Teacher Leaders:

Resources to Meet Your Needs

A list of professional materials available for borrowing from the Stewart Resources Centre – June 2013

SASKATCHEWAN · TEACHERS' FEDERATION ®

The STF's Stewart Resources Centre – CHECK US OUT!

In order to serve you better, we have compiled the following list of resources that directly address some of your professional needs. We hope you find this publication helpful, and we would be pleased to hear from you if you would like us to continue producing more specialized resource lists, or if you have suggestions on how we can improve our service to you. We want to serve you better!

We make it easy for you to use the Stewart Resources Centre:

- For schools outside of Saskatoon, we mail our resources directly to you and provide a postage-paid mailing label for you to use to mail the resources back to us. (Audio-visual resources are excluded from the Canada Post library mailing rate, so you will need to pay postage to return these items.)

- For schools in Saskatoon, your resources arrive at your school through the weekly interschool mail delivery. Materials may also be returned to us using this courier system.

- You don't need to know the exact titles for resources you need. Provide a topic and an approximate grade level at which you would like to use the materials, and we will do the rest!

- We are accessible 24 hours a day through the STF website: www.stf.sk.ca You may search our catalogue online or email us your resource requests at: src@stf.sk.ca

- Call us! STF members may call the Stewart Resources Centre toll-free at 1-800-667-7762, ext. 6323, or we can be reached at 373-1660, ext. 6323 for local calls.

- Visit us in person! We are open 8:30 a.m. to 5:00 p.m. from Monday to Friday.

658.4092 Z68
Achieve leadership genius : how you lead depends on who, what, where, and when you lead /
Zigarmi, Drea. Fowler, Susan. Lyles, Dick.
Upper Saddle River, NJ: Financial Times Press, 2007.
Subjects: Leadership. Management. Teams in the workplace.
Summary: What does it really take to become a great leader? Commitment, hard work, and a framework for leading that give you clarity when there's chaos all around you. That framework exists. It's called contextual leadership. This book will help you master it, and put it to work. You'll discover high-level and micro-level techniques you need to achieve breakthrough effectiveness. You'll practice them, internalize them, and make them yours.

371.264 M913
Advancing formative assessment in every classroom : a guide for instructional leaders / Moss, Connie M. Brookhart, Susan M.
Alexandria, VA: ASCD, 2009.
Subjects: Group work in education. Educational evaluation. Teachers – In-service training.
Summary: In this guide, the authors define formative assessment as an active, continual process in which teachers and students work together to gather evidence of learning.

371.2 H694
The art of school leadership / Hoerr, Thomas R.
Alexandria, VA: ASCD, 2005.
Subjects: School management and organization. Educational leadership.
Summary: The author shares successful strategies for leading students, faculty, and parents in a productive and accountable school: why successful leaders have to lead and manage; the five kinds of power and how to wield them effectively; why traditional organizational hierarchies are no longer effective; the steps to helping struggling teachers; why true collegiality is much more than just teamwork; and the essential elements of highly productive meetings.

971.00497 C988
Askiwina : a Cree world / Cuthand, Doug.
Regina, SK: Coteau Books, 2007.
Subjects: Indians of North America – Canada – History. Cree Indians – History.
Summary: The author explores the basics of Aboriginal spirituality - the four directions, the trickster Wesakechak, creation stories, coming-of-age rituals, the Sundance, and sacred places on the prairies. He describes Saskatchewan history from an Aboriginal point of view, a perspective from which familiar events like the Battle of Cutknife Hill, the siege of Battleford, and the establishment of Prince Albert look profoundly different. He delves into the worlds of past leaders and thinkers like Canon Edward Ahenakew, Anahareo, Poundmaker, and Sweetgrass, and cultural and religious traditions like the powwow and the Ghost Dance. He portrays the impact Aboriginal peoples have had on this province - including their critical role in the fur trade, place names of the province, settlement patterns, and even Canadian-American relations - and projects the impact they will have on its future. He also presents a seasoned observer's view of economic and political issues facing Aboriginal peoples in Saskatchewan, including such topics as gaming, self-government, and land claims.

* Annotations have been excerpted from book descriptions provided by the publishers.

371.2012 B734

Balanced leadership : how effective principals manage their work / Boris-Schacter, Sheryl.
Langer, Sondra.
New York, NY: Teachers College Press, 2006.
Subjects: Educational surveys. Educational leadership. School management and organization. School principals – Attitudes.

Summary: The authors surveyed or interviewed over 200 school principals to find out why so many are leaving the profession and how those who stay manage their work. They discovered that regardless of a principal's race, gender, school level, geographic region, or tenure, there was a remarkable consistency in the challenges identified and suggestions given for revamping the role of the principal. This volume: offers fresh insights on ways to both attract and retain good principals; shows how successful principals reconcile their expectations and hopes with the realities and disappointments encountered in their work; examines issues common to all principals, such as time management, staff evaluations, keeping the focus on instruction, community expectations, and pursuing a balanced life; presents strategies that principals have used to make their role more effective and more attractive; and provides practical ideas for coping with the present and envisioning the future, including alternative principal models.

371.102 S879

Best practices for teacher leadership : what award-winning teachers do for their professional learning communities / Stone, Randi. Cuper, Pru.
Thousand Oaks, CA: Corwin Press, 2006.
Subjects: Teacher effectiveness. Effective teaching. Educational leadership.

Summary: This book chronicles the many and varied ways in which award-winning teachers create professional learning communities through collaborations with colleagues, mentees, faculty groups, learners, families, and neighbourhoods. Join them as they share their best ideas for achieving excellence in education through staff development, hands-on learning, new technologies, mentoring, parent involvement, and more.

379.158 W588

Beyond the numbers : making data work for teachers & school leaders / White, Stephen H.
Englewood, CO: Advanced Learning Press, 2005.
Subjects: Educational statistics. Educational indicators. Educational evaluation.

Summary: The author identifies teachers and school leaders as experts in data analysis, rather than statisticians and number crunchers. As experts, readers are challenged to implement the book's central message, the five Rs of data analysis: Recognize the influence of the rearview-mirror effect on current practices, policies, and values about teaching and learning; Realize that data provide opportunities for thoughtful analysis, infusion of our own experience and insights, and decisions that change how we practice the craft of teaching; Reflect on available data with other professionals, engaging the power of collaboration to examine student work, implement and monitor insightful changes, and improve student achievements; Respond to urgent challenges; and Replicate practices that work to share the wealth of knowledge and experience that exists in every school.

371.2 J52

Boot camp for leaders in K-12 education : continuous improvement / Jenkins, Lee. Roettger, Lloyd O.
Milwaukee, WI: ASQ Quality Press, 2006.
Subjects: Educational leadership. Top quality management. School improvement programs.
Summary: Leaders will learn how to create a culture of continuous improvement with administrators, teachers, support staff, parents, and students.

428.0071 G216

Bridging the English learner achievement gap : essential lessons for school leaders / Garcia, Ray.
New York, NY: Teachers College Press, 2012.
Subjects: Academic achievement. Limited English-proficient students. School administrators. English language – Study and teaching – Foreign speakers.
Summary: This book introduces a Reform Sustainability Framework that focuses on the examination of fundamental school structures required to ensure English learner success while guiding the school leader in handling the reform terrain deftly. This reform-navigation tool identifies patterns and trends in the deployment of a reform and subsequently allows leaders to make necessary adjustments to extend, accelerate, or terminate a given reform.

371.2 Z91

Building school culture one week at a time / Zoul, Jeffrey.
Larchmont, NY: Eye on Education, 2010.
Subjects: School improvement programs. Communication in education. School management and organization. Teacher-principal relationships.
Summary: This book displays 37 Friday Focus memos - weekly communications between school leaders and staff. They offer practical tips on how to improve your school along with insights about the four core factors that impact school culture: communication, observation, relationships, and expectations.

371.2 H178

Building teachers' capacity for success : a collaborative approach for coaches and school leaders / Hall, Peter A. Simeral, Alisa.
Alexandria, VA: ASCD, 2008.
Subjects: Teacher-administrator relationships. School improvement programs.
Summary: The authors offer a straightforward plan to help site-based administrators and instructional coaches collaborate to bring out the best in every teacher, build a stronger and more cohesive staff, and achieve greater academic success. Their model of Strength-Based School Improvement is an alternative to a negative, deficit-approach focused on fixing what's wrong. Instead, they show school leaders how to achieve their goals by working together to maximize what's right.

371.106 K93

Collaborative teacher leadership : how teachers can foster equitable schools / Krovetz, Martin L. Arriaza, Gilberto.
Thousand Oaks, CA: Corwin Press, 2006.
Subjects: Teacher participation in administration. Teacher effectiveness.
Summary: The authors reveal how approaches like collaboration, the use of data, a focus on equity, and job-embedded professional development have been incorporated into real-world settings to lead and manage change successfully. This resource includes: reflective questions to help apply teacher stories to specific situations; dozens of first-person narratives representing a wide range of voices; and strategies for documenting and sustaining growth as a teacher leader. This guide is ideal for teachers, administrators, leadership teams, and school improvement teams to achieve the goal of every school - maximizing student learning.

371.1 M383

Communities that learn, lead, and last : building and sustaining educational expertise / Martin-Kniep, Giselle O.
San Francisco, CA: Jossey-Bass, 2008.
Subjects: Group work in education. Teachers – Professional relationships. School management teams.

Summary: This book maps out the community-building essentials, providing guidance, tools, and carefully crafted rubrics in the following areas: building individual and organizational capacity for learning, facilitating and managing professional learning communities, improving and assessing community functioning, improving the outcomes of professional learning communities, and evaluating the work of community participants.

379.158 P618
Compelling conversations : connecting leadership to student achievement / Piercy, Thomasina DePinto. Curtis, Sarah.
Englewood, CO: Advanced Learning Press, 2006.
Subjects: Educational accountability. Academic achievement. Educational leadership.
Summary: This book is a direct leadership model based on conditional knowledge research that increases individual teacher capacity. The process uses data and backwards mapping to cut through barriers of norms hidden within traditional isolated decisions.

371.2 C784
Connecting leadership with learning : a framework for reflection, planning, and action /
Copland, Michael A. Knapp, Michael S.
Alexandria, VA: ASCD, 2006.
Subjects: Learning. Educational leadership. School management and organization.
Summary: The authors introduce you to the Leading for Learning Framework and provide you with advice on how to quickly foster student, teacher, and systemic learning, including: three actions that will focus your school on equitable learning, five essential tasks for building professional learning communities, four ways to engage the external environments that matter for learning, four strategies for acting strategically through shared leadership, and three steps to ensure your leadership actions are coherent.

371.106 M978
Connecting teacher leadership and school improvement / Murphy, Joseph.
Thousand Oaks, CA: Corwin Press, 2005.
Subjects: Teacher participation in administration. School improvement programs. Educational leadership.
Summary: This book synthesizes theoretical, empirical, and practice-based literature to provide a comprehensive look at what is known about teacher leadership and what works to support it. The first part of the book explores the core concepts of teacher leadership, while the second part shows readers how to establish the context in their school or district to cultivate and support teacher leaders. This book covers such important topics as: the principal's critical role in supporting teacher leadership; cultivating teacher leadership through professional development; overcoming organizational barriers that hinder teacher leadership; and how teacher leadership can help advance school improvement efforts.

371.207 K17
Culture re-boot : reinvigorating school culture to improve student outcomes / Kaplan, Leslie S. Owings, William A.
Thousand Oaks, CA: Corwin, 2013.
Subjects: School environment. Educational change. School improvement programs. Educational leadership.
Summary: This book reframes school culture to include organizational learning, relational trust, accountability, program improvement, and teacher effectiveness while showing you how to: be the transformational leader your school needs to reinvigorate your school culture, establish a student-centred learning culture focused on student outcomes, engage teachers in culture-focused leadership

teams that support teacher and student learning, get parents and community on board to collaborate for student achievement, and connect professional development and school culture for maximum results.

371.200285 D419
The data guidebook for teachers and leaders : tools for continuous improvement / Depka, Eileen.
Thousand Oaks, CA: Corwin, 2006.
Subjects: Education – Research – Data processing. Decision making – Data processing. School improvement programs.
Summary: This book accentuates the importance of data collection of multiple types, not just from standardized tests, and provides tools for analysis in any educational setting, from district office to classroom. In addition to addressing the practical aspects of data usage, the author presents innovative ideas for: introducing students to the data analysis cycle; helping students learn how data impacts student achievement; sharing day-to-day data within departments and schools to improve weekly test scores; and making data & results accessible to all team members.

371.207 H611
Differentiation is an expectation : a school leader's guide to building a culture of differentiation / Hewitt, Kimberly Kappler. Weckstein, Daniel J.
Larchmont, NY: Eye on Education, 2011.
Subjects: Active learning. Individualized instruction. School improvement programs.
Summary: The authors have identified effective strategies for hiring differentiation-minded staff members, communicating the need for differentiation to all stakeholders, motivating teachers to differentiate, and using differentiated teacher evaluation to effect change.

371.2 D614
Distributed leadership in practice / Spillane, James P. Diamond, John B. (Eds.).
New York, NY: Teachers College Press, 2007.
Subjects: School management and organization – Case studies. Educational leadership – Case studies.
Summary: Distributed leadership has become an important term for educational policymakers, practitioners, and researchers, but there is much diversity in how the term is understood. Some use it as a synonym for democratic or participative leadership. This book examines what it means to take a distributed perspective based on extensive research and a theoretical perspective developed by experts in the field.

371.2 R183
Don't teach the canaries not to sing : creating a school culture that boosts achievement / Ramsey, Robert D.
Thousand Oaks, CA: Corwin Press, 2008.
Subjects: School environment. Academic achievement. School management and organization.
Summary: This handbook defines what school culture is, where it comes from, how it works, and why it is critically important. The author provides a total package with all the tools necessary for developing a school culture that maximizes student performance, empowers staff members, welcomes and engages parents, and energizes community support. Readers will find: a profile of a healthy school culture; tips for assessing how your school measures up; ways to spot warning signs and avoid pitfalls; and frequently asked questions and common concerns about creative a positive school climate.

370.113 P377

The educator's professional growth plan : a process for developing staff and improving instruction (2nd ed.) / Peine, Jodi.
Thousand Oaks, CA: Corwin Press, 2008.
Subjects: School administrators – Inservice training. Educational leadership.
Summary: The author provides administrators and staff developers with step-by-step guidance for designing, implementing, and sustaining a professional growth plan. Grounded in research at elementary, middle, and high school levels, the process is delivered in manageable sections with reproducible forms for every step. This guidebook: demonstrates how participants can develop their own goals and action plans, provides current terminology and topics for individual growth plan development, examines steps to take after completing first-generation professional growth plans, and helps redefine school improvement efforts to produce enduring systemic change.

372.12012 E38
Elementary principals as leaders of learning [DVD]
Sandy, UT: Video Journal of Education, 2005.
Subjects: Elementary school principals.
Summary: The programs shows principals how to focus on student and teacher learning by building a Professional Learning Community within the school, including an in-depth exploration of the principal's role as leader of the school and the impact that leader's actions have on student achievement, and how to create a culture of learning, teaching, and the achievement of excellence in all aspects of the elementary school environment.

371.2 E45
Energizing staff meetings / Eller, Sheila. Eller, John.
Thousand Oaks, CA: Corwin, 2006.
Subjects: School management and organization. Staff meetings. Teacher-principal relationships. Educational leadership.
Summary: Teacher leaders will discover the keys to improved collaboration, teamwork, and productivity - and new tools to improve group processes. The authors demonstrate how to reduce the chore factor of meetings by: lightening the atmosphere with creative approaches; starting with purpose-focused theme music and other energizers; building relationships within the team that transform the school culture; overcoming barriers to productivity; rewarding and appreciating staff in innovative ways; and closing the meeting with a bang - and a plan.

371.106 C697
Everyday teacher leadership : taking action where you are / Collay, Michelle.
San Francisco, CA: Jossey-Bass, 2011.
Subjects: Teachers – In-service training. Teacher participation in administration. Educational leadership.
Summary: The author outlines the everyday acts of teacher leadership and shows how to lead effectively through collaboration. The book also contains suggestions for leading change beyond the classroom.

371.2 R332
Finding your leadership focus : what matters most for student results / Reeves, Douglas B.
New York, NY: Teachers College Press, 2011.
Subjects: Academic achievement. Educational leadership.
Summary: This book shows how leaders can pare down from a proliferation of initiatives to determine what is truly most important based on their local concerns, challenges, populations, and other school factors. Identifying a specific set of leadership practices that are more strongly associated with improvements in student achievement, Reeves provides explicit guidelines for how school

leaders can improve their most critical leadership decisions by simultaneously engaging in three essential strategies: monitoring teaching and leadership practices, building high degrees of efficacy among staff members, and focusing on a smaller number of priorities.

370.7155 K16
The five disciplines of PLC leaders / Kanold, Timothy D.
Bloomington, IN: Solution Tree Press, 2011.
Subjects: Educational leadership. Teachers – In-service training. Professional learning communities.
Summary: This book provides a complete system of practices for honing personal leadership skills in the five areas that will have the greatest impact on a school organization's success. PLC leaders must create a compelling vision, allow autonomy within defined boundaries, lead by serving, manage their personal energy levels, and inspire others to create a legacy of excellence. The author digs deeply into the critical questions leaders must ask themselves and the practices they must master and model for others.

371.2012 D759
Helping teachers learn : principal leadership for adult growth and development / Drago-Severson, Eleanor.
Thousand Oaks, CA: Corwin, 2004.
Subjects: Teachers – In-service training. Educational leadership. School principals.
Summary: This book examines strategies that help shape a school climate of teacher support, growth, and learning. Concepts covered include: a new model of learning-oriented leadership that can be tailored to particular settings or individuals; adult learning principles that inform teacher growth and development, and why they are essential to effective teacher development programs; the four pillars - teaming, providing leadership roles, engaging in collegial inquiry, and mentoring; and real-world examples of principals sharing leadership, building community, and managing change.

371.2 S161
High-impact leadership for high-impact schools : the actions that matter most / Salazar, Pam.
Larchmont, NY: Eye on Education, 2008.
Subjects: Academic achievement. Educational accountability. Educational leadership.
Summary: This book presents specific knowledge and practical strategies for school leaders to help them reach high standards of excellence. It focuses on these five areas of action: 1. It's about the mission, not the mission statement; 2. High expectations for each and every student; 3. Building communities of learners; 4. Teachers are the silver bullet; and 5. Creating a coherent system for continuous improvement.

371.2 D676
How leaders learn : cultivating capacities for school improvement / Donaldson, Gordon A.
New York, NY: Teachers College Press, 2008.
Subjects: School improvement programs. School administrators – Training of. School management and organization. Educational leadership.
Summary: This book portrays the developmental experiences of educators seeking to become accomplished leaders in their schools. The author presents a new model of leadership knowledge - the Interpersonal-Cognitive-Intrapersonal (I-C-I) model. Through the stories of teacher leaders and administrators in several leadership development programs, the book depicts the evolution of understanding, skill, and self-confidence.

371.106 H847
How teachers become leaders : learning from practice and research / Lieberman, Ann. (Ed.)
New York, NY: Teachers College Press, 2010.

Subjects: Educational leadership. Teacher participation in administration. Teachers – In-service training.

Summary: This book explains how teachers in leadership positions construct a new identity; develop the skills and abilities to handle conflict and make it productive; learn to facilitate the building of learning communities, helping teachers to collaborate with one another; use the practices they already know and incorporate new ones into their work; and reframe the very meaning of leadership, making it work side by side rather than top/down.

371.106 G118
How to thrive as a teacher leader / Gabriel, John G.
Alexandria, VA: ASCD, 2005.
Subjects: Teacher participation in administration. Educational leadership.
Summary: The author explores the responsibilities and rewards of teacher leadership, offering practical, positive advice on: identifying leadership qualities and building a team, enhancing communication and earning respect, overcoming obstacles and implementing change, energizing colleagues and strengthening morale, and improving student and teacher achievement. From setting goals to mediating conflicts, from mentoring colleagues to motivating students, this book provides clear strategies for becoming an effective teacher leader.

371.203 S739
Instructional coaches and the instructional leadership team : a guide for school-building improvement / Spaulding, Dean T. Smith, Gail.
Thousand Oaks, CA: Corwin, 2012.
Subjects: School management and organization. School supervision – Handbooks, manuals, etc. Educational leadership – Handbooks, manuals, etc. School improvement programs.
Summary: This book melds theory and practice to show how coaches can seamlessly integrate themselves into the fabric of the school and help teachers improve their practice from day one. The authors address common challenges of coaches and instructional leadership teams, including: observing classrooms and providing formative feedback; reaching out to the hesitant or resistant teacher; adapting data and analysis into usable information for the team; and recruiting, training, and supporting new instructional coaches.

371.394 L434
Leadership for differentiating instruction [DVD]
Alexandria, VA: ASCD, 2007.
Subjects: Individualized instruction. Mixed ability grouping in education. Educational leadership. Classroom management. School environment.
Summary: A video-based professional development tool to help principals, teacher leaders, and district administrators learn how to promote the use of differentiated instruction in every classroom. The accompanying user's guide has professional development activities differentiated for workshops, study groups, and individual learning.

371.2012 F499
Leadership for mortals : developing and sustaining leaders of learning / Fink, Dean.
Thousand Oaks, CA: Sage, 2005.
Subjects: Educational leadership.
Summary: This resource for prospective and practicing school leaders: motivates and inspires; addresses the challenges of contemporary school leadership; presents a model for leadership development, selection, and succession; challenges existing and prospective leaders to develop and live by a set of core values based on students' learning; describes and explains the learnings required by effective leaders of learning; describes the intellectual tool kit that leaders can develop; describes

the trajectories through which leaders proceed and the learnings required at each stage of the leader's evolution; and presents a template for leadership development and succession.

370.158 M661
Leadership for resilient schools and communities (2nd ed.) / Milstein, Mike M. Henry, Doris Annie.
Thousand Oaks, CA: Corwin, 2008.
Subjects: Community and school. Educational leadership. Educational change.
Summary: This interactive workbook offers proven strategies for developing resiliency - the emotional strength and constructive attitude necessary for students, schools, and communities to thrive. The exercises, case studies, and reproducibles are designed to help administrators, teacher leaders, and school leaders: diagnose current problems and implement strategies for change, assess their own readiness to facilitate resiliency initiatives, increase educator enthusiasm and strengthen professional development, build confidence and coping capabilities in students, and partner effectively with surrounding communities.

371.106 M561
Leadership strategies for teachers (2nd ed.) / Merideth, Eunice M.
Thousand Oaks, CA: Corwin, 2006.
Subjects: Teachers. Teacher participation in administration. Educational leadership.
Summary: This handbook shows you how to expand your leadership skills by offering strategies for improving student achievement, extending your own learning, collaborating with others for school improvement, and supporting shared vision and values in your learning community. Included are strategies for: goal-setting and strategic planning; team building; conflict resolution; reflective inquiry and practice; and professional development and networking. In addition, numerous case studies, the latest research about teacher leaders, and reflective worksheets will help you extend your talents, knowledge, and skills as a learning leader.

374 D759
Leading adult learning : supporting adult development in our schools / Drago-Severson, Eleanor.
Thousand Oaks, CA: Corwin, 2009.
Subjects: Teachers – In-service training. School administrators – In-service training. Educational leadership. Adult learning.
Summary: This book shows school leaders how to foster growth and learning for individuals with different needs and developmental orientations. This volume: details four Pillar Practices for growth - teaming, providing leadership roles, collegial inquiry, and mentoring - which can support all adults; presents extensive research and practical application from principals, teachers, superintendents, and other school leaders from across the nation; and includes application exercises, reflective questions, and lessons from the field to assist you in applying this learning-oriented model to your school and school system.

371.148 E68
Leading by design : an action framework for PLC at Work leaders / Erkens, Cassandra. Twadell, Eric.
Bloomington, IN: Solution Tree Press, 2012.
Subjects: Teaching teams. Teachers – Professional relationships.
Summary: By focusing on what students learn rather than what they are taught, schools can redefine their mission and begin the transition to a professional learning community. After interviewing and observing principals, administrators, and teachers, the authors help you identify seven leadership practices that effective PLC leaders share along with the techniques that have led them to sustainable success.

371.2 R332

Leading change in your school : how to conquer myths, build commitment, and get results /
Reeves, Douglas B.

Alexandria, VA: ASCD, 2009.

Subjects: School improvement programs. School management and organization. Educational change. Educational leadership.

Summary: Using real examples of elementary and secondary schools that have moved change from rhetoric to reality, this book explains how teachers and administrators everywhere can make sure change efforts lead to better results. Whether your school needs to improve literacy, inspire great teaching, increase attendance, reduce dropout rates, reform grading, or reach any other accountability, this book will equip you with what you need to succeed.

371.2 F499

Leading for instructional improvement : how successful leaders develop teaching and learning expertise / Fink, Stephen L. Markolt, Anneke.

Hoboken, NJ: Jossey-Bass, 2011.

Subjects: Teacher effectiveness. School management and organization. School administrators. Effective teaching. Educational leadership. Educational change.

Summary: This book will show how principals and other school leaders can grow the expertise of teachers to deliver high quality instruction that serves all students well. It introduces principals to a five-part model of effective instruction. It then shows leaders how to make use of this framework for guiding new and veteran teachers on improving lessons, instruction, and other aspects of classroom practices.

658.4036 G548

Leading through collaboration : guiding groups to productive solutions / Glaser, John.

Thousand Oaks, CA: Corwin, 2005.

Subjects: Group problem solving. Conflict management. Organizational behavior.

Summary: This book offers practical guidance to leaders encountering conflict in their organizations. The author describes and applies a more effective means of solving problems through the creation of alignment and shared leadership. Part One presents a framework for understanding the fundamental attitudes that are necessary for success in addressing conflict and change in an organization, while Part Two provides an essential set of problem-solving skills that can make successful collaboration a reality. This resource will help group members: establish a sense of shared commitment and common goals; build higher levels of trust and understanding; develop an approach to leadership that responds effectively to changing circumstances; understand each other's needs and perspectives; and set aside differences and work together for the greater good.

371.2 S744

Leading with passion and purpose / Spence, Christopher Michael.

Markham, ON: Pembroke, 2009.

Subjects: School management and organization. School environment. Educational leadership.

Summary: This book is based on the premise that all students can learn, regardless of their social background. It shows education leaders how to face a myriad of challenges - from the demands of accountability and generating community support to closing the achievement gap and promoting equity. The book offers a path to educational reform that can make a huge difference in the lives of all students.

371.202 L533

Leading with teacher emotions in mind / Leithwood, Kenneth. Beatty, Brenda.

Thousand Oaks, CA: Corwin, 2008.
Subjects: Educational leadership. Teacher-administrator relationships.
Summary: This resource provides principals and other school leaders with specific practices to positively influence teacher perspectives, and examines teacher emotions in five key areas: job satisfaction and morale; stress, anxiety, and burn-out; sense of individual and collective self-efficacy; organizational commitment and engagement; and willingness and motivation to improve their practices. When educational leaders create conditions that support teachers in their work, schools can experience higher teacher retention rates, improved climate and culture, and increased student achievement.

370.7155 H669
The learning educator : a new era for professional learning / Hirsh, Stephanie. Killion, Joellen.
Oxford, OH: NSDC, 2007.
Subjects: Teachers – In-service training. Teachers – Training of.
Summary: This book helps readers understand what qualifies as effective professional learning, enables them to believe that this kind of professional learning is possible to achieve, and provides a blueprint that enables thought leaders, researchers, and practitioners to join together in this crucial work.

371.2 K29
Learning first! : a school leader's guide to closing achievement gaps / Kelley, Carolyn J. Shaw, James J.
Thousand Oaks, CA: Corwin, 2009.
Subjects: Motivation in education. Academic achievement. Educational change. Educational leadership.
Summary: The authors present an integrated schoolwide framework of collaborative leadership that helps school leaders advance learning for all students. Using case examples that illustrate how the model works in action and providing worksheets, checklists, and rubrics to support implementation, the book shows principals how to apply this field-tested model to four critical dimensions of leadership: advancing equity and excellence in student learning, developing teachers' instructional capacity, managing and aligning resources, and building and engaging community.

371.106 M114
Literacy leadership : six strategies for peoplework / McAndrew, Donald A.
Newark, DE: International Reading Association, 2005.
Subjects: Teachers – Professional relationships. Educational leadership. Reading teachers – In-service training.
Summary: The author first reviews the major theory and research on leadership while focusing on leadership in schools and literacy education to familiarize you with the specific theory, research, and practice of leaders. He then presents six strategies used by successful leaders to do the peoplework at the heart of leadership.

428.0071 C886
Literacy leadership teams : collaborative leadership for improving and sustaining student achievement / Craig, Pamela S.
Larchmont, NY: Eye on Education, 2009.
Subjects: Literacy. Group work in education. Educational leadership. Academic achievement.
Summary: This book focuses on practical ways for school leaders to establish school-based literacy leadership teams. The author outlines each step of the process so that readers will be able to create and sustain literacy leadership teams at their own schools. She provides insights and tools designed to

bring teachers, administrators, and other members of the school community together to set and achieve goals for improving student achievement in literacy.

428.4071 B725
The literacy principal : supporting and assessing reading and writing initiatives (2nd ed.) /
Booth, David W. Rowsell, Jennifer.
Markham, ON: Pembroke, 2007.
Subjects: Reading. English language – Rhetoric – Study and teaching.
Summary: This edition challenges principals to become even more involved in championing literacy in their schools. It features commentaries written by experienced teachers, principals, and consultants on such topics as: leadership roles and practices, literacy coaches and mentoring, play and literacy, and literacy success at both elementary and secondary levels.

658.456 D346
Making meetings work : how to get started, get going, and get it done / Delehant, Ann M.
Thousand Oaks, CA: Corwin, 2007.
Subjects: Business communication. Meetings.
Summary: Offering step-by-step planning processes designed for principals, teacher leaders, staff developers, and trainers, this book provides guidelines for determining whether to have a meeting, helping groups work together to make decisions, and developing action plans. Demonstrating how effective meetings can sustain commitment and support, this handbook covers: planning a meeting and building the agenda; considering innovative alternatives to traditional meetings; using energizers and other ideas for engaging and motivating groups; determining who gets to make what decisions; and establishing norms and procedures for efficient use of time.

371.207 E24
Managing conflict : 50 strategies for school leaders / Edmonson, Stacey. Combs, Julie.
Larchmont, NY: Eye on Education, 2008.
Subjects: Educational leadership. Conflict management. School management and organization.
Summary: This book offers 50 strategies for managing conflicts in your school involving students, parents, and teachers. The 50 strategies include: Change Behaviors, Not People; Know When to Avoid or Not to Avoid; Know When to Collaborate; Build Trust; Admit Your Mistakes; Use the Healing Power of Humor; and Explore Multiple Options.

371.106 R288
Mirror images : new reflections on teacher leadership / Reason, Casey S. Reason, Clair.
Thousand Oaks, CA: Corwin, 2011.
Subjects: Teachers – Professional relationships. Teacher participation in administration. Educational leadership.
Summary: This book takes a comprehensive look at what teacher leadership means today and how teachers can transform the future of their profession. Included are 10 iconic images of teacher leadership roles to help teachers move beyond teaching as they were taught.

371.200973 S915
The new school management by wandering around / Streshly, William A. Frase, Larry E.
Thousand Oaks, CA: Corwin, 2012.
Subjects: Educational leadership. School management and organization.
Summary: This book gives administrators practical advice about how to "wander around" with purpose and develop a more interactive leadership style. The text cites more than 20 well-constructed research studies that show how management by wandering around produces desirable outcomes, including: higher student achievement, improved school culture, and increased teacher efficiency.

371.106 B955
Other duties as assigned : tips, tools, and techniques for expert teacher leader / Burgess, Jan.
Bates, Donna.
Alexandria, VA: ASCD, 2009.
Subjects: Teacher participation in administration. Educational leadership.
Summary: In this book, you'll find varied and engaging guidance for mastering both the concrete and intangible aspects of the essential teacher leader role, including: thriving in a modern, shared leadership environment; building positive team culture focused on student learning and achievement; strengthening professional practice; and gauging your team's progress.

808.0420712 G162
Our better judgment : teacher leadership for writing assessment / Gallagher, Chris W. Turley,
Eric D.
Urbana, IL: NCTE, 2012.
Subjects: English language – Writing – Study and teaching (Secondary). English language – Written English – Study and teaching (Secondary).
Summary: This book brings us inside teachers' local contexts - classrooms, schools, and communities - to illustrate how teachers are taking the reins of writing assessment, guiding and improving the writing and literacy practices of their students while simultaneously reflecting upon and revising their own instructional practices.

371.196 H662
People first! : the school leader's guide to building & cultivating relationship / Hindman,
Jennifer. Seiders, Angela.
Subjects: Communication in education. School management and organization. Teacher-principal relationships.
Summary: This book is a guide for school leaders who want to create good relationships with their teachers. It offers easy-to-implement ideas that will help you unite with teachers to increase student achievement together. *People First* provides research-based and practitioner-developed tips and strategies for administrators, instructional leaders, teacher leaders, and professional development specialists.

510.71 P957
The principal as mathematics leader
Thousand Oaks, CA: Corwin, 2009.
Subjects: School principals. Mathematics – Study and teaching. Interaction analysis in education.
Teacher-principal relationships. Educational leadership.
Summary: This guide outlines research related to mathematics education and offers: strategies for observing and evaluating mathematics instruction in classrooms; suggestions for supporting teacher growth and development, including co-teaching, lesson study, and job-embedded professional learning; and tools and templates to use in working with staff.

371.2012 C562
The principal difference : key issues in school leadership and how to deal with them successfully
/ Church, Susan M.
Markham, ON: Pembroke, 2005.
Subjects: School management and organization. Educational leadership. School principals.
Summary: This book explores all the issues confronting today's administrators, including: meeting both external expectations and your school's own stated goals; how to be accessible, responsible, and accountable; responding to and making use of outside assessments; encouraging and respecting

cultural diversity; and working collaboratively with teachers, staff, parents, and the whole community. You'll discover how to turn your school into a more efficient, responsive learning community, and how best to provide the leadership it needs.

371.2011 W516
Problem-solving tools and tips for school leaders / West, Cathie E.
Larchmont, NY: Eye on Education, 2011.
Subjects: Teacher-administrator relationships. School administrators – Training of. Educational leadership. School improvement programs.
Summary: The author teaches readers how to confidently prepare for and respond to the challenges that come with being a school leader. The strategies can be put to work exactly as described or adapted to fit the unique situations that educators face in their schools.

371.102 S924
Qualities of effective teachers (2nd ed.) / Stronge, James H.
Alexandria, VA: ASCD, 2007.
Subjects: Effective teaching. Teacher effectiveness.
Summary: The author synthesizes research to identify specific teacher behaviours that contribute to student achievement. Rather than look at outside factors like demographics, Stronge focuses specifically on what teachers can control: their own preparation, personality, and practices. Learn how effective teachers: establish, manage, and maintain learning-focused classroom environments; organize time, communicate expectations, and plan instruction; present curriculum to support active and engaged learning; and monitor student progress, identify student potential, and meet the needs of special populations in the classroom.

371.106 R332
Reframing teacher leadership to improve your school / Reeves, Douglas B.
Alexandria, VA: ASCD, 2008.
Subjects: Teachers – Training of. Educational leadership. School improvement programs.
Summary: Learn why the best way to expand and to extend the most powerful teaching strategies is for teachers to observe the practices of other teachers and school administrators to build teacher leader networks that encourage the sharing of effective instructional practice. Explore the essential elements of a teacher leader framework that promotes deep implementation of effective teaching practices.

371.203 R436
RESULTS coaching : the new essential for school leaders / Kee, Kathryn. Anderson, Karen.
Thousand Oaks, CA: Corwin, 2010.
Subjects: School administrators – In-service training. Teachers – In-service training. Personal coaching. Educational leadership. School improvement programs.
Summary: This resource offers coach-leaders tools and strategies for guiding staff to continuously grow and improve, maximize their potential, and create productive school cultures.

371.106 B433
Schools where teachers lead : what successful teachers do / Bell, John S. Thacker, Tony.
Larchmont, NY: Eye on Education, 2011.
Subjects: Teacher participation in administration. Teachers – Professional relationships. Educational leadership. School improvement programs.
Summary: With the knowledge that instructional leadership is the primary engine behind teacher effectiveness, the authors demonstrate how to support classroom practices that raise student achievement. Contents include: The Foundation: Instructional Leadership; Developing Shared

Leadership; Leadership: Does Anyone Ask the Teachers? and Sharing the Leadership with Teachers - Can You Get There?

371.82997 F962
Sharing our success : more case studies in Aboriginal schooling / Fulford, George Taylor.
Kelowna, BC: Society for Advancement of Excellence in Education, 2007.
Subjects: Native peoples – Education – Canada.
Summary: Based on detailed studies of ten schools creating tangible progress for their students, this report describes promising approaches with Aboriginal populations in diverse settings from Nunavut to Newfoundland. The research examines issues of leadership and governance, expectations, strategic partnerships, holistic approaches to curriculum and programming, instructional strategies, professional development, assessment practices, and the integration of Aboriginal language and culture.

371.2011 H843
The spiritual dimension of leadership : 8 key principles to leading more effectively / Houston, Paul D. Sokolow, Stephen L.
Thousand Oaks, CA: Corwin, 2006.
Subjects: Leadership – Religious aspects. Teaching – Religious aspects. Religion in public schools.
Summary: This book illuminates many of the core values, beliefs, and principles that can guide, sustain, and inspire leaders during difficult times. These values and principles have underlying spiritual roots. The more aware of them you are, and the more you express them in leadership practice, the more effective you become. The authors offer the following eight key leadership principles to help you become a more enlightened leader: intention, attention, unique gifts and talents, gratitude, unique life lessons, holistic perspective, openness, and trust.

371.2 L687
Stepping up : leading the charge to improve our schools / Lezotte, Lawrence W. McKee, Kathleen M.
Okemos, MI: Effective Schools Products, 2006.
Subjects: School improvement programs. Educational change. School management and organization.
Summary: This book will help you expand and hone your leadership skills as you pursue improved student learning and achievement in your school or district. This book identifies the leadership skills and behaviours that impact student achievement; offers you opportunities to assess your own attitudes, abilities, and skills; and creates a context and practical framework for initiating, managing, and monitoring positive change in your school or district.

371.2011 H921
Supporting and sustaining differentiated instruction : an administrator's guide / Hume, Karen.
Toronto, ON: Pearson, 2008.
Subjects: Professional learning communities. Individualized instruction. School principals. Differentiated teaching staffs.
Summary: This guide assists the administrator as an instructional leader in two levels of differentiation: supporting teachers as they implement differentiated instruction in their classrooms, and helping administrators to be effective instructional leaders for any topic by learning how to differentiate the way they work with their staff.

370.715 K48
Taking the lead : new roles for teachers and school-based coaches / Killion, Joellen. Harrison, Cindy.
Oxford, OH: NSDC, 2006.

Subjects: Educational leadership. Teacher effectiveness. Mentors in education. Teachers – In-service training.

Summary: This book explores the complex, multi-faceted roles played by teacher leaders and school-based coaches as well as examining district and school expectations, hiring practices, and deployment of these educators.

371.2 S972

Teacher leader stories : the power of case methods / Swanson, Judy. Elliott, Kimberly Ann.
Thousand Oaks, CA: Corwin, 2011.
Subjects: Educational leadership – Case studies. Problem solving – Case studies. Decision making – Case studies. School management and organization – Case studies.

Summary: This guide will help teachers strengthen their leadership skills, optimize student learning, and enhance the profession. The book provides: 16 compelling case studies that cover a broad range of leadership experiences, explicit guidance on using case writing and case analysis to enrich teachers' professional learning, and a facilitator's guide with discussion questions for each case study.

371.106 L716

Teacher leadership / Lieberman, Ann. Miller, Lynne.
San Francisco, CA: Jossey-Bass, 2004.
Subjects: Teachers – Professional relationships. Teacher participation in administration. Educational leadership.

Summary: The authors discuss current changes in the teacher's role, and make sense of the research on teacher leadership. They offer case studies of innovative programs that provide teachers with opportunities to lead within a professional community. In addition, they tell stories of individual teachers who are able to lead in a variety of contexts.

371.106 D186

Teacher leadership that strengthens professional practice / Danielson, Charlotte.
Alexandria, VA: ASCD, 2006.
Subjects: Educational leadership. Teachers – Professional relationships. Teacher participation in administration.

Summary: The author lays out the foundation that every school needs for developing and supporting highly committed teacher leaders: why there is a difference between excellent teachers who are leaders and excellent teachers who aren't; which skills and dispositions are key to successful teacher leaders; how to ensure teacher leaders reinforce the mission and goals of your school; what kind of culture, policies, and structures schools need to encourage teacher leadership; and where and when it's critical for teacher leaders to interact with the community outside your school.

371.1 N619

Teachers as servant leaders / Nichols, Joe D.
Lanham, MD: Rowman & Littlefield, 2011.
Subjects: Educational leadership. Teachers – Professional relationships.

Summary: This book provides teachers with a renewed perspective of not just being a content expert or classroom/behavioural manager, but leaders within their own classrooms, school buildings, and local communities.

371.1 M385

Teachers working together for school success / Martinez, Mario C.
Thousand Oaks, CA: Corwin, 2004.
Subjects: Educational leadership. Teachers – Professional relationships.

Summary: The author presents questions, activities, and suggestions to help teachers: exercise leadership influence in their relationships with co-workers, understand the concepts of conflict and resolution as applied to the school setting, judge how to effectively contribute to a team effort, and examine their own performance and professional growth.

371.1 Z53
Thirteen steps to teacher empowerment : taking a more active role in your school community /
Zemelman, Steven. Ross, Harry.
Portsmouth, NH: Heinemann, 2009.
Subjects: Educational leadership. Teachers – Professional relationships.
Summary: The authors offer ideas to make your job more fulfilling and help you achieve: more effective teaching, more enjoyment at work, more exciting collaboration with colleagues, and more resources and professional opportunities.

370.715 L325
Tools for leaders : indispensable graphic organizers, protocols, and planning guidelines for working and learning together / Larner, Marjorie.
New York, NY: Scholastic, 2007.
Subjects: Teachers – In-service training. Educational leadership. Effective teaching. School improvement programs.
Summary: For schools working to enhance their organizational capacity to boost student learning, this book provides a framework for collaborative professional development, outlines its principles, and supplies an array of tools that help structure and support the efforts of literacy coaches, staff developers, administrators, and teacher leaders.

371.2 T877
Trust matters : leadership for successful schools / Tschannen-Moran, Megan.
San Francisco, CA: Jossey-Bass, 2004.
Subjects: Educational leadership. Teacher-principal relationships. School supervision.
Summary: *Trust Matters* offers educators a practical guide for establishing and maintaining trust within their schools as well as providing information on how to repair trust that has been damaged. The book outlines the five key elements on which individuals base their trust judgments (benevolence, honesty, openness, reliability, and competency) and explores the factors that influence the development of trust. The book explores the leader's role in fostering high quality relationships among teachers, students, and parents and examines examples of positive outcomes of trusting school environments.

371.106 U54
Uncovering teacher leadership : essays and voices from the field / Ackerman, Richard H. (Ed.).
Thousand Oaks, CA: Corwin, 2007.
Subjects: Teachers – Professional relationships. Teacher participation in administration. Educational leadership.
Summary: This resource features stories and lessons from teacher leaders that explore current issues, underlying feelings, and fresh perspectives. Readers will be able to use: stories, essays, and research findings for insight and exploration; protocols to structure conversations about common issues; and ideas for inspiring and motivating other educators to examine and improve their practices.

379.26 B882
Walking the equity talk : a guide for culturally courageous leadership in school communities /
Browne, John Robert.
Thousand Oaks, CA: Corwin, 2012.

Subjects: Educational equalization. Educational leadership.
Summary: This practical guide: shows how to develop realistic, data-based plans for putting equity initiatives into action; helps district and school administrators work with teacher, parent, student, and community leaders to advance equity and excellence; provides concrete examples of what it takes to empower staff and stakeholders through collaborative leadership; and offers tips on how to navigate the politics when addressing the interface between identity, race, culture, poverty, primary language, and achievement.

371.2012 G546
What every principal should know about instructional leadership / Glanz, Jeffrey.
Thousand Oaks, CA: Corwin, 2006.
Subjects: Teacher-principal relationships. School principals. School supervision. Curriculum planning.
Summary: This guide outlines an easy-to-implement blueprint for spearheading instructional excellence to bolster student and teacher performance. It offers a proactive approach for setting and attaining high academic goals and boils down the best practices for enhancing teaching, curriculum, supervision, assessment, and professional development.