croninger, R. G. (1995). *Understanding high school
  restructuring effects on the equitable distribution of learning mathematics
  and science.* Madison, WI: Center on Organization and Restructuring of
  Schools.

Little, J. W. (1993, summer) Teacher's professional development in a climate of
  educational reform. *Educational evaluation and policy Analysis, 15,* 120-
  151.

McCabe, J. G., & Oxley, D. (1989). Making big high schools smaller: *A review of the implementation of the house plan in New York City's most troubled high schools.* New York: Public Education Association; Bank Street College of Education.

McMullan, B. J., Sipe, C. L., & Wolfe, W. C. (1994). Charter and student achievement: *Early evidence from school restructuring in Philadelphia.* Philadelphia: Center for Assessment and Policy Development.

Muncey, D. E., & McQuillan, P. J. (1991). *School-within-a-school restructuring and faculty divisiveness*: Examples from a study of the coalition of essential schools. Working Paper #6. Providence, RI: School Ethnography Project, Brown University.

Peddle, N., & Wang, C. T. (2001). *Current trends in child abuse prevention, reporting and fatalities: The 1999 fifty state survey* (working paper no. 808). Chicago, IL: National Center on Child Abuse Prevention Research, National Committee to Prevent Child Abuse.

Perlstein, D. (March, 2000). Failing at kindness: Why fear of violence endangers children. *Educational Leadership, 57*(6), 76-79.

Raywid, M. A. (1995). The subschools/small schools movement--taking stock. Madison, WI: Center on Organization and Restructuring of Schools. (ERIC Document Reproduction Service No. ED 397-490).

Raywid, M. A. (1996b). The Wadleigh complex: A dream that soured. In W. Boyd, R. Crowson, & H. Mawhinney (Eds.), The politics of education and the new institutionalism: *Reinventing the American school*. Philadelphia: Falmer.

Remboldt, C. (1998). Making violence unacceptable. *Educational Leadership, 56*(1), 32-38.

Roberts, S. M., 7 Pruitt, E. Z. (2003). *Schools as professional learning communities: Collaborative activities and strategies for professional development.* Thousand Oaks, CA: Corwin Press.

Senge, P. (1990). *The fifth discipline: the art and practice of the learning organization.* New York: Doubleday.

Sergiovanni, T. J. (1992). *Moral leadership; getting to the heart of school improvement.* San Francisco; Jossey-Bass.

Schein, Edgar H. 1985. *Organizational Culture and Leadership.* Jossey-Bass.

Snyder, K. J. (1993). Competency development: Linking restructuring goals to
training and coaching. In R. Anderson & K. Snyder (Eds.), *Clinical
supervision: Coaching for higher performance*. Lancaster, PA:
Technomics.

Sousa, D. (2001). *How the brain learns* (2nd ed.). Thousand oaks, CA: Corwin
Press.

Sprenger, M. (1998). Memory lane is a two-way street. *Educational Leadership,
56. 165-67.*

Sprenger, M. (1999). *Learning and memory: The brain in action.* Alexandria, VA:
Association for Supervision and Curriculum Development.

Tate, M.L., (2003). *20 instructional strategies that engage the brain.* Thousand
Oaks, CA: Corwin Press.

Westwater, A., & Wolfe, P. (2000). The brain-compatible curriculum.
Educational   Leadership, 58(3), 49-52.

Whitaker, T. (2003). *What Great Principals Do Differently (Fifteen things that
matter Most).* Larchmont, NY: Eye on education.

Wolfe, P. (2001). *Brain matters: Translating research into classroom practice.*

Alexandria, VA: Association for Supervision and Curriculum

Development.