

RESEARCH AREA & SOURCE	DESCRIPTION & MAIN FINDINGS / ARGUMENTS
<p>Leadership / Literacy</p> <p><i>Educational Administration Quarterly 43.3, 358 - 380</i></p>	<p>McGhee, M. & Lew, C. (2007) Leadership and writing: How principals' knowledge, beliefs and interventions affect writing instruction in elementary and secondary schools.</p> <p>This study surveyed teachers who had attended a writing conference, about the leadership of their principals in the area of writing instruction. The survey instrument of 13 items was grouped into two factors. One factor (Intervention) was a group of positive interventions in writing instruction made by the principal across the school. The other factor (Knowledge / Beliefs) was the level of knowledge the principal had about writing instruction. The intervention factor (total 9 items) included such things as:</p> <ul style="list-style-type: none"> • Provides staff development • Serves as an audience for student writing • Encourages writing across the curriculum • Communicates with parents about the writing process • Provides time to talk about ideas about writing <p>The Knowledge factor (total 4 items) included such things as:</p> <ul style="list-style-type: none"> • Understands and can talk about best practice in writing • Does not emphasize state accountability at the expense of good writing instruction. <p>Participants also indicated whether their principal had participated in a writing workshop or extended writing training and gave an overall rating of the efficacy of their principal as an instructional leader in writing. A space for open comment was also provided.</p> <p>Main Findings:</p> <ul style="list-style-type: none"> • Teachers perceived principals who had participated in a writing workshop to be more effective instructional leaders in writing. • Principals who rated more highly on the knowledge factor intervened in school organization in ways that were positive for the development of student writing skills • 60% of the variance in intervention was explained by the knowledge of the principal. • The responses to the open comment section of the survey clustered around two primary topics – the influence (positive and negative) of principals on teaching and learning and the impact of accountability testing on writing instruction • Participants generally commented positively on the influence of principals who were knowledgeable about writing and negatively on the influence of principals who were not. • Participants also commented about the negative influence on writing instruction of principals who were overly concerned with the results of accountability testing

	<ul style="list-style-type: none"> • Generally, high levels of knowledge about writing and the writing process seemed to correlate with acts of leadership which connected subject matter, learning and teaching in a coherent way to support effective writing instruction.
<p>Curriculum Implementation</p> <p><i>Paper Presented at the Annual Meeting of the American Educational Research Association. April 19-23, 1999</i></p>	<p>Tunks, J. (1999) You say potato, I say potato: Implementation strategies used by teachers.</p> <p>A set of multi-disciplinary curriculum materials produced by an opera company for use in schools prior to classes attending the opera was investigated to determine teacher satisfaction with the materials and the extent to which teachers used the materials as intended or adapted them to their own purposes. Data was collected using a self-response instrument containing questions to be answered using a Likert scale. Responses on the Likert scale relating to implementation of each component of the materials (1. as recommended; 2. in an adapted form; 3. selected pieces; 4. ideas but not instructional methods; 5. did not use) were interpreted by the researchers as corresponding with fidelity (1), mutual adaptation (2 & 3), enactment (4) or non-use (5).</p> <p>Main Findings:</p> <ul style="list-style-type: none"> • In the initial years of use, the multi-disciplinary materials were distributed without any accompanying professional development. The response to the materials was overwhelmingly negative. After implementation of a 90 minute workshop, teachers who had attended the workshop rated the materials useable and desirable. Teachers who had not attended the workshop continued to condemn the materials. • As an overall average of all components 10% of teachers reported fidelity, 29% adapted the curriculum, 4% enacted it, 18% did not use it and 39% did not respond indicating that a majority adapted the materials. • Results from groups of subject area teachers indicate that a lower percentage of teachers implemented with fidelity in their own area of expertise. The researchers take this as an indication that teachers may be more dependent on the prepared materials when their level of expertise in the subject is lower. (53% of the teachers presented the entire multidisciplinary unit on their own and 29% worked with only one other person).
<p>Leadership</p> <p><i>Educational Administration Quarterly 43.3.319 - 357</i></p>	<p>Mangin, M. (2007) Facilitating elementary principals' support for instructional teacher leadership.</p> <p>This study explored the conditions that lead to elementary principals productively supporting the work of instructional teacher leaders in Math. Interviews with 15 principals working with teacher leaders were conducted as well as with the teacher leaders themselves and the relevant district supervisors. Four key variables and their correlations were explored through the interviews and analysis. These were: 1. Principals' knowledge of the teacher leader's role 2. Principals' interaction with the teacher leader (the more the interaction was focused on two-way information exchange about instructional issues rather than one way directives or informational updates, the higher the quality of interaction was rated) 3. Principals' support for teacher leaders 4. District office communication with principals.</p> <p>Main Findings:</p> <ul style="list-style-type: none"> • In 13 out of 15 cases the principals' level of knowledge about the role was commensurate with their level of interaction with the teacher leader. A high level of knowledge about the role correlated with high quality interactions with teacher leaders. • High levels of knowledge and high quality interactions correlated with high levels of support for teacher leaders including creating

	<p>expectations within the school that instruction would improve and that teachers would work cooperatively with teacher leaders.</p> <ul style="list-style-type: none"> • Even in the cases where support was at the highest levels, teacher leaders indicated as desire for more support. The researchers interpret this as indicating the challenge for teacher leaders in gaining acceptance from their peers. • Clear communication of expectations and of the role of the teacher leader from the district office facilitated high levels of the other three variables. • Where the role was not clearly delineated by the district office or where attendance at information sessions about the role by principals was not mandatory, principals often interpreted the role in ways that were discrepant with the original intentions of the office- for example a number of principals used the teacher leaders for managerial tasks or had them work in classrooms with students to improve test scores.
<p>Literacy <i>Education Week</i> July 12, 2007</p>	<p>Cech, S. (2007) Much of the achievement gap traced to ‘summer slide’.</p> <p>A study tracking 325 students in Baltimore across their school careers. Reading tests were administered twice yearly so that researchers could isolate reading gains made during the school year from those made or lost over the summer.</p> <p>Main Findings:</p> <ul style="list-style-type: none"> • The summer learning among students in relatively well-educated, economically secure homes effectively added 47 points to the students’ test scores by the end of 5th grade. • Students in relatively low-income, poorly educated families reduced their test scores by 2 points during the summers by the end of 5th grade. • During the school year, socioeconomically disadvantaged students kept pace with their more advantaged classmates. • Roughly two thirds of the achievement gap in reading between 9th graders of low and high socioeconomic background could be explained by what was learned or not learned over the summer
<p>Leadership / ICT <i>Cambridge Journal of Education</i> 36:4, 565 – 578</p>	<p>Hayes, D. (2006) Making all the flashy stuff work: the role of the principal in ICT integration.</p> <p>A three year longitudinal case study of ICT integration in five different schools focusing on mainly on principal leadership, but also including teacher interviews and classroom observations.</p> <ul style="list-style-type: none"> • every principal involved in the study depended to a greater or lesser degree on a junior colleague with a strong vision for ICT integration and the knowledge and skills to support the process, suggesting that particularly where ICT is concerned the notion of leadership dispersal (which usually emphasizes shared responsibility) should be broadened to include the collective benefits of shared expertise. • ICT integration involved high levels of risk and low levels of systemic support for the principals involved. • schools were operating well below industry standards for ICT support and functionality • a limited pool of experience within the system and few mechanisms for sharing what expertise existed forced principals to resolve ICT issues in highly contextualized ways

	<ul style="list-style-type: none"> • over the period of the study the degree to which curriculum documents in the subject areas integrated ICT and identified appropriate outcomes affected the degree of ICT uptake by teachers • teachers often did not use ICT in the classroom, even if they were proficient users themselves, if simpler methods were perceived to be effective • internet searches were common in classrooms but teaching how to critically search the internet was rare
<p>Teaching Strategies - Math / General Learning and Instruction 15; 123 - 139</p>	<p>Perels, F. Gurtler, T. & Schmitz, B. (2005). Training of self-regulatory and problem-solving competence.</p> <p>This study examined the acquisition of mathematical problem-solving skills and self-regulation skills in 249 eighth graders. The treatment consisted of six 90 minute sessions and students were divided into four treatment groups; 1. only problem solving skills were taught (working forwards and backwards / tables, figures and equations / principle of invariance) 2. only self-regulation skills were taught (goal-setting / volitional strategies / self-reflection / handling errors) 3. both sets of skills were taught 4. control group.</p> <p>Main Findings:</p> <ul style="list-style-type: none"> • The problem solving skills only group showed the greatest improvement in problem-solving • Only the combined training group showed a significant improvement in self-regulation skills though the self-regulation group showed improvement in one of the sub-constructs of self-regulation - self-efficacy. • Surprisingly the self-regulation only group showed an improvement in problem-solving. The researchers hypothesize that self-regulation skills are domain non-specific and therefore can facilitate learning processes independent of the learning context and material.
<p>Teaching Strategies – General Science Daily October 1, 2007</p>	<p>‘Rusting’ also describes how methamphetamine harms the body.</p> <p>Researchers at Duke university worked with teachers to develop units which integrated chemistry and biology as well as other subject areas (mathematics, social science etc.). The units were based around drug-related topics in a bid to capture and maintain student interest. For example, rather than describing how iron and oxygen combine to make rust, the units examined how the same process allows methamphetamines to kill neurons.</p> <p>Main Findings:</p> <ul style="list-style-type: none"> • Student interest was extremely high • Basic science knowledge was boosted in the 7,210 highs school students involved in the study by around 16%.