

Master Template for Empirical Studies - ISLLC Standards Research Panel									Research Panel Member
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#1	Marzano, R.J., Waters, T. & McNulty, B.A.	<i>Scholarship That Works.</i> Mid-Continent Research for Education and Learning: Aurora, CO (2005)	All Standards & Functions	Meta Analysis	Schools	1978-2001	69 studies 2,802 schools, summaries from studies	Distribution of Correlation Coeffieients	Rosemary Papa
Purpose	Meta Analysis on the effects of school leadership on student achievement.								
Sampling	All studies between 1978 and 2001 that met the following criteria: K-12 students, U.S. schools; relationship of leadership of the building principal to student academic achievement; standardized or state test scores.								
Conclusions	Identified 21 responsibilities of a school leader and their importance in school change with a presentation of a Plan for school leadership.								
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#2	Papa (Papalewis) & Fortune, R.	<i>Leadership on Purpose: Promising Practices for African American and Hispanic Students;</i> Corwin Press 2002	All Standards & Functions	Qualitative	Schools	1999-2000	Observations, questionnaires, interviews of high achieving schools based on CA API	Content Analysis; Observational Coding	Rosemary Papa
Purpose	Observe high performing schools with minority students to identify their effective practices utilized that lead to high student achievement as indicated on California State testing standards.								
Sampling	13 high-performing African American and Hispanic majority schools based on the API in California (Academic Performance Index).								
Conclusions	54 promising practices were identified from 13 exemplary schools that are high minority -- African American and Hispanic-- and high poverty. Questions are posed for various constituencies (school leaders, parents, school boards, teachers, and central office personnel) as a proposed process to adopt proven practices.								

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#3	Browne-Ferrigno T., Hunt P., Allen L.W., Rowe M.	State Action to Enhance Student Learning: Standards and Indicators for School Improvement. (August, 2006) Presentation at NCEA 2006 conference	S6-B, C; S3-C; S2-D, E	Post hoc archival	Schools	Data from 1998-2004	Frequencies on 88 indicators across 9 standards	Chi Square	Rosemary Papa
Purpose	Analyze the results for 1998-2004 data from Kentucky schools regarding school improvement.								
Sampling	All Kentucky Department of Education Standards and Indicators for School Improvement Data for 1998-2004.								
Conclusions	Successful schools have a culture of leadership that supports a safe, orderly environment. Successful schools align staff development with student performance goals. Leaders will make decisions based on data.								
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#4	Leithwood, K.A. & Riehl, C.	<i>What Do We Already Know About Successful School Leadership.</i> (March, 2003) AERA Div. A Taskforce on Developing Research in Ed Leadership	All Standards & Functions	Meta Analysis	Studies	30 years of studies	Review and content analysis of studies	Narrative Meta Analysis	Rosemary Papa
Purpose	Present research-based conclusions about educational leadership. Present studies that qualify as stable knowledge about leadership.								
Sampling	Quantitative research studies reflecting accepted methodological standards in refereed journals.								
Conclusions	Efforts to improve educational leadership should be based on well-documented knowledge. There are still many gaps in the knowledge base. Present six "defensible" claims about school leadership.								

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#5	Achilles, C.	<i>Let's Put Kids First, Finally: Getting Class Size Right.</i> (1999) Corwin Press	S2-C, D, F	Project Star research, longitudinal statewide randomized experiment	Students n=11,600	1985-1998	Random assignments 3 tracks	Organized summary of studies	Rosemary Papa
Purpose	Book guides on the solid foundation of many years of research on class size and student outcomes in the early primary grades thru upper middle school of America's public schools.								
Sampling	Project Star was a longitudinal statewide randomized experiment. By 1998, approximately 11,600 students had been tracked on Star's database.								
Conclusions	Definitive evidence that smaller classes, especially in the early years of schooling, is best.								
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#6	Davis, S., Darling-Hammond, L., LaPointe, M. & Meyeson, D.	<i>School Leadership Study: Developing Successful Principals.</i> (December, 2006) Stanford Ed Leadership Institute: Stanford, CA	All Standards & Functions	Indepth case studies	Preparation programs	12/2003-12/2006	Observational and Interview	Summaries, Content Analysis	Rosemary Papa
Purpose	Identify exemplary programs. Identify policies that foster these programs. Identify impact of exemplary programs.								
Sampling	Eight pre- and in-service programs identified as having good reputations generally with university/district partnerships.								
Conclusions	Four key findings identified regarding: elements of good leadership, features of effective programs, pathways to leadership development, policy reform and finances.								

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#7	Waters, J.T., & Marzano, R.J.	<i>School District Leadership that Works: The Effect of Superintendent Leadership on Student Achievement.</i> (September, 2006) McREL: Aurora, CO	S1-A; S2-B, C, D, E, F	Meta Analysis	District and District Superintendent	Studies from 1970-2005	Meta analysis of studies	Analysis of Correlation Coefficients	Rosemary Papa
Purpose	Ascertain the strength of relationship between district level leadership and student achievement. What leadership responsibilities are related to student achievement?								
Sampling	Students (n=14) that report relationships.								
Conclusions	Five district level responsibilities were identified: goal setting processes, goals for achievement and instruction, board alignment with goals, monitoring goals, and use of resources to support goals.								
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#8	Portin, B., Schneider, P., DeArmond, M. & Gundlach, L.	<i>Making Sense of Leading Schools.</i> (September, 2003) Wallace Foundation: New York, NY	S2-A; S3-A; S4-A; S6-C, D	Case study of 21 schools	Schools: Private, Public, Magnet & Charter	3 years, 2000-2003	Observation, Interviews with school site personnel	Summaries, Content Analysis	Rosemary Papa
Purpose	What are the roles of principals? How do the roles differ across school types? Do training programs address these roles?								
Sampling	The purposeful selection through contacts of the researchers in urban areas, elementary, middle or K-8, high school, K-12.								
Conclusions	Four recommendations are presented with regard to: principal authority and freedom, selection of principals based on leadership, principal preparation program components, and matching principals with school needs.								

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#9	Creighton, T.	<i>Standards for Education Administration Programs: Okay, but Don't We Have the Cart Before the Horse?</i> (2006) NCPEA.	All Six Standards & All Functions	Descriptive Research Study	University Preparation Programs	2000-2006	Collection of archival data and descriptions of education administration programs regarding recruitment and selection	Ranking of means and standard deviations	Rosemary Papa
Purpose	This study looks at the quality of students entering preparation programs that will drive the standards and accountability movement. No aspect of our preparation programs is more damaging than our reputation for being a refuge for mediocre candidates.								
Sampling	450 University Preparation Programs in the United States								
Conclusions	Effective education leadership programs require both a quality program and high-quality candidates who participate in the program. In a time that is focusing on higher standards for education leadership programs, reform in university preparation programs is unlikely to be successful unless we insist on candidates with a strong potential for school leadership.								
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#10	Keedy, J. L., & Achilles, C. M.	<i>The Intellectual Firepower Needed for Education.</i> In T. C. Kowalski & G. Perreault (2001) <i>21st Century Challenges for School Administration.</i> Scarecrow Ed.	S2 (maybe); S1-A, C	Explanatory, non-experimental	Ed Admin Candidates	1982-2005	Test Scores from ETS (GRE)	Trend lines and comparisons: time series	Rosemary Papa
Purpose	To demonstrate that the measured Intellectual capacity of New Ed Ad candidates has continued a downward spiral beginning in 1990.								
Sampling	All GRE verbal, quantitative and analytic tests available, 1982-2005.								
Conclusions	Ed Ad candidates now (2005) rank lowest of all education test takers and lowest of all groups (on average) compared except for social workers.								

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#11	Keedy, J. L., & Achilles, C. M.	The Need for School-Constructed theories in practice in US school restructuring. <i>Journal of Educational Administration</i> , 35(2), 1997.	S1-A? Vision	Narrative Critique	Examples of Quality Practice	1980-1997	Samples of info from practitioners on school practice	Development of "stories" categorized	Rosemary Papa
Purpose	To check the theories in practice against a) best current theories, b) espoused theories, and c) research.								
Sampling	Purposive sample of 4 principals nominated as "turn-around" expersts.								
Conclusions	Principals successful in improving schools act first and get permission later. They establish order first, then work on culture and collegiality.								
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#12	High, R. & Achilles, C. M.	An Analysis of Influence Gaining Behaviors of Principals in Schools of Varying Levels. <i>Educational Administration Quarterly</i> , 22(1); 1986.	S3-A-E	causal comparative correlation	school level outcomes	1982-1984	criterion-referenced tests over time	compare processes in French-Raven model of power Kruskal-Wallis and Spearman rho	Rosemary Papa
Purpose	To determine what types of power (French & Raven) principals in schools where students score high on tests employed to get results.								
Sampling	17 K-8 schools in St. Louis (MO) participating an "effective schools" initiative (R. Edmonds).								
Conclusions	Principal-as-expert and referent power were more effective than principal as coercer.								

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#13	Bonesronning, H.	Determinants of parental effort in education production: Do parents respond to changes in class size. <i>Econ of Ed. Rev.</i> 23, 1-9 (2004)	S2-C; S4-C	longitudinal / cohort and grades. Survey. Non-Experimental	class units and family responses	1998-2000	questionnaire about the cohorts of students/parents	secondary analyses and quantitative estimates of educ. production.	Rosemary Papa
Purpose	The study investigates if parents respond to change in class size by modifying their levels of involvement in their children's schooling.								
Sampling	1,684 lower secondary students (ages 13-16) from 123 classrooms in five geographically diverse counties in Norway.								
Findings	Parents of students in small classes (15-17 students) put more effort into their children's schooling than do parents of students in larger class sizes (20-24 students).								
Conclusions	Small classes have some influence on student performance in upper grades and facilitate parent involvement.								
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#14	Gerber, S., Finn, J., Achilles, C.M. & Boyd-Zaharias, J.	Teacher's aides and student academic achievement. <i>Education Evaluation and Policy Analysis.</i> 23(2), 123-143. (2001)	S2-F; S3-B	Randomized field trial (Experiment)	class units	1985-1988	Achievement test by class scores.	Nested ANOVA and later HLM analyses	Rosemary Papa
Purpose	To examine the effect of a full-time aide in the classroom on student achievement (test outcomes) in K-3								
Sampling	6,500 students in three class types (small, regular, regular with a full-time aide).								
Findings	Of the three conditions, students did best in small classes, followed by these in regular classes; the aide condition was usually least effective of the three conditions.								

Conclusions	An aide may help with routine, clerical and other tasks (or fulfill legal rules), but should not be used in instruction roles with students.								
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#15	Edmonson, B.	<i>The effects of parental involvement and small class size on the academic achievement gap.</i> (2004) Dissertation. Eastern Michigan University.	S2-F; S3-E	random field trial and survey responseto national survey	Student test outcomes and parent responses on surveys	1995-2005	Data from large, extant databases: STAR and ECLS-K.	Quantitative (ANOVA) comparison and secondary analyses of K cohorts in two large datasets	Rosemary Papa
Purpose	To assess how parental involvement and small classes are related to the standard achievement test outcomes and achievement gap of African American and white students in kindergarten.								
Sampling	Blending two databases (STAR, n=6,000; ECLS-K, n=125,000). 1985-2000								
Findings	Small classes narrowed the achievement gap as they benefitted black more than white students. Parent involvement had a significant positive effect.								
Conclusions	Students should start school in small classes and educators should assist parents in helping students at home (readin, art, etc.)								
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#16	Krueger, A & Whitmore, D	The effect of attending a small class in the early grades on college test taking and middle school test results: Evidence from Project STAR (2001-Jan.). <i>Economic Journal</i> 111, 1-28	S2-D; S3-A	non-experiment al Explanator y	students by ACT/SAT	1985-2000	test outcomes from students	OLS & ANOVA aggregated to class types by gender, race, etc. On middle school grades, SAT & ACT for high school.	Rosemary Papa
Purpose	To examine the long-term impact of being assigned to a small class by examining later test outcomes compared to these of peers randomly assigned to larger classes								
Sampling	11, 600 students randomly assigned in K-3 to small classes (13-17) and to larger classes (22-25).								
Findings	Nine years later (after "treatment") students randomly assigned to small classes were more likely than peers randomly assigned to larger classes to take ACT/SAT and also achieved higher middle-school grades.								
Conclusions	Early-grade small classes improve later school outcomes, reduce "gaps" and help students succeed in later schooling.								
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#17	Krueger, A & Whitmore, D	<i>Bridging the acheivement gap.</i> (2002) ED Chubb & Moe Publishing: Brookings Institute: Washington, DC	S2-D; S3-A	qualitative comparison , experiment al and longitudina l	groups of students by race	1985-2000	from STAR (11,600) and later scores for same students	"balanced sample estimates" to control for school effects	Rosemary Papa
Purpose	To examine the effect of being assigned to a small class (13-15 students) in early grades on later achievement analyses, with attention to race differentials.								

Sampling	STAR (n= 11, 600) random-assigned students in K-3 with students still available in grade 12, to test graduation rates by race.								
Findings	In K-3, Black students outperformed White students in small classes. This pattern continued in middle school and in ACT/SAT testing, resulting in a lowering of the achievement gap between Black and White students, and in high school, graduation rates.								
Conclusions	Early-grade small classes are an important equity treatment. Students should be randomly assigned to small classes (K-3) and kept in small classes 3 or more years, using a cohort model.								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#18	Sharp, M.	<i>An Analysis of Pupil-Teacher Ratio (PTR) and class size.</i> (2002) EdD Dissertation. Eastern Michigan University.	S3-A, B	Case Study 3 surveys (random), over 2 years Database	School systems & classes, mostly k-5	1988-2001	Size of classes reported by a) building level administrators & b) from databases	comparison and mixed methods Repeated Measures (Surveys)	Rosemary Papa
Purpose	To examine differences between two concepts (pupil-teacher ratio or PTR) and class size, mostly in grades k-3 and k-5, and some secondary schools in USA, Canada, and to show in a case study the costs of establishing small classes in one school district.								
Sampling	Two surveys (random) in MI; database from Canada,, single-district (case study) for class size change, urban district, MI & large rural district (NC) for comparison.								
Findings	In general, the difference between PTR and class size in the same building in U.S. K-3 grades is n=10; in urban areas it may be n=15. Small classes can be established at no cost (space available) by using the PTR class-size differences. Results were constant over 2 years.								
Conclusions	To estimate class size, add approximately n=10 to reported PTR in general and n=15 for urban areas in USA and Canada.								
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#19	Finn, J.D., Gerber, S., & Boyd-Zaharias, J.	<i>Small classes in the early grades, academic achievement and graduating from H.S.</i> (2005) <i>Journal of Educational Psychology</i> , 99(2), 214-223	S2-D; S3-A	Quantitative comparison of longitudinal test score data from experimental study.	students by number of years of small classes in k-3	1985-2004	Test scores, grades and graduation rates in H.S.	Students by years in k-3 small classes (ANOVA, Log Ratios) re: Graduation rates	Rosemary Papa
Purpose	To explore the longterm effects of being randomly assigned to a small (13-17) class in the early grades by examining H.S. graduation dates and rates for the sample.								
Sampling	4948 former STAR students randomly assigned to small (13-17) and larger (22-25) classes in K-3 matched with their H.S. transcripts and graduation data.								
Findings	88% of students with small classes vs 76% in larger classes graduated from H.S. Attending 3-4 years in a small class (K-3) had far greater impact than attending 1-2 years.								
Conclusions	students should start small classes (k-3) in K and have 3-4 years for maximum benefits: 1-2 years in a small class does not provide much benefit.								
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#20	Webb, N.	<i>An Analysis of the Alignment Between Mathematics Standards and Assessments in Three States.</i> Unpublished AERA paper 2002.	S2-B	quantitative	state standards and assessments	2001	individual raters of content of state objectives, intraclass correlation	quantitative	Rosemary Papa
Purpose	The purpose was to determine if after a content analysis sufficient alignment existed between state curriculum standards and assessments.								
Sampling	State standards and assessments in three unnamed states.								
Conclusions	None of the state standards and assessments met all four of the scriteria used in the study except one state (unidentified). The study indicates that alignment needs to be improved.								
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#21	Newman, F., Smith, B.A., Allensworth, E., & Bryk, A.	<i>Instructional Program Coherence: What It is and Why It should Guide Sch. Improvement Policy.</i> Reported in <i>Ed. Evaluation and Policy Analysis</i> , Winter 2001 23 (4), pp.297-322)	S1-A	quantitative	individual schools	1994, 1997	achievement test data and field studies	quantitative and qualitative	Rosemary Papa
Purpose	to determine if the principal's vision for program coherence resulted in higher student achievement. Program coherence is the common structural framework developed with teachers by the principal.								
Sampling	222 elementary schools in Chicago containing 5,358 teachers in 1994 with valid responses on the coherence items and 5,560 teachers in 1997.								
Conclusions	A strong positive relationship was found between improving program coherence (provided by work of the school principal) and improved student achievement. "Stronger instructional program coherence was rooted in a principal's decision to adopt or develop a schoolwide instructional program framework and to make it a priority."								
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#22	Price-Baugh, Ricki	<i>Correlation of Textbook Alignment with Student Achievement Scores.</i> (1997) Unpublished doctoral dissertation, Baylor University	S3-A	quantitative	test scores of 10,233 seventh grade students in 35 middle schools	1996-7	test scores on the TAAS correlated to a specific textbook adopted	correlation of textbook in use to student math test scores on TAAS	Rosemary Papa
Purpose	To determine if specific textbook adoptions impacted student achievement based on adoption practices.								
Sampling	10,233 seventh grade students in 35 middle schools in Houston, Texas								
Conclusions	All of the textbook variables included in the analysis significantly correlated to student achievement except location in the textbook of the practice items. Of particular importance was the finding that 56 percent of the variance alone was explained by the number of pages devoted to practice problems related to the test in use. This correlation explained 68 percent of the skill level variance. Textbook adoption is a powerful component to improved student achievement.								

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#23	Marzano, R. J., Waters, T., & McNulty, B. A.	<i>School Leadership that works: From research to results. (2005)</i> Aurora, CO: Mid-continent Research for Education and Testing (MREL): Aurora, CO	S1-All	Meta Analysis	Studies	1970-2005	Data from 35 years of student summarized	Meta Analysis	Rosemary Papa
Purpose	Analyzing the research from the last 35 years to identify leadership competencies.								
Sampling	35 years of empirical studies								
Conclusions	Lists two leadership competencies as found in the literature from the last 35 years.								
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#24	Knapp, M.S., Swinnerton, J.A., Copland, M.A., Monpas-Huber, J.	<i>Data-informed leadership in education</i> (October 2006). Seattle, WA: Center for the Study of Teaching and Policy.	Standard 1-all	Meta Synthesis	Studies Reports	1978-2006	Empirical Descriptive Studies	Meta Synthesis	Rosemary Papa
Purpose	First report in a series of state-of-the-field reports: Improving Leadership for Learning.								
Sampling	Published accounts in research literature and descriptive material on established or emerging practices.								
Conclusions	This report synthesizes, interprets ideas, frameworks, beliefs, and activities concerning the availability, quality and use of data. Emerging strategies that improve the leaders access to and use of data for improvement are noted.								
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#25	Bennis, Warren & Nanus, Burt	<i>Leaders: The Strategies for Taking Charge.</i> Harper & Row; New York, NY (1985)	S1-A	Other Sources	Executives; n=90	2 years	Interviewing and Observation	"Mining notes" from interviews and observations for "kernels of truth about leadership."	Arthur Athens
Purpose	"The study concentrated on leaders directing the new trends . . . These were people creating new ideas, new policies, new methodologies." The authors attempted to find trends and similarities among a very disparate group.								

Sampling	"Over and over again, the leaders we spoke to told us that they did the same things when they took charge of their organizations--they paid attention to what was going on, they determined what part of the events at hand would be important for the future of the organization, they set a new direction, and they concentrated the attention of everyone in the organization on it." (88) "Great leaders often inspire their followers to high levels of achievement by showing them how their work contributes to worthwhile ends. It is an emotional appeal to some of the most fundamental of human needs--the need to be important, to make a difference, to feel useful, to be a part of a successful and worthwhile enterprise." (93)								
Conclusions	Identified four major themes, common among the 90 leaders: (1) attention through vision, (2) meaning through communication, (3) trust through positioning, and (4) the deployment of self.								
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#26	Lipton, Mark	<i>Guiding Growth.</i> Harvard Business School Press: Cambridge, MA (2003)	S1-A	Other Sources	Profit and non-profit Organizations n=unknown	Over 10 years	Case studies	Content Analysis	Arthur Athens
Purpose	To explore questions like: Does vision really matter? If vision does make a difference, what does an effective vision have to include? What organizational variables must the content address? What's the process by which an effective vision gets developed and implemented?								
Sampling	"Not only does vision have a positive effect on performance, I found, it is critical to the survival of most organizations." (1) When I reflect on many of the firms that flamed-out from an inability to manage their growing pains, they all had one thing in common: the executive group never agreed on a growth vision." (242)								
Conclusions	Vision is critical for the success of any organization, but an organization needs more than a vision. Lipton presents a "Vision Framework," that includes the vision itself and the need to: (1) select and build the executive group, (2) form and maintain a growth-enabling culture, (3) manage people processes, and (4) determine organization structure.								
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#27	Bossidy, Larry & Charan, Ram	<i>Execution: The Discipline of Getting Things Done.</i> Crown Publishing Group: New York, NY (2002)	S1-D	Other Sources	For-profit organizations n=unknown	Not specified in book	Case studies and authors' personal experience	Content Analysis	Arthur Athens
Purpose	To discuss the discipline of organizational execution and identify and explain the specific sets of behaviors and techniques that organizations need to master in order to have competitive advantage.								
Sampling	"I saw that leaders placed too much emphasis on what some call high-level strategy, on intellectualizing and philosophizing, and not enough on implementation." (6) "Execution is fundamental to strategy and has to shape it . . . No worthwhile strategy can be planned without taking into account the organization's ability to execute it." (21)								
Conclusions	"Execution is a systematic process of rigorously discussing how's and whets, questioning, tenaciously following through and ensuring accountability. It includes making assumptions about the business environment, assessing the organization's capabilities, linking strategy to operations and the people who are going to implement the strategy, synchronizing those people and their various disciplines, and linking rewards to outcomes. It also includes mechanisms for changing assumptions as the environment changes and upgrading the company's capabilities to meet the challenges of an ambitious strategy.								

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#28	Drucker, Peter	Leadership: More Doing than Dash. <i>Wall Street Journal</i> , January 6, 1988	S2-A	Other Sources	For-profit and non-profit organizations n=unknown	Drucker's lifetime of leadership study	Case studies and authors' personal experience	Content Analysis	Arthur Athens
Purpose	Drucker's response to the human resources VP of a large bank who asked Drucker to "run a seminar for us on how one acquires charisma."								
Sampling	"Effective leadership does not depend on charisma." "Nor are there any such things as 'leadership qualities' or a 'leadership personality.'" "The foundation of effective leadership is thinking through the organization's mission, defining it and establishing it, clearly and visibly." "The leader must see leadership as a responsibility rather than as rank or privilege." The final requirement of effective leadership is to earn trust."								
Conclusions	"Trust is the conviction that the leader means what he says. It is a belief in something very old-fashioned, called "integrity." A leader's actions and a leader's professed beliefs must be congruent, or at least compatible. Effective leadership--and again this is very old wisdom--is not based on being clever; it is based primarily on being consistent."								
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#29	Labovitz, George & Rosansky, Victor	<i>The Power of Alignment: How Great Companies Stay Centered and Accomplish Extraordinary Things</i> . John Wiley and Sons:New York, NY (1997)	S3-B	Other Sources	For-profit organizations and in-depth interviews with six CEOs	Not specified in book	Historical results of Alignment Diagnostic Profile, case studies and authors' personal experience	Content Analysis	Arthur Athens
Purpose	"Provide a framework for aligning and linking the crucial elements that build and sustain a company's success."								
Sampling	"Alignment gives you the power to get and stay competitive by bringing together previously unconnected parts of your organization into an interrelated, easily comprehensive model." (xiii)								
Conclusions	"Our research and experience have convinced us that growth and profit are ultimately the result of alignment between people, customers, strategy, and processes. We have found that organizations that consistently land on their feet during turbulent times are managed by people who keep everyone focused and centered around a few key business objectives. They do so in a way that creates a self-aligning and self-sustaining culture that distributes leadership and energy throughout their organizations and unleashes a kind of organizational power and focus that we call 'alignment.'" (x)								
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#30	Stockdale, James B.	<i>Duty a speech to the U.S. Military Academy Class of 1983 in A Vietnam Experience: Ten Years of Reflection</i> . Hoover Institution (1984)	S5-A	Other Sources	Personal Experience as a POW in North Vietnam and a Naval Officer	32 years of service	Reflection on personal experience	Content Analysis	Arthur Athens
Purpose	To explain the concept of duty.								
Sampling	"The concept of duty is not popular today in some circles. We live in a world of social turmoil and shifting values, a world where people insist on their rights but often ignore their duties." (69)								
Conclusions	"I say it's your duty [as a leader] to be a moralist. I define the moralist not as one who sentimentously exhorts men to be good, but one who elucidates what the good is . . . The disciplined life here [at West Point] will encourage you to be men and women of integrity committed to a code of conduct and from these good habits a strength of character and resolve will grow. This is the solid foundation from which you elucidate the good, by your example, your actions and your proud tradition." (72)								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#31	Kidder, Rushworth	<i>How Good People Make Tough Choices</i> . Fireside Publishing; New York, NY (1995)	S5-D	Other Sources	22 World and Corporate Leaders. Case Studies collected at Institute for Global Ethics Seminars	Not specified in book	Interviews and case studies	Content Analysis	Arthur Athens
Purpose	To provide a framework for those who "want to address and resolve tough choices through energetic reflection."								
Sampling	"Tough choices, typically, are those that pit one 'right' value against another." (16) "They [the tough choices] are genuine dilemmas precisely because each side is firmly rooted in one of our basic, core values. Four dilemmas are so common to our experience that they stand as models, patterns, or paradigms. They are: (1) truth versus loyalty, (2) individual versus community, (3) short-term versus long-term, and (4) justice versus mercy." (18)								
Conclusions	"What's needed is a capacity to recognize the nature of moral challenges and respond with a well-tuned conscience, a lively perception of the difference between right and wrong, and an ability to choose the right and live by it. What's needed is ethical fitness." (57)								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	

#32	Gardner, Howard	<i>Leading Minds: The Anatomy of Leadership.</i> Basic Books: New York, NY (1995)	S1-A-F <i>Possible additional function-- Imbed the vision and mission within the institution.</i>	Other Sources	11 historical leaders	19th century to present	Biographical accounts	Content Analysis	Arthur Athens
Purpose	To study "the arena in which leadership necessarily occurs--namely, the human mind."								
Sampling									
Conclusions	"The ultimate impact of the leader depends most significantly on the particular story that he or she relates or embodies, and the receptions to that story on the part of audiences (or collaborators or followers) . . . The stories of the leader--be they traditional or novel--must compete with many other extant stories; and if the new stories are to succeed, they must transplant, suppress, complement, or in some measure outweigh the earlier stories, as well as contemporary oppositional 'counterstories.'" (14)								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#33	Tichy, Noel	<i>The Leadership Engine: How Winning Companies Build Leaders at Every Level.</i> Jossey Bass; San Francisco, CA (1995)	S2-A-H <i>Possible additional function-- Develop potential leaders</i>	Other Sources	For profit and non-profit organizations n=unknown	Not specified in book	Case studies and authors' personal experience	Content Analysis	Arthur Athens
Purpose	To address the need for leaders to develop leaders through "the teachable point of view."								
Sampling	"Winning companies win because they have good leaders who nurture the development of other leaders at all levels of the organization. The ultimate test of success for an organization is not whether it can win today but whether it can keep winning tomorrow and the day after. Therefore, the ultimate test for a leader is not whether he or she makes smart decisions and takes decisive action, but whether he or she teaches others to be leaders and builds an organization that can sustain its success even when he or she is not around." (3)								
Conclusions	"Teaching and learning are inextricably interwoven aspects of leadership . . . Organizations need leaders if they want to win, and the only way to them is for other leaders to consciously mentor and prepare them." (55)								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#34	Drucker, Peter	<i>Managing Oneself.</i> <i>Harvard Business Review</i> (March/April 1999)	The Associated Standard is unclear <i>Possible additional function-- Lead oneself</i>	Other Sources	Not specified in article	Not specified in article	Authors' personal experience	Content Analysis	Arthur Athens

Purpose	To highlight the importance of self-leadership in today's information age.								
Sampling	"Most people think they know what they are good at. They are usually wrong . . . Amazingly few people know how they get things done . . . Like one's strengths, how one performs is unique . . . To be able to manage yourself, you finally have to ask, "What are my values?""								
Conclusions	"Now, most of us, even those of us with the modest endowments, will have to learn to manage ourselves. We will have to learn to develop ourselves. We will have to place ourselves where we can make the greatest contribution."								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#35	Buckingham, Marcus & Clifton, Donald	<i>Now Discover Your Strengths</i> . Simon & Schuster: New York, NY (2001)	The Associated Standard is unclear <i>Possible additional function-- Lead oneself</i>	Other Sources	198,000 employees working in 7,939 business units within 36 companies	Not specified in book	Survey and interview	Content Analysis	Arthur Athens
Purpose	To help individuals identify their talents, build them into strengths, and enjoy consistent, near-perfect performance.								
Sampling	"Each person's talents are enduring and unique . . . Each person's greatest room for growth is the areas of his or her greatest strength." (8) "[A] growing awareness of self is vital to strength building because it allows each of us to identify more clearly our natural talents and to cultivate these talents into strengths." (44)								
Conclusions	You will excel only by maximizing your strengths, never by fixing your weaknesses." (26)								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#36	Collins, Jim	<i>Good to Great</i> . Harper Business: New York, NY (2001)	S5-A	Other Sources	1,435 for-profit companies	1965-1995	Financial Data, Business and Industry reference materials, major articles, annual reports, interviews, etc.	Comparative Analysis	Arthur Athens
Purpose	To analyze how good, mediocre companies achieve enduring greatness. Note: The aspect of the book that applies to Standard 5, Function 1 is the section on Level 5 leadership.								
Sampling	"Level 5 leaders channel their ego needs away from themselves and into the larger goal of building a great company. It's not that Level 5 leaders have no ego or self-interest. Indeed, they are incredibly ambitious--but their ambition is first and foremost for the institution, not themselves." (21)								
Conclusions	"Level 5 leaders look out the window to attribute success to factors other than themselves. When things go poorly, however, they look in the mirror and blame themselves, taking full responsibility." (39)								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	

#37	Hock, Dee	The Art of Chaordic Leadership. <i>Leader to Leader</i> (No 15 Winter 2000)	The Associated Standard is unclear <i>Possible additional function-- Lead oneself</i>	Other Sources	Not specified in article	Not specified in article	Authors' personal experience	Content Analysis	Arthur Athens
Purpose	To introduce the concept of "chaordic leadership," where leadership is inwardly, upwardly, laterally, and downwardly focused.								
Sampling	"We spend little time and rarely excel at management of self precisely because it is so much more difficult than prescribing and controlling the behavior of others."								
Conclusions	"The first and paramount responsibility of anyone who purports to manage is to manage self: one's own integrity, character, ethics, knowledge, wisdom, temperament, words, and acts . . . It is the management of self that should occupy 50 percent of our time and the best of our ability. And when we do that, the ethical, moral , and spiritual elements of management are inescapable."								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#38	Scheurich, J.J.	Highly Successful and Loving Public Elementary Schools Populated Mainly by Low SES Children of Color: Core Beliefs and Cultural Characteristics. (1998) <i>Urban Education</i> . Vol.33:4, pps.451-91.	S2-A; S5-E	Qualitative	Principals and schools	One Year	Interviews; observations	Content analysis; coding of interview data	Nelda Cambron-McCabe
Purpose	To study highly successful elementary schools populated mainly by low-socioeconomic-status students of color.								
Sampling	Approximately 30 principals								
Conclusions	The fact that these highly successful schools are academically competitive with--and even superior to--the etter Anglo schools suggests that these highly successful schools may have developed a better model for school.								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	

#39	Koschoreck, J. W.	Accountability and Educational Equity in the Transformation of an Urban District. <i>Education and Urban Society: (2001) Vol. 33:3, pps. 284-304.</i>	S1-A; S2-A; S5-E	Case Study	All schools in one urban district	1999-2000 school year	Observations; district documents; individual interviews; focus groups	Constant comparative method of analysis	Nelda Cambron-McCabe
Purpose	To explore the effects of district leadership on academic outcomes with low-income children and children of color.								
Sampling	Interviews with considerable number of central office personnel, administrators, teachers, parents, and other community members								
Conclusions	Coming together of one mind toward a vision of high achievement levels for all students provided impetus for change. Active participation of all stakeholders provided a coherent image of a community working toward the common goal of success for children. A historical context emphasized financial resourcefulness, tenacity, and commitment to educational reform that would underscore issues of equity.								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#40	Theoharis, G.	Social Justice Educational Leaders and Resistance: Toward a Theory of Social Justice Leadership. <i>Educational Administration Quarterly. (April 2007) Vol. 43/2: pps. 221-258.</i>	S2-E, F; S5-B, E	A critical, qualitative, positioned-subject approach combined with principles of autoethnography	principal/school	One to four years for most principals	Indepth interviews with seven principals, review of documents and materials, detailed field log, & group meetings	constant comparative method using both inductive and deductive components	Nelda Cambron-McCabe

Purpose	A subgroup of principals--leaders for social justice--guide their schools to transform the culture, curriculum, pedagogical practices, atmosphere, and schoolwide priorities to benefit marginalized students. The purpose of the article is to develop a theory of this social justice educational leadership.								
Sampling	Purposeful and snowball sampling; all seven worked in urban schools in Midwest. Seven public school leaders who came to the principalship with a social justice orientation, who make issues of race, class, gender, disability, sexual orientation, and other historically marginalizing factors central to their advocacy, leadership practice, and vision, and who have demonstrated success in making their schools more just, were studied.								
Conclusions	Through enacting social justice, six of the seven principals raised student achievement (one principal was only in the first year of tenure). Principals changes structures (e.g., pullout and segregated programs; full inclusion of special education students; rigor of curriculum; full access to curriculum for all students; accountability measures). Improved student achievement through strengthening the schools' staff, the school climate, and connections with the community.								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#41	Brown, K. M., Anfar, V. A., Roney, K.	Student Achievement in High Performing, Suburban Middle Schools and Low Performing, Urban Middle Schools. <i>Education and Urban Society</i> , (August 2004) Vol. 36/4: pps.428-456.	S1-A; S2-C, E	Qualitative, multisite case study design	School (12 schools in Philadelphia area; 6 HPS & 6 LPS)	Not defined	Documents; test scores, interviews with teachers	Data coding using conceptual framework of organization health	Nelda C.
Purpose	Study was designed to investigate plausible explanations of the difference in student achievement between high performing suburban and low performing urban middle schools. One component was the managerial level (principal)								
Sampling	Convenience sampling for 12 schools; purposive sampling for interviewees								
Conclusions	Assessment of the data surfaced differences in how principals provide help to teachers when needed. In the HPS, many of the teachers viewed their principals as experts who collaborate with them as they seek to improve their instruction. In contrast, teachers in the LPS reported some level of administrative support, but they viewed their principal's time and availability as limited. Furthermore, in the HPS, teachers described their relationships with their principals in terms of developing a shared vision. In the LPS, the relationship between principals and teachers focused on the bottom line--test results.								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#42	DeMoss, K.	Leadership Styles and High-Stakes Testing: Principals Make a Difference. <i>Urban Education</i> . (2002) Vol. 35:1: pps. 111-132.	S2-A, E	Case Study	Schools	Decade	Observations; Interviews; Student Achievement Data	Coding of observation and interview data; gain score analysis of performance of Iowas Test of Basic Skills	Nelda Cambron-McCabe

Purpose	Examining the role of principals' leadership and student achievement in a high stakes testing environment.								
Sampling	Eight schools (matched pairs based on eight-year reading gains--one school in top quartile and the other in the lowest quartile)								
Conclusions	Two schools showed strong gains on reading based on solid principles of school improvement. The principals were committed to teachers' meaningful participation in instructional decisions. They led their schools using a philosophy based on professionalism and empowerment. Curriculum improvements rather than test scores were seen as the primary target for teachers' efforts, with the tests serving as a source of information by which teachers could gauge their instructional efforts.								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#43	Barnett, K. & McCormick, J.	Leadership and Individual Principal-Teacher Relationships in Schools. <i>Educational Administration Quarterly</i> . (August 2004) Vol. 40/3: pps. 406-434.	S2-A	Nonexperimental research design & quantitative research methods	School	Data collected in terms 1 & 2 1999	Survey methods to collect data	Combined approach of multilevel analysis and structural equation modeling	Nelda Cambron-McCabe
Purpose	The purpose of this study was to investigate the relationship between principal's leadership in schools and school learning culture.								
Sampling	Randomly selected schools and teachers from the population of government secondary schools in the state of New South Wales, Australia. Selected 117 schools from a computer-generated, random list of the population of government secondary schools. 55 schools agreed to participate, 41 schools returned completed surveys								
Conclusions	For this task, "individual concern" appeared to be a critical element of leadership. Vision is important but may not be shared by teachers if they don't see the individual concern (respect, fairness, accessibility, support, encourages, recognizes, direction).								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#44	Portin, Bradley; Alejano, Christopher; Knapp, Michael; & Marzolf, E.	<i>Redefining roles, responsibilities, and authority of school leaders</i> . (2006) Seattle: Center for the Study of Teaching and Policy, University of Washington	S1-A-F	Drew from other research sources	Principal/school	Not specified	Examined roles, responsibilities, and authority of school leaders in light of the best research and theory about the nature and exercise of educational leadership.	Content Analysis	Nelda Cambron-McCabe
Purpose	Examine roles, responsibilities, and authority of school leaders in relation to the improvement of teaching and learning.								
Sampling	Wide range of research studies as well as common practices and emerging strategies in the field.								
Conclusions	From research, authors identified a range of responsibilities including such areas as: Guiding the school, setting direction, supporting professionals and professional work, organizing the school and connecting it to the school community, helping people, redesigning the organization, strategic leadership, cultural leadership, instructional leadership, managerial, leadership, establish focus on learning, building professional communities.								

Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#45	Barrow, D'Anne	Effects of the Training in and implementation of a Classroom Walk-Through Observation Strategy on the Instructional Leadership Practices of Principals 2006 (Dissertation)	S2-C	Nonexperimental, Quantitative	Principals, n=100	2005-2006	Descriptive Statistics; survey collection	Kruskal-Wallis test	Mary Gunter
Purpose	Examine perceived effect on the instructional leadership practices of principals participating in training in and implementation of the CWT (Classroom Walkthrough Training) strategy as part of a district-wide professional development initiative.								
Sampling	Public school elementary, middle, junior high and high school principals in the United States who had participated in CWT training as part of district-wide PD in 27 districts representing 9 states								
Conclusions	Findings suggest that participating in training and in implementation of the CWT strategy can affect a principal's practice of instructional leadership.								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#46	Carlson, R and Buttram, J	Case Studies of Rural Schools Implementing Comprehensive School Reform Models (2004)	S1-C; S2-B, D; S3-B; S4-D	Case Studies	Rural Schools	1999-2002	Site Visits and Interviews		Mary Gunter
Purpose	To determine the success of small, rural schools to implement a comprehensive school improvement effort that positively impacts student learning.								
Sampling	Purposeful sample chosen for their potential for representing a cross section of rural schools; five one each in the southwestern states of Arkansas, Louisiana, New Mexico, Oklahoma and Texas								
Conclusions	Rural isolation, small size and limited fiscal and personnel resources do not necessarily limit a school's capacity to improve. Federal funds can help stimulate and support the change process.								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	

#47	Rudo, Z., Achacoso, M., & Perez, D.	Collaborative Action TeAM Process: Bringing Home, school, community and students together to improve results for children and families (2000)	S4-A-D	Applied research using descriptive and empirical approaches	Community Site Cohorts	1996-2000	Implementation data collected by surveys and self assessment instruments	Quantitative and qualitative methods	Mary Gunter
Purpose	Twofold: 1) To determine if collaborative partnerships between the home, school, community and students can be sustained in the demonstration sites as a result of the implementation of the Collaborative Action Team proces 2) assess the impact of the process on student success								
Sampling	23 sites, come sites urban, suburban and rural. Size of communities ranged from 767 persons to 496,938. Specifics of the sites, similarities and differences can be found in the study.								
Conclusions	This study indicates that the development of school-based collaborative partnerships can be successful and effective ways effective way to improve results for studens and families in a school community.								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#48	Alexander, C, Boyer, H., etc.	Resource Allocation Practices and Student Achievement (2000)	S3-B	Quantitative and Qualitative	School District	1996-99	Quantitative, financial data; Qualitative, interviews	Comparison	Mary Gunter
Purpose	To gain a better understanding of the relationship between resource allocationin Texas public school districts and student performance.								
Sampling	744 School District Financial Data Reviewed; 21 District Interviews								
Conclusions	Districts with higher student academic performance spent more per-pupil on instruction and regular programs. The analysis reported provides evidence of a direct and positive relationship between resource allocation and district performance.								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#49	Spillane, J., Halverson, R. & Diamond, J.B.	Investigating School Leadership Practice: A Distributed Perspective. <i>Educational Researcher</i> , (2001) Vol. 20/3, pps. 23/28.	Implications for all standards	Qualitative Study	School Site	4 yr Longitudinal Study	Observations and interviews with formal and informal leaders.		Mary Gunter

Purpose	To examine the practice in leadership identifying the task, actors, actions and interactions of school leadership on a daily basis.								
Sampling	13 elementary Chicago Schools								
Conclusions	Their findings suggest that distributed leadership must be analysed on a situation by situation or task by task basis. The distributed perspective of leadership focuses on the school as the unit not the individual leader.								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#50	Coldren, A. and Spillane, J.	Making connections to teaching practice: The role of boundary practices in instructional leadership. <i>Educational Policy</i> , Vol. 21/2	S1-A, B; S2-C, D, E	Case Study	School	12 months	interviews, observations, documents	QSR NUDIST	Ken Leithwood
Purpose	Determine not just what school leaders do to influence teaching but specifically how they do it								
Sampling	1 exemplary school and school leaders in U.S.								
Conclusions	Two kinds of "tools" - boundary practices and boundary spanners - play a significant role in connecting leaders to teachers' instruction								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#51	Leithwood, K. & Jantzi, D.	Educational Administration Quarterly, in press	S2-E, F;	large-scale survey	School		teacher survey, principal survey, state achievement data	SEM	Ken Leithwood
Purpose	Improve understanding of the nature, causes and consequences of school leader efficacy, including influences on student learning								
Sampling	96 principals, 2764 teachers in 96 schools (U.S.), state achievement data for students in all schools over 3 years								
Conclusions	School leaders' sense of collective efficacy was an important link between district conditions, the conditions found in schools and their effects on students								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	

#52	Barker, B.	The leadership paradox: Can school leaders transform student outcomes? <i>School Effectiveness and School Improvement</i> , 18(1)	S2-A, B, C, D, E	Case Study	School		Interviews, observations	Content analysis	Ken Leithwood
Purpose	to better understand the relationship between school leadership practices. School conditions and student achievement								
Sampling	17 staff members in one school								
Conclusions	Apparently "successful" forms of leadership, while having significant effects on teachers, seem not to have much effect on students.								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#53	Kruger, M., Witzier, B. & Slegers, P.	The impact of school leadership on school level factors: Validation of a causal model. <i>School Effectiveness and School Improvement</i> , 18(1)	S2-A, F	Survey	Schools		Surveys	Path analysis (LISREL)	Ken Leithwood
Purpose	To clarify the effects of educational leadership on student commitment								
Sampling	(secondary analysis of data) 858 students, 637 teachers, 9 principals								
Conclusions	Strategic leadership had no direct or indirect effects on student commitment. The relationship was reciprocal.								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#54	Ross, J. & Gray, P.	Transformational leadership and teacher commitment to organizational values: The mediating effects of collective teacher efficacy. <i>School Effectiveness and School Improvement</i> , 17(2)	S2-A, D, E	Survey: Cross Validation Design	School (elem.)	1 year	teacher survey	Path analysis	Ken Leithwood
Purpose	To examine effects of transformational principal leadership on teachers' sense of collective efficacy and organizational commitment.								
Sampling	3074 teachers from 218 schools in Canada								
Conclusions	Transformational leadership had direct and indirect effects on teacher commitment to school mission and commitment to professional learning community.								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	

#55	Nguni, S., Slegers, P. & Denessen, E.	Transformational and transactional leadership effects on teachers' job satisfaction, organizational commitment and organizational citizenship behavior in primary schools: The Tanzanian case. <i>School Effectiveness and School Improvement</i> , 17(2)	S2-A, D, E	Survey	Teacher (elem.)	1 year	Survey	SEM, Multiple Regression Analysis	Ken Leithwood
Purpose	To examine the effects of transformational and transactional principal leadership on teachers' job satisfaction, organizational commitment and organizational citizenship behavior (OCB).								
Sampling	535 teachers from 70 schools in Tanzania								
Conclusions	Transformational leadership had significant "add on" effects to transactional leadership in predicting job satisfaction, organizational commitment and OCB.								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#56	Leithwood, K & Jantzi, D.	Transformational school leadership for large-scale reform: Effects on students, teachers, and their classroom practices. <i>School Effectiveness and School Improvement</i> , 17(2)	S2-A, D, E	Survey	School	1 year	Survey, student test scores	SEM	Ken Leithwood
Purpose	To test the effects on school characteristics and student achievement of a model of principals' transformational leadership								
Sampling	2290 leaders, 655 primary schools in England, student achievement data for each school								
Conclusions	Significant leadership effects on teachers' classroom practices but not on student achievement								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#57	Leithwood, K., Jantzi, D., & McElheron-Hopkins (?)	The development and testing of a school improvement model. <i>School Effectiveness and School Improvement</i> , 17(4)	S1-A-F	Mixed methods	School	3 years	interviews, surveys, student achievement data	Content analysis, SEM	Ken Leithwood

Purpose	To test a "best evidence" model of SIP using standard achievement results as independent measures in Canada								
Sampling	10 case studies of schools given SIP support (qualitative stage), teachers, administrators, parents from 100 schools (quantitative stage), 3 years of student achievement data								
Conclusions	School leadership and SIP implementation processes explained the largest proportion of variation in student achievement between schools								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#58	Silins, H. & Mulford, B.	Schools as learning organizations - Effects on teacher leadership and student outcomes. <i>School Effectiveness and School Improvement</i> , Vol. 15, pps.3-4.	S2-A, B, E		School	1 year	Staff surveys, student surveys of engagement	Path analysis	Ken Leithwood
Purpose	to identify the relationship between transformational school leadership, organizational learning, teacher leadership and student engagement								
Sampling	3500 grade 10 students in 96 schools, 2503 teachers and 96 administrators								
Conclusions	Transformational school leadership is significantly related to organizational learning in secondary schools. Organizational learning is significantly related to student engagement but teacher leadership is not.								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#59	Leithwood, K. & Jantzi, D.	A review of transformational school leadership research 1996-2005. <i>Leadership and Policy in Schools</i> , 4(1)	??	Review of literature		1996-2005		Content Analysis	Ken Leithwood
Purpose	To provide a synthesis of recent evidence about relative cause and consequences of transformational school leadership								
Sampling	32 empirical studies published 1996-2005								
Conclusions	1. There is very little evidence about antecedents of transformational school leadership (TSL). 2. TSL effects are moderated by prior student achievement, family culture and school conditions. 3. TSL has modest but significant effects on both student engagement and student achievement.								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#60	Firestone, W.A. & Martinez, M.C.	Districts, Teacher Leaders, and Distributed Leadership: Changing Instructional Practice. <i>Leadership and Practice in Schools</i> , 6(1)	S3-D		Teacher leaders	Fall 2003 - Spring 2005	Observation, interviews, and document analysis	Transcribed interviews, observations, and field notes were coded using N6 -- Analysis: School-	Ken Leithwood

Purpose	Explores how leadership is distributed in districts and asks about the role of teacher leaders. It proposes that teacher leaders and districts can share three leadership tasks: procuring and distributing materials, monitoring improvement, and developing people.								
Sampling	This study focuses on four schools in three districts and their district contexts. The four schools were all those in the larger study that had teacher leaders. All were in "Abbott districts" -- i.e. districts designated by the state supreme court to receive special state aid to equalize funding with the wealthiest districts in the state because of their poverty. 8 teachers were interviewed from each school and each teacher was interviewed 6 times.								
Conclusions	Teacher leaders complement district efforts toward the same leadership tasks (distributing materials, monitoring improvement, and developing people) but do so in different ways. Districts operate at a distance and rely on formal authority. Teachers rely on close relationships to lead and are affected/constrained by time they have to work, their own experience and knowledge, and the fine balance between monitoring and providing PD.								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#61	Leithwood, K., et al	Distributing Leadership to make schools smarter: Taking the ego out of the system. <i>Leadership and Practice in Schools V.6, No.1</i>	S3-D	mixed methods longitudinal study	67 district staff, school admin, nonadmin leaders, and		Semi-structured interviews with 31 nominators and 19 nominees, focus groups for student leaders - 4 separate	Audio-taped interviews and field notes were coded with 5 themes and analysed with frequency tables	Ken Leithwood
Purpose	Identify patterns of leadership distribution: which leadership functions were performed by whom, the characteristics of non-administrative leaders, and the factors promoting and inhibiting the distribution of leadership functions.								
Sampling	Eight schools were selected with assistance from district staff (4 elementary, 4 secondary) with a seasoned principal who demonstrated a commitment to a shared leadership approach and evidence of improvement in student achievement on provincial tests over the previous three years.								
Conclusions	Planful alignment was evident more often in the school's priority initiative and less often with lower priority initiatives. Evidence is showing that planful alignment is dependent on the focused leadership of the principal. Planful alignment is also dependent on the principal for monitoring progress and intervening when needed.								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#62	Mayrowetz, D., et. al	Distributed Leadership as work redesign: Retrofitting the job characteristics model. <i>Leadership and Practice in Schools V.6, No.1</i>	S3-D		N/A	N/A	Study is based on observations of 6 schools engaged in DL, lit review, empirical tests of work redesign theory	Meta-analysis of Job Characteristics Model	Ken Leithwood
Purpose	1. Explain how changes in work could lead to the widespread performance of leadership functions 2. Adjust the Job Characteristics Model to account for DL, 3. Enumerate contextual variables that would impact the development, shape and success of reform.								
Sampling	Initial observations from the first two rounds of data collection in six secondary schools purposefully trying to enact DL.								

Conclusions	The new retrofitted model provides scholars with a theoretical framework that can explain its success or failure and can be used to study the development and implementation of DL.								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#63	Spillane, J., et. al	Taking a Distributed Perspective to the school principal's workday. <i>Leadership and Practice in Schools</i> V.6, No.1	S3-D	mixed methods longitudinal study -- randomized treatment	52 Principals	6 Consecutive days in Spring 2005	Experience sampling method logs, end of the day principal log, principal questionnaire, observations,	ESM logs were analysed percentages of time that the principal was leading alone, co-leading, or not	Ken Leithwood
Purpose	To examine who leads curriculum and instruction and administration related activities when the school principal is not leading but participating in the activity. Also to examine the prevalence of copformance of management and leadership activities in the school principal's workday.								
Sampling	52 Principals Experience sampling method logs, end of the day principal log, principal questionnaire, observations, interviews. In ESM, respondents complete an instrument at multiple randomly selected times during the day after being alerted by researchers (Principals were beeped randomly throughout the day to fill out a questionnaire on a PDA)								
Conclusions	The person taking responsibility for leading and managing the schoolhouse varies considerably from activity to activity and from school to school. The study found that leading the schoolhouse was distributed over multiple actors, some in formal leadership positions and others not. And copformance was commonplace where principals copformed almost half the time.								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#64	Briggs, K.L. & Thomas, K.	<i>Patterns of success: Successful pathways to elementary literacy in Texas Spotlight Schools.</i> Austin: Texas Center for Educational Research (June 1997)	S2-C	Qualitative	Not specified	4 days, cross sectional	Site visits—interviews and observations	Not specified	Joe Murphy
Purpose	To examine the experiences of students, teachers, and principals in four of the 12 "Spotlight Schools" (schools that are useful in helping all children to read) Why are these successful?								
Sampling	Purposeful (effective in terms of student performance)								
Conclusions	"Spotlight School principals actions ensure that teachers' classroom instruction stays focused on addressing students' needs"								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	

#65	Fisher, C. & Alder, M.A.	<i>Early reading programs in high-poverty schools: Emerald Elementary beats the odds.</i> Ann Arbor, MI: Center for the improvement of Early	S3-B	Case study	The school	cross section al, 3 days	Interviews (6-8); 12 hours of classroom observation; review of artifacts	Not specified	Joe Murphy
Purpose	Identify key elements of school in a highly successful elementary school—in terms of reading achievement in the early reading program.								
Sampling	Purposeful—effective high poverty school (1 of 6 selected)								
Conclusions	“Principal leadership is deemed to be critical for programmatic development of early reading”—programs in which youngsters are effective readers as defined in terms of student achievement.								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#66	Hallinger, P., Bickman, L. & Davis, K.	<i>School context, principal leadership, and student reading achievement. The Elementary School Journal, 96(5), (1996)</i>	S1-A; S2-A	Secondary analysis	School	3 years of secondary data	Questionnaires—collected 3 times during the study	Structural modeling	Joe Murphy
Purpose	To test a multidimensional model of principal effects on student learning								
Sampling	87 schools, from total in state, that volunteered								
Conclusions	(1) “In our data, we found no significant direct effect of principal leadership on student achievement in reading” (2) “This model revealed a statistically significant (p. < .01) positive relation between principal leadership and the school climate variables. Specifically, the model indicates a strong relation between the degree of instructional leadership provided by the principal and the existence of a clear school mission. A clear mission, in turn, influenced student opportunity to learn and teachers’ expectations for student								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#67	Rowe, K.J.	<i>Factors affecting students’ progress in reading: Key findings from a longitudinal study. Literacy, teaching and learning, 1(2), 57-110 (1995)</i>	S1-A; S2-A	Longitudinal, three-wave panel design. Quantitative	Student and School	4 years	Reading achievement test scores	Statistical modeling techniques: multiple regression, structural equation	Joe Murphy

Purpose	To test to what extent students' reading achievement over time is influenced by factors at the student, classroom, and school level.								
Sampling	Stratified probability sample								
Conclusions	(1) Schools have a teaching and learning-focused leadership from the principal and the school leaders; (2) The school environments are characterized by stability, routine, and orderliness. Principals are accomplished managers of their schools.								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#68	Venezky, R.L. & Winfield, L.F.	<i>Schools that succeed beyond expectations in teaching reading.</i> Newark, Delaware: University of Delaware (August 1979)	S2-B	Qualitative (case studies)	School	Not specified	interviews, classroom observation, analysis of school records	Not specified	Joe Murphy
Purpose	To study the main causes of academic achievement in several elementary schools that drew their students from low socioeconomic areas and succeeded in teaching reading—that succeed where failure is the norm								
Sampling	Purposeful—matched pair, succeeding and non-succeeding								
Conclusions	Two primary causes of success were isolated: achievement orientation by the principal or influential school district person [was the first]. For schools that draw their students from low SES areas to succeed in teaching reading, strong building-wide curricular leadership is required								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#69	Postlethwaite, T.N. & Ross, K.N.	<i>Effective schools in reading: Implications for educational planners. An exploratory study.</i> The International Association for the Evaluation of Educational Achievement (November 1992)	S4-C; S2-C	?	?	8 months	Test results from specially constructed tests and questionnaires	Quantitative	Joe Murphy
Purpose	Present findings of a study that identified indicators that differentiated more effective from less effective primary schools, in terms of reading achievement.								

Sampling	3500 schools in 28 countries—not quite clear how picked								
Conclusions	The more effective school (in terms of reading achievement) has a principal who gains parental support for the principles and objectives of the school and who gives high emphasis to the evaluation of school staff.								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#70	New York State Office of Education Performance	<i>School factors influencing reading achievement: A case study of two inner city schools.</i> Albany: New York State Office of Education Performance (March 1974)	S2-A	Case study (qualitative)	?	2 ½ months	Observations & interviews	Qualitative, but not specified	Joe Murphy
Purpose	Two New York City elementary schools were studied to determine what school factors influenced reading achievement								
Sampling	Purposeful—two matched schools one effective, one not effective in terms of reading performance								
Conclusions	The findings of this study suggest that the differences in pupils' reading achievement in these two schools were primarily attributable to administrative policies, behavior, procedures, and practices.								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#71	Taylor, B.M., Pearson, P.D., Clark, K.F., & Walpole, S.	<i>Beating the odds in teaching all children to read.</i> Ann Arbor: Center for the Improvement of Early Reading Achievement, University of Michigan (30 September 1999)	S4-C; S2-E	Mix-methods	Not specified	?	tests, observation, logs, questionnaires	Not specified	Joe Murphy
Purpose	To investigate school and classroom factors related to primary-grade reading achievement								
Sampling	14 schools in 4 states—4 highly effective, 6 moderate, 4 least effective (104 teachers, K-3)								

Conclusions	The most effective schools reported more links with parents than the moderately and least effective schools.								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#72	Wellisch, J.B., MacQueen, A.H., Carriere, R.A., & Duck, G.D.	School management and reorganization in successful schools. <i>Sociology of Education</i> , 51, 221-226 (July 1978)	S2-B, C	Mixed methods	School	Cross-sectional, 2 week visits	Interviews, questionnaires, classroom and school-level observation protocols	?	Joe Murphy
Purpose	To identify school factors related to school success in raising reading and math achievement of students who are generally disadvantaged and low achieving								
Sampling	26 schools in large cluster of 78 schools in ESAA study. Comparison groups schools, successful and unsuccessful								
Conclusions	Five qualitative school factors concerning school management and organization appeared to differentiate successful from unsuccessful schools. In successful schools, that is, in schools which succeeded in raising student achievement, the administrators: were more concerned with instruction; communicated their views about instruction; took responsibility for decisions relating to instruction; coordinated instructional programs; and emphasized academic standards. Successful schools were more likely to be characterized by								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#73	Weber, G.	<i>Inner-city children can be taught to read: For successful schools.</i> Council for Basic Education (October 1971)	S2-B	Qualitative	School	Cross-section, 2-3 days	interviews, tests, classroom observations	Not specified	Joe Murphy
Purpose	To show that inner city children could be taught reading well and to discover some common factors in the success of the good programs								
Sampling	Request for nominations; 4 schools selected that were inner-city and had distinguished reading achievement (2 in NYC, 1 in Kansas City, & 1 in L.A.)								
Conclusions	One of the eight factors common to all four successful schools was "strong leadership," especially leadership of the reading program								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	

#74	Pounder, Diana G.	Theory to practice in administrator preparation: An evaluation study. <i>Journal of School Leadership</i> , Vol. 5, pp. 151-162.	S1, S6	Survey Research and Document Analysis	Students in two Ed.D. cohorts at the University of Utah	Spans 4 year period of study	Student field application projects (completed in several field application courses);	?	Len Foster
Purpose	Evaluation of a field-based doctoral program in educational administration on linking theory and research to the improvement of school and district practices.								
Sampling	14 of 18 Ed.D. graduates								
Conclusions	* Data indicate that approximately one-half to two-thirds of student projects resulted in some sort of policy or program change in educational practice. Projects that resulted in change in local schools, districts or other education-related agencies tended to be either policy adoptions addressing legal and/or personnel administration concerns or instructional programs implementations for students and staff.								
#75	Foster, L.	Student images of the high school principal: Who's who and what's going on?, (1997) <i>81(89), 66-73.</i>	S3-A	Qualitative (one focused prompt)	university students	1994-95 (academic term)	Students in an introductory English course were asked to respond to a journal prompt that was limited	Coded themes	Len Foster
Purpose	To elicit reminiscent images of the role(s) of the high school principal that point to leadership skills, qualities, and attributes.								
Sampling	600 students in an introductory English course								
Conclusions	Six descriptive profiles and images of high school principals and one image and profile of the high school assistant profile were generated from the data. These images and profiles were related directly and indirectly to the job performance of the principal.								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#76	Marks, H.M. & Printy, S.M.	Principal leadership and school performance: An integration of transformational and instructional leadership. <i>Educational Administration Quarterly</i> , (2003) 39(3), 370-397.	S2-A, C, D, E	Mixed methods	school	unclear	??	hierarchial linear modeling (HLM)	Len Foster
Purpose	"Describes the dynamic collaboration between the principal and teachers on curricular, instructional, and assessment matters to further the core technology of schools—teaching and learning."								

Sampling	24 nationally restructured schools---8 elementary, 8 middle, and 8 high schools.								
Conclusions	"When transformational and shared instructional leadership coexist in an integrated form of leadership, the influence on school performance, measured by the quality of its pedagogy and the achievement of its students, is substantial."								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#77	Burke, P.H.	Lesson learned about sustainable results in urban middle schools: Four principals and their reflection on the process of change. In Janet H. Chrispeels (Ed.), Learning to lead together: The promise and challenge of sharing leadership. (2004) Thousand Oaks, CA: Sage Publications. (pp.193-218).	S1-A; S2-A; S6-B	Portraiture	school	five years	formal interviews with principals, observations and informal conversations with staff in the school, several informal telephone conversations with staff members, follow-up conversations with principals, data from school self-study; formal coaching reports, personal notes taken during meetings and journals written after meetings; district evaluation reports; school improvement plans; newspaper accounts; school and district web sites; conversations with district personnel and		Len Foster
Purpose	"These four stories elucidate the challenge of implementing school-based reform with a large, complex urban system that is engaged in systematic reform."								
Sampling	four middle school principals (all women of color) involved in educational reform.								
Conclusions	"Sustaining continuous learning and shared vision in schools is a multi-layered process, The principal must engage the faculty through leadership in dialogue that will lead to a shared vision of what the organization truly wants to create. Finally, the principal must assist the faculty in maintaining the image of the current reality in juxtaposition with the vision they have collectively created."								

Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#78	McDonald, D.H. & Keedy, J.L.	Principals conceptualize the development of teacher leaders: A cross-case study of shared leadership in high-poverty Kentucky schools. In Janet H. Crispeels (Ed.), Learning to lead together: The promise and challenge of sharing leadership. (2004) Thousand Oaks, CA: Sage Publications, pps. 219-254.	S1-c; S2-b, d; S3b; S4-d	Case Study	school	Two years	interviews (individual and focus group); observations; and document analysis. Purposeful selection of three elementary schools that demonstrated continuous student achievement for three consecutive biennia (six years).		Len Foster
Purpose	" A study of how three elementary school principals conceptualized the sharing of leadership and then developed teacher leaders within the policy framework of Kentucky Education Reform Act of 1990 (KERA). The implicit intent of KERA was to restructure school practices in ways that would result in higher levels of total school success, which meant that even poor students would learn."								
Sampling	Three elementary school principals and their school staffs.								
Conclusions	"Principals accomplished both KERA goals and shared leadership in ways that focused on holding administrators and teachers alike accountable for continually improving student learning."								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#79	J. Hoyle & A. Oates	<i>The professional studies model and professional development for practicing administrators in the new millennium.</i> In P. Jenlink (Ed.). Marching into the new millennium. The eighth yearbook of the national council of professors of educational administration. Lanham, MA: Scarecrow Press. (2000), pps.104-115.	S2-B, C	post test only	42 former doctoral students	one year	questionnaire and open ended responses	Descriptive with Standard deviation measure	John Hoyle

Purpose	Purpose: Investigate the relationship between the curriculum in the Professional Studies Model doctorate at Texas A&M University and the professional development needs of students completing the program.								
Sampling	42 doctoral graduates from Texas A&M University								
Conclusions	Positive relationships between the doctoral cohort program and successful curriculum leadership in schools in the San Antonio Texas Area.								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#80	B. Jackson & C. Kelley	<i>Exceptional and innovative programs in educational leadership.</i> Educational administration quarterly, 38(2) (April, 2002), pps. 192-212.	All Standards	post test only	nine graduate programs		questionnaire and open ended responses	descriptive	John Hoyle
Purpose	The relationship between the knowledge base in preparation and the successful leadership in the first few years of practice in school administration.								
Sampling	An analysis of nine administrator degree/certification programs across the country								
Conclusions	qualitative analyses provided evidence of successful preparation programs in spite of wide spread criticism.								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#81	R. Hatley, et al	<i>Evaluating the design, implementation, and impact of a non-traditional cohort ed.d program in educational administration and policy analysis.</i> Paper presented at the UCEA conference, Louisville, KY. (1996).	All Standards	pre-post test	12-15 grad students	one year	self report	descriptive	John Hoyle
Purpose	Inquiry into the relevance of the students' graduate program content to the daily operations school campuses and districts in the key areas included in the six standards.								
Sampling	12 graduates now serving in public school roles.								

Conclusions	A positive statistical relationship between preparation and its relevance to practice. The standards in the preparation program were aligned with the ISLLC standards.								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	
#82	J. Zimmerman et. al	<i>The principal cohort leadership academy: A partnership that connects theory with practice.</i> In C. Carr & C. Fulmer (Eds.) Educational leadership: Knowing the way, showing the way, and going the way. The twelfth annual yearbook of the national council of professors of educational administration. Lanham, MA: Scarecrow Press. (2004), pp. 224-240.	All Standards	post test only	150 graduates serving as administrators	5 yr.	self report instrument	t-test and percentages	John Hoyle
Purpose	A five year evaluation of the East Carolina University principal leadership academy.								
Sampling	150 graduates over a five year study								
Conclusions	Positive relationships between preparation and successful practice as principals								
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design	Unit of Analysis	Time Frame	Type of Data and Collection Strategy	Method of Analysis	

#83	J. Hoyle, C. Ealy, D. Hogan, & L. Skrla	<i>Superintendent performance evaluation and its relationship to district student performance.</i> In T. Kowalski & G. Perrault (Eds.) 21 century challenges for school administrators (pp. 272-285).(1998) Lanham, MA: Scarecrow Press.	All Standards	post test only	300 superintendents and board chairs	one year	State student test scores and questionnaires to superintendents and board members	pearson relationship	John Hoyle
Purpose	To investigate the relationship between board evaluation of school superintendents and student achievement on the state TAAS test.								
Sampling	300 superintendents and board members								
Conclusions	We found a .40 correlation between student achievement on the state TAKS test and the boards' application of the AASA Professional Standards for the Superintendency to the superintendents' annual evaluations.								

Conclusions	?			
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design
#86	Roy, Pat	The three elements of the standards. (November 2004). <i>Results</i> . National Staff Development Council. http://www.nsd.org/library/publications/results/res11-04roy.cfm	Standard 6	?
Purpose	?			
Sampling	?			
Conclusions	?			
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design

#87	Sparks, Dennis	NSDC revises staff development standards. (May 2001). (Citation?) http://www.nsd.org/library/publications/results/res5-01spar.cfm	Standard 6	?
Purpose	?			
Sampling	?			
Conclusions	?			
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design
#88	MCREL.	<i>Asking the right questions: A leader's guide to systems thinking about school improvement.</i> (2000). Download version available at: http://www.mcrel.org/topics/productDetail.asp?productID=82	Standard 1	?

Purpose	?			
Sampling	?			
Conclusions	?			
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design
#89	Elmore, R.F. & Burney, D.	<i>Leadership and learning: Principal recruitment, induction and instructional leadership in Community School District 2, New York City.</i> (2000, January). Pittsburgh: University of Pittsburgh, Learning Research and Development Center, 2000. Online at http://www.lrdc.pitt.edu/hplc/	Standard 2	?
Purpose	?			

Sampling	?			
Conclusions	?			
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design
#90	Gaddy, B.B., Dean. C.B., & Kendall, J.S.	<i>Keeping the focus on learning.</i> (2002). MCREL. Download version available at: http://www.mcrel.org/to pics/productDetail.asp?to picsID=1&productID=63	Standard 2	
Purpose				
Sampling				
Conclusions				
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design

#91	Institute for Educational Leadership	<i>Preparing and supporting school leaders: The importance of assessment and evaluation.</i> (2005). Washington, D.C.: Institute for Educational Leadership. pdf version	Standard 3	?
Purpose	?			
Sampling	?			
Conclusions	?			
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design
#92	Supovitz, J.A. & Klein, V.	<i>Mapping a course for improved student learning: How innovative schools systematically use student performance data to guide improvement.</i> (2003). CPRE Research	Standard 3	?
Purpose	?			

Sampling	?			
Conclusions	?			
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design
#93	Donaldson, G.A., Jr.	<i>Cultivating leadership in schools: Connecting people, purpose, and practice</i> (Second Edition). (2006). New York: Teachers College Press.	Standard 4	?
Purpose	?			
Sampling	?			
Conclusions	?			
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design

#94	Sullivan, S. & Glanz, J.	<i>Building effective learning communities: Strategies for leadership, learning, and collaboration.</i> (2006). Thousand Oakes, CA: Corwin.	Standard 4	?
Purpose	?			
Sampling	?			
Conclusions	?			
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design
#95	Strike, K. A., Haller, E. J., & Soltis, J. F.	<i>The Ethics of School Administration</i> (3 ed.). (2005). New York: Teachers College Press.	Standard 5	?
Purpose	?			

Sampling	?			
Conclusions	?			
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design
#96	Strike, K. A.	<i>Ethical Leadership in Schools: Creating Community in an Environment of Accountability. (2006). Thousand Oaks, CA: Corwin Press.</i>	Standard 5	?
Purpose	?			
Sampling	?			
Conclusions	?			
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design

#97	Cohen, D. & Hall, H.	<i>Learning policy. (2001)</i> New Haven: Yale.	Standards 1, 2, 3	?
Purpose	?			
Sampling	?			
Conclusions	?			
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design
#98	Cohen, E. & Lotan, R.A.	<i>Working for equity in heterogeneous classrooms: Sociological theory in action. (1997).</i> New York: Teachers College Press.	Standards 1,2:	?
Purpose	?			

Sampling	?			
Conclusions	?			
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design
#99	Delpit, L.	<i>Other people's children: Cultural conflict in the classroom. (1995). New York: The New Press.</i>	Standards 1, 2, 5	?
Purpose	?			
Sampling	?			
Conclusions	?			
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design

#100	Firestone, W., Mangin, M., Martinez, C. & Polovsky, T.	Leading coherent professional development: A comparison of three districts.(2005). <i>Educational Administration Quarterly.</i> 41(3). 413-448.	Standards 1, 2, 3, 4	?
Purpose	?			
Sampling	?			
Conclusions	?			
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design
#101	Kozol, J.	<i>Savage inequalities: Children in America's schools.</i> (1991). New York: Crown Publishing.	Standards 1, 2, 5	?
Purpose	?			

Sampling	?			
Conclusions	?			
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design
#102	Ladson-Billings, G.	<i>The dreamkeepers: successful teachers of African American children.</i> (1994). San Francisco: Jossey-Bass.	Standards 1, 2, 5:	?
Purpose	?			
Sampling	?			
Conclusions	?			
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design

#103	Reyes, P., Scribner, J. & Paredes Scribner, A.	<i>Lessons from high performing Hispanic schools: Creating learning communities.</i> (1999) New York: Teachers College Press.	Standards 1,2:	?
Purpose	?			
Sampling	?			
Conclusions	?			
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design
#104	Spillane, J.	<i>Standards deviation.</i> (2004). Cambridge: Harvard University Press.		?
Purpose	?			

Sampling	?			
Conclusions	?			
Number	Author(s)	Title of Article, Journal, Book	Standard(s) and Function(s)	Design
#105	Wilson, S.	<i>California dreaming: Reforming mathematics in education.</i> (2003). New Haven: Yale.	Standards 1, 2, 3	?
Purpose	?			
Sampling	?			
Conclusions	?			