

Other Sources of Knowledge – Master Copy
(e.g. craft knowledge, theoretical writings, etc.)
ISLLC Standards Research Panel
8/10/07

1.	<p>Authors: Cotton, K. & Savard, W. G.</p> <p>Title & Setting: <i>The principal as instructional leader: Research on school effectiveness project.</i> Regional Educational Laboratory (12 December 1980)</p> <p>Standard & Functions: Standard 2: Supervise and Evaluate Instruction and Create a Rigorous and Aligned Curricular Program</p> <p>Category: Review of Research</p> <p>Purpose: Review of 7 “valued [and] relevant studies” concerned with the instructional leadership role of the principal” (p. 3)</p> <p>Summary: ?</p>	Joe Murphy	<p>Standard(s) and Function(s)</p> <p>S2-B, C</p>
2.	<p>Author: Anderson, Carolyn S.</p> <p>Title & Setting: The search for school climate: A review of the research. <i>Review of Educational Research, 52</i>, pps. 368-460 (Fall 1982)</p> <p>Standard & Function: Standard 2: Nurture and Sustain a Positive School Culture and Builds Trust (administrator-teacher rapport)</p> <p>Category: Review of Research</p> <p>Purpose: To “consider the development and current status of school climate research” (p. 368)</p> <p>Summary: ?</p>	Joe Murphy	<p>Standard(s) and Function(s)</p> <p>S2-A</p>
3.	<p>Authors: Clark, David L., Lotto, Linda S., & Astuto, Terry A.</p>	Joe Murphy	<p>Standard(s) and Function(s)</p>

	<p>Title & Setting: Effectives schools and school improvement: A comparative analysis of two lines of inquiry. <i>Educational Administration Quarterly</i>, 20(3), 41-68 (Summer 1984)</p> <p>Standard & Functions: Standard 1: Shared Vision & Mission and Plan to Achieve Goals</p> <p>Category: Review of Research</p> <p>Purpose: “The purpose is to determine whether the findings and generalizations can be used conjointly in order to understand how schools strive to change to attain more effective instructional outcomes” (p. 41)</p> <p>Summary: ?</p>		S1-A, C
4.	<p>Author: Murphy, Joseph</p> <p>Title & Setting: Principal instructional leadership. In L. S. Lotto & P. Thurston (Eds.), <i>Advanced in educational administration: Changing perspective on the school</i> (vol, part B, 163-200) (1990)</p> <p>Standards & Functions: Standards 1, 2, & 4: All functions</p> <p>Category: Review of Research</p> <p>Purpose: Review research on connections between principal instructional leadership and more effective schools</p> <p>Summary: ?</p>	Joe Murphy	<p>Standard(s) and Function(s)</p> <p>S1-A-F S2-A-H S4-A-D</p>
5.	<p>Authors: Murphy, J., Elliott, S., Goldring, E., & Porter, A.C.</p> <p>Title & Setting: Leadership for learning: A taxonomy and model of leadership behaviors. <i>School Leadership and Management</i>, 27(2), (April 2007)</p> <p>Standards & Function: All standards and all functions</p>	Joe Murphy	<p>Standard(s) and Function(s)</p> <p>All Standards and Functions</p>

	<p>Category: Review of Research</p> <p>Purpose: Examination of leader behaviors linked to student learning</p> <p>Summary: ?</p>		
6.	<p>Authors: M. Murphy, M. Martin, & R. Muth</p> <p>Title and Setting: Partnerships for preparing school leaders: Possibilities and practicalities. In R. Muth, & M. Martin (Eds.). <i>Toward the year 2000: Leadership and Quality Schools</i>. The sixth yearbook of the national council of professors of educational administration. Lanham, MA: Scarecrow Press, 238-246. (1997)</p> <p>Standards and Functions: all standards and functions</p> <p>Category: Focus groups, interviews, and program evaluations.</p> <p>Purpose: To strengthen the collaborative networks between public schools, the Education Commission of the States and the graduate leadership preparation program and the U. of Colorado, Denver. Cooperative recruitment and selection of high quality students for this unique program.</p> <p>Summary: Standards match on the job performance.</p>	John Hoyle	<p>Standard(s) and Function(s)</p> <p>All Standards and Functions</p>
7.	<p>Authors: J. Hoyle, F. English, & B. Steffy</p> <p>Title & Setting: <i>Skills for successful 21st century school leaders.</i> The first book attempting to combine standards created by AASA, NASSP, NAESP, ASCD, NPBEA, ISLLC, and NCATE (1998) Lanham, MD, Scarecrow Press.</p> <p>Standards and Functions: The book includes the six ISLLC standards plus an additional standard on research methods, evaluation and planning.</p> <p>Categories (Literature reviews for all chapters. Each chapter includes a standards competency test list.</p>	John Hoyle	<p>Standard(s) and Function(s)</p> <p>All Standards and Functions</p>

	<p>Purpose: To create a comprehensive text to guide program designers in creating leadership preparation programs. It was the primary text on standards based programs across the county until the ISLLC materials were more widely known.</p> <p>Summary: The best summary of research literature of all the standards similar to ISLLC.</p>		
8.	<p>Author: J. Hoyle</p> <p>Title & Setting: The good news about the preparation of school leaders: A professor's view. <i>School leadership review</i>, 1(1). (Summer, 2005), 2-19.</p> <p>Standard & Functions: All six standards and functions</p> <p>Category: Review of Research Literature</p> <p>Purpose: To tell the missing story about quality leadership preparation in universities.</p> <p>Summary: A positive response to the Levine report and other critics of leadership education and examples of successful preparation programs.</p>	John Hoyle	<p>Standard(s) and Function(s)</p> <p>All Standards and Functions</p>
9.	<p>Author: J. Hoyle</p> <p>Title & Setting: The standards movement in educational administration: The quest for respect. In T. Creighton, S. Harris, & J. Coleman (Eds.) <i>Crediting the past, challenging the present, and creating the future.</i> National Council of Professors of Educational Administration and published for the 2005 Summit on the Preparation of School Leaders, NCPEA, Northern Arizona University Press—Gary Martin (2005)</p> <p>Standard & Functions: All six standards and functions</p> <p>Category: A review of the origin and current state of the leadership standards movement and supporting research.</p>	John Hoyle	<p>Standard(s) and Function(s)</p> <p>All Standards and Functions</p>

	<p>Purpose: To create an accurate history of the standards movement and how the ISLLC standards came into existence.</p> <p>Summary: The most thorough history of the leadership standards movement.</p>		
10.	<p>Authors: J. Hoyle, V. Collier, L. Bjork, & T. Glass</p> <p>Title & Setting; <i>The superintendent as ceo: Standards –based performance</i>. Thousand Oaks, CA: Corwin Press (2006).</p> <p>Standard and Functions: The book includes all six standards, but is based on the AASA <i>Professional Standards for the Superintendency</i> (See preface for the reason for using the more comprehensive AASA standards rather than the ISLLC standards.) See Chapter 10 <i>Leadership performance evaluation</i> to find research on assessment centers and standards.</p> <p>Category: Literature review</p> <p>Purpose: To be used as a guide for creating the curriculum for the preparation and development of school superintendents within a standards context.</p> <p>Summary: Provides activities for administrators to access their skills and their school’s technology practices.</p>	John Hoyle	<p>Standard(s) and Function(s)</p> <p>All Standards and Functions</p>
11.	<p>Author(s): Linda C. Tillman</p> <p>Title & Setting: African American principals and the legacy of brown. <i>Review of Research in Education</i>, 28, 101-146. (2004)</p> <p>Standard(s) & Function(s): Standard 1-Develop a Shared vision and mission; Create a Plan. Standard 2-Nurture and sustain a Positive Culture and Builds Trust. Standard 3-Promotote and protect the welfare and safety of Students and Staff.. Standard 4-Facilitate Staff, Students, and Communities Understanding of the Value and Use of</p>	Len Foster	<p>Standard(s) and Function(s)</p> <p>S1-A, C S2-A S3-C S4-B, C S5-C, E</p>

	<p>the Diverse, Social, and Intellectual Resources of Families and Communities; Build and Sustain Positive Connections with Families. Standard 5-Assume Accountability for Students’ Academic and Social Success; Ensures that Social Justice and Individual Student Learning Inform All Aspects of Schooling.</p> <p>Category: Review of Research</p> <p>Purpose: Review of published research on African Americans in the principalship and identification of major themes in the literature. Research is interdisciplinary, including work from the fields of history, sociology, education, and educational leadership.</p> <p>Summary: ?</p>		
12.	<p>Author(s): Tim Waters, Robert J. Marzano, and Brian McNulty</p> <p>Title & Setting: <i>Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement</i> (Working paper). McREL. (2003)</p> <p>Standard(s) & Function(s): Fits all Standards and Functions (may have to be listed according to how each of the 21 leadership responsibilities are individually tied “by function” in each of the six standards.</p> <p>Category: Review of Research</p> <p>Purpose: Meta-analysis of 70 studies (published and unpublished) that examine the effects of leadership practices on student achievement.</p> <p>See also Marzano, R.J., Waters, T., & McNulty. B.A. (2005). <i>School leadership that works: From research to results</i>. ASCD (Alexandria, VA) and McREL (Aurora, CO)</p> <p>Summary: ?</p>	Len Foster	<p>Standard(s) and Function(s)</p> <p>All Standards and Functions</p>

13.	<p>Author(s): Ulrich, Dave, Zenger, Jack & Smallwood, Norm.</p> <p>Title & Setting: <i>Results-based leadership: How leaders build the business and improve the bottom line.</i> Boston, Massachusetts: Harvard Business School Press,(1999).</p> <p>Standard(s) and Function(s): Implications for all Standards</p> <p>Category: Book</p> <p>Purpose: To examine and discuss leadership theory moved into action</p> <p>Summary: To improve the teaching and learning culture, leaders must know how humans learn.</p>	Mary Gunter	<p>Standard(s) and Function(s)</p> <p>All Standards and Functions</p>
14.	<p>Author(s): Murphy, P. Karen & Alexander, Patricia A.</p> <p>Title & Setting: <i>Understanding how students learn: A guide for instructional leaders.</i> Thousand Oaks, CA: Corwin Press. (2006).</p> <p>Standard(s) and Function(s): Standard 2: Create a rigorous and aligned curricular program</p> <p>Category: Book</p> <p>Purpose: To consider how human development research should inform educational practice.</p> <p>Summary: To improve the teaching and learning culture, leaders must know how humans learn.</p>	Mary Gunter	<p>Standard(s) and Function(s)</p> <p>S2-B</p>
15.	<p>Author(s): Boyd, V & Hord, S.</p> <p>Title & Setting: <i>Schools as Learning Communities: Issues About Change,</i> V4, N1(1994)</p> <p>Standard(s) and Function(s): Standard 2; Nurture and Sustain a Postivie School Culture and Builds Trust</p>	Mary Gunter	<p>Standard(s) and Function(s)</p> <p>S2-A</p>

	<p>Category: Article</p> <p>Purpose: Examine impact principals have on building a learning community</p> <p>Summary: School culture is an evolving process impacted by the contribution of the principal based on their educational philosophies, goals and strategies.</p>		
16.	<p>Author(s): Blanchard, K. et.al.</p> <p>Title & Setting: <i>Leading at a Higher Level</i> (2007)</p> <p>Standard(s) and Function(s): Standard 1 with implications for all standards</p> <p>Category: Book</p> <p>Purpose: To focus on the higher purpose of a compelling vision of the servant leader.</p> <p>Summary: Research shows that effective leaders have a clear leadership point of view. Everyone can lead at a higher level.</p>	Mary Gunter	<p>Standard(s) and Function(s)</p> <p>S1-A-F</p>
17.	<p>Author(s): Bennett, N, Wise, C., & Woods P.</p> <p>Title & Setting: Distributed Leadership: A review of literature carried out for NCSL (2003)</p> <p>Standard(s) and Function(s): Implication for all standards</p> <p>Category: Literature Review</p> <p>Purpose: An investigation of the extent to which there was a common understanding of the term distributed leadership. This project set out to examine how far there was a shared meaning for the term, and to review empirical studies of distributed leadership in action.</p> <p>Summary: Little agreement as to the meaning of</p>	Mary Gunter	<p>Standard(s) and Function(s)</p> <p>All Standards and Functions</p>

	<p>distributed leadership in action, although some empirical studies related to the various interpretations; It is best to think of distributed leadership not simply as another technique or practice of leadership, but, as a way of thinking about leadership.</p>		
18.	<p>Author(s): Ryan, James.</p> <p>Title & Setting: <i>Inclusive Leadership</i> (2006)</p> <p>Standard(s) and Function(s): Standard 4: Facilitate staff, students and communities understanding of the value and use the diverse cultural, social, and intellectual resources of families and communities Standard 5: Ensures that social justice and individual student learning inform all aspects of schooling</p> <p>Category: Book</p> <p>Purpose: To examine leadership that values all cultures and types of students in a school.</p> <p>Summary: This book shows that inclusion must encompass all differences in students, teachers and parents. Ryan describes the dimensions of exclusions, analyzes the research and offer suggestions for inclusive leadership.</p>	Mary Gunter	<p>Standard(s) and Function(s)</p> <p>S4-B S5-E</p>
19.	<p>Author(s): Armstrong, Thomas.</p> <p>Title & Setting: <i>The Best Schools</i> (2006)</p> <p>Standard(s) and Function(s): Standard 2:</p> <p>Category: Book-50 school examples</p> <p>Purpose: To describe the best practices in education based on what is currently known about human development</p> <p>Summary: This author provides examples of best practices from more than 50 schools and encourages educators to leave narrow definitions of learning behind and return to the great thinkers of the past- Dewey, Piaget, Montessori, Freud, Stienner, erickson, Elkind, Gardner and to the language of human</p>	Mary Gunter	<p>Standard(s) and Function(s)</p> <p>S2-A-H</p>

	development and the whole child.		
20.	<p>Author(s): Schmoker, Mike.</p> <p>Title & Setting: <i>Results Now</i> (2006)</p> <p>Category: Book, Case studies, evidence</p> <p>Standard(s) and Function(s): Standard 2: All-Standard 6: Influence local, district, state, and national decisions affecting student learning; Assess and analyze emerging trends in order to adapt leadership strategies and priorities in a democratic society.</p> <p>Purpose: How unprecedented improvements in teaching and learning can be achieved</p> <p>Summary: The author presents facts regarding the quality of instruction across the curriculum and purposes how change and improvement can simultaneously occur.</p>	Mary Gunter	<p>Standard(s) and Function(s)</p> <p>S2-A-H S6-B, D</p>
21.	<p>Author(s): Sparks, Dennis.</p> <p>Title & Setting: <i>Leading for Results</i> (2005)</p> <p>Standard(s) and Function(s): Standard 5: Assume accountability for students' academic and social success</p> <p>Category: Book-26 short essays</p> <p>Purpose: Transforming teaching, learning, and relationships in schools</p> <p>Summary: The power to lead and learn lie within each person. Sparks focuses on results, reflection and action geared toward reaching defined goals. Twenty-six essays invite leaders to reflect on change and to move to commitment for action</p>	Mary Gunter	<p>Standard(s) and Function(s)</p> <p>S5-C</p>
22.	<p>Author(s): Costa, Arthur & Kallick, Bena.</p> <p>Title & Setting: <i>Habit of Mind Series (4)</i> (2000)</p>	Mary Gunter	<p>Standard(s) and Function(s)</p>

	<p>Standard(s) and Function(s): Standard: All</p> <p>Category: Books</p> <p>Purpose: Describes 16 types of intelligent behavior which are combined as the "Habits of Mind".</p> <p>Summary: The "Habits of Mind" can aid all people in everyday life as a way of "being" to successfully approach unexpected daily life challenges.</p>		All Standards and Functions
23	<p>Author(s): Ingvarson, L., Anderson, M. Gronn, P. & Jackson, A. (August 2006)</p> <p>Title & Setting: Standards for School Leadership: A Critical Review of Literature. Australia: Teaching Australia</p> <p>Standard(s) and Function(s): Standard 2 F: aligned curricular program; development assessment; instructional capacity of staff: Standard 3F: align human fiscal...; manage, monitor & evaluate</p> <p>Category: Literature Review</p> <p>Purpose: Review of literature on standards, leadership theory/research & approaches to certification</p> <p>Summary: Australia, England, Netherlands, Scotland, US-Connecticut studied standards tied to practices</p>	Rosemary Papa	<p>Standard(s) and Function(s)</p> <p>S2-F, 3-E</p>
24	<p>Author(s): Murphy, J., Elliott, S.N., Goldring, E. & Porter, A.C. (August, 2006) Vanderbilt University</p> <p>Title & Setting: Learning Centered Leadership: A Conceptual Approach</p> <p>Standard(s) and Function(s): All</p> <p>Category: Literature Review</p> <p>Purpose: Provide a definition of learning-centered leadership and describe the undergirding research</p> <p>Summary: Instructionally focused leadership paired</p>	Rosemary Papa	<p>Standard(s) and Function(s)</p> <p>All</p>

	with leadership process is required for high performing schools		
25	<p>Author(s): West Ed (2003) San Francisco: West Ed</p> <p>Title & Setting: Moving Leadership Standards into Every Day Work: Descriptions of Practice.</p> <p>Standard(s) and Function(s): All</p> <p>Category: Monograph</p> <p>Purpose: Descriptions of practices to clarify the California Professional Standards for Educational Leaders (CPSEL)</p> <p>Summary: Six Standards are presented with practices that exemplifies the Standards</p>	Rosemary Papa	<p>Standard(s) and Function(s)</p> <p>All</p>
26	<p>Author(s): Smylie, M.A. & Hart, A.W. (1999) In J. Murphy and K.S. Loris (Eds), Handbook of Research on Ed Administration. Jossey-Bass</p> <p>Title & Setting: Chapter 20: School Leadership for Teacher Learning and Change: A Human and Social Capital Development Perspective</p> <p>Standard(s) and Function(s): Standard 1</p> <p>Category: Policy perspective</p> <p>Purpose: Addresses the implications of social and human capital development for school leadership and school organization.</p> <p>Summary: Presents new perspectives on the relationships of the individual to the organization-- suggest balance between interests and discretion of teachers and goals of the school.</p>	Rosemary Papa	<p>Standard(s) and Function(s)</p> <p>S1-all</p>
27	<p>Author(s): Knapp, M.S., Copland, M.A., Plecki, M.L., Portin, B.S. & Colleagues at the University of Washington October 2006 Center for the Study of</p>	Rosemary Papa	<p>Standard(s) and Function(s)</p>

	<p>Teaching and Policy</p> <p>Title & Setting: Leadership, Learning and Leadership Support</p> <p>Standard(s) and Function(s): All</p> <p>Category: Report:</p> <p>Purpose: Clarify leadership issues from empirical studies, background work for further study and practical experimentation.</p> <p>Summary: Six reports summarize various leadership issues including data informed leadership practices, resource allocation, leadership roles, leadership assessment, governance, and high school transformations.</p>		All
28	<p>Author(s): Van Houten, L. WestEd (2003) R&D Alert, 8 (1)</p> <p>Title & Setting: Using Data for Decision-Making: Monograph</p> <p>Standard(s) and Function(s): Standard 1</p> <p>Category: Report, White Paper</p> <p>Purpose: Presents a process and tools for using data effectively for school improvement</p> <p>Summary: Applied the process to develop a plan -- involved all teachers and confirmed achievement growth</p>	Rosemary Papa	<p>Standard(s) and Function(s)</p> <p>Standard 1</p>
29	<p>Author(s): English, F.W. (Editor) over 200 authors (2006) Sage Publications</p> <p>Title & Setting: Encyclopedia of Educational Leadership and Administration Vol. 1&2</p> <p>Standard(s) and Function(s): All</p>	Rosemary Papa	<p>Standard(s) and Function(s)</p> <p>All</p>

	<p>Category: Reference Book</p> <p>Purpose: References of over 600 entries presenting theories, research, terms, concepts, ideas and histories of ed leadership</p> <p>Summary: Presents comprehensive knowledge base of ed leadership and school administration</p>		
30	<p>Author(s): Anthes, K. (January, 2005) Education Commission of the States</p> <p>Title & Setting: Leader Standards</p> <p>Standard(s) and Function(s): All</p> <p>Category: White Paper</p> <p>Purpose: Attempts to provide a comparison of Standards from five different organizations</p> <p>Summary: A matrix is provided with Standards from McREL, ISLLC, ELCC, NAESP and SREB by functions</p>	Rosemary Papa	<p>Standard(s) and Function(s)</p> <p>All</p>
31	<p>Author(s): Martin, G. E., Wright, W.F., Danzig, A.B., Flanary, R.A. & Brown, F. (2005) 2nd Ed. NY: Eye on Education</p> <p>Title & Setting: School Leader Internship: Developing/Monitoring/Evaluating Your Leadership Experience.</p> <p>Standard(s) and Function(s): All</p> <p>Category: ??</p> <p>Purpose: Address the key areas for success that are necessary for a complete and effective internship program</p> <p>Summary: Written to assist aspiring ed leaders in the assessment, design, implementation, and evaluation of a university or district intern leadership experience.</p>	Rosemary Papa	<p>Standard(s) and Function(s)</p> <p>All</p>

	Covers all NCLB, IDEIA, NASSP and NAESP Standards.		
32	<p>Author(s): Papa (Papalewis), R. (2004) C. Fulmer and C. Carr (Eds) 8th Yearbook of NCPEA</p> <p>Title & Setting: Practice of Theory to Theory of Practice: The Prime Directive</p> <p>Standard(s) and Function(s): Standard 5 a, d</p> <p>Category: Book chapter</p> <p>Purpose: Emphasizes that ed leadership move in the direction of theory, research, content differentiation and the ethics of the profession.</p> <p>Summary: Proposes an NCPEA ethical guideline of questions asked include: Who benefits from the decisions we make? Who is hurt or left out by our decisions? And, what are the long term implications of our decisions?</p>	Rosemary Papa	<p>Standard(s) and Function(s)</p> <p>S5-A, D</p>
33	<p>Author(s): Papa (Papalewis), R. (2005) T. Creighton, S. Harris & J. Coleman (Eds) NCPEA <i>CONNEXIONS Crediting the Past, Challenging the Present, Creating the Future</i></p> <p>Title & Setting: The Discipline of Education Administration: Crediting the Past.</p> <p>Standard(s) and Function(s): Standard 6-d</p> <p>Category: Book chapter</p> <p>Purpose: Review of significant events and works of noted scholars that shaped the discipline of Ed Administration. It is a concise history of ed administration 1881 to 2005.</p> <p>Summary: The last 114 year history of our field suggests that as a field we 'regress to the mean' when change comes upon us. The early 20th century was focused on the science of school management. The</p>	Rosemary Papa	<p>Standard(s) and Function(s)</p> <p>S6-D</p>

	<p>mid 20th century was characterized by administration as a science. The later part of the 20th century embraces cultural pluralism while moving to narrow the education administration curriculum to a very prescribed path.</p>		
34	<p>Author(s): Creighton, Theodore</p> <p>Title & Setting: Schools and data: The educator's guide for using data to improve decision making (2nd ed.). Thousand Oaks, CA: Corwin Press.</p> <p>Standard(s) and Function(s): 2, 3, 4</p> <p>Category: Practice Based</p> <p>Purpose: To improve instructional leadership through proven, easy-to-understand strategies for data-based decision making.</p> <p>Summary: Focuses on the relevance of statistics in the lives of principals and teachers. Real-life examples and step-by-step procedures.</p>	Rosemary Papa	<p>Standard(s) and Function(s)</p> <p>S2-all S3-all S4-all</p>
35	<p>Author(s): Goleman, D., Boyatzis, R.E., & Mckee, A. (2002)</p> <p>Title & Setting: Primal Leadership: Learning to lead with Emotional Intelligence</p> <p>Standard(s) and Function(s): S2-F, 3-F</p> <p>Category: Theory Book</p> <p>Purpose: Description of emotional resources for leaders and their organizations</p> <p>Summary: This book is meant to help leaders develop 'emotional intelligence' which has four building blocks: self-awareness; self-mastery or self-management of emotion; empathy or social awareness; and, relationship management.</p>	Rosemary Papa	<p>Standard(s) and Function(s)</p> <p>S2-F, 3-E</p>

36	<p>Author(s): Herzberg, F. & Mauser, B.</p> <p>Title & Setting: The Motivation to Work. (1959)</p> <p>Standard(s) and Function(s): S2-all, S5-all</p> <p>Category: Theory Book</p> <p>Purpose: Social cognition theory proposes reciprocal determination as a primary factor in both learning and motivation. The primary two components are self-efficacy and self-regulation.</p> <p>Summary: Best way to motivate others is to ensure both hygiene and motivation issues and needs are met.</p>	Rosemary Papa	<p>Standard(s) and Function(s)</p> <p>S2-all S5-all</p>
37	<p>Author(s): Maslow, A.</p> <p>Title & Setting: Motivation and Personality (1954)</p> <p>Standard(s) and Function(s): S2-all, S5-all</p> <p>Category: Theory Book</p> <p>Purpose: Hierarchy of human needs is described from satisfying their needs for physiological satisfaction, safety, belongingness and love, esteem, and finally, self-actualization.</p> <p>Summary: Maslow's theory of motivation contends that individual are motivated to satisfy a hierarchy of needs that motivate their behavior. The leader's responsibility is to provide for lower level needs to an effort to assist members of their organization to reach higher levels.</p>	Rosemary Papa	<p>Standard(s) and Function(s)</p> <p>S2-all S5-all</p>
38	<p>Author(s): Weiner, B.</p> <p>Title & Setting: An Attributional Theory of Motivation and Emotion 1986</p> <p>Standard(s) and Function(s): S2-all, S5-all</p> <p>Category: Theory Book</p>	Rosemary Papa	<p>Standard(s) and Function(s)</p> <p>S2-all S5-all</p>

	<p>Purpose: To describe a cognitive theory that is based on exactly what an individual attributes to his or her success or failure.</p> <p>Summary: Attribution theory contents that high achievers attribute their success and failures to factors within themselves and their control. The key to improving motivation for this theory is to help leaders develop self-attribution for either their success or failure.</p>		
39	<p>Author(s): Vroom, V.H.</p> <p>Title & Setting: Work and Motivation (1964)</p> <p>Standard(s) and Function(s): S2-all, S5-all</p> <p>Category: Theory Book</p> <p>Purpose: Description of Expectancy Theory.</p> <p>Summary: Motivation factors are defined as: $Motivation = Perceived\ probability\ (Expectancy) \times Connection\ of\ Success\ and\ Reward\ (Instrumentality) \times Value\ of\ Obtaining\ the\ Goal\ (Valance/Value)$. This equation defines the idea that motivation is the product of a persons belief that s/he can be successful at the task, the degree of connection that s/he sees between the activity and success, and how much s/he values the results of success.</p>	Rosemary Papa	<p>Standard(s) and Function(s)</p> <p>S2-all S5-all</p>
40	<p>Author(s):Glasser, W.</p> <p>Title & Setting: Control Theory in the Classroom (1985)</p> <p>Standard(s) and Function(s): S2-all, S5-all</p> <p>Category: Theory Book</p> <p>Purpose: Identifies five basic needs for human beings. The five needs are: belonging, power, fun, freedom, and survival.</p>	Rosemary Papa	<p>Standard(s) and Function(s)</p> <p>S2-all S5-all</p>

	<p>Summary: The five needs address choices and decisions the adult makes and its impact on organizations.</p>		
41	<p>Author(s): Brown, R.</p> <p>Title & Setting: Measuring the Construct of Locus of Control in International Settings (2000)</p> <p>Standard(s) and Function(s): Standard 2 D Assessment Standard 6 E Adapt Leadership Style</p> <p>Category: Article- Phi Beta Delta International review</p> <p>Purpose: Locus of control is a component of attribution theory, The paper details the processes and difficulties of measuring this psychological/motivational construct in a language and culture different from that from which it was developed.</p> <p>Summary: The article presents results from several studies wherein the Brown Locus of Control Scale was translated into languages other than English (Spanish, Chinese, Farsi and Japanese). While the construct was generally stable across languages and cultures, care must be taken and caveats must be clearly stated prior to any interpretation.</p>	Rosemary Papa	<p>Standard(s) and Function(s)</p> <p>S2-D S6-D</p>
42	<p>Author(s): Bandura, A.</p> <p>Title & Setting: Social Foundatons of Thought and Action: A Social-Cognition Theory (1986)</p> <p>Standard(s) and Function(s): S2-all, S5-all</p> <p>Category: Theory Book</p> <p>Purpose: Social cognition theory proposes reciprocal determination as a primary factor in both learning and motivation. The primary two components are self-efficacy and self-regulation.</p>	Rosemary Papa	<p>Standard(s) and Function(s)</p> <p>S2-all S5-all</p>

	<p>Summary: To increase motivation, one must provide for and support another's self-efficacy and self-regulatory needs. The more individuals believe they will be successful, and the better able they are to regulate their goals and plans, the more motivated they will be.</p>		
43	<p>Author(s):McClelland, D.C.</p> <p>Title & Setting: The Achieving Society (1961)</p> <p>Standard(s) and Function(s): Standards 2, 3, 5</p> <p>Category: Theory Book</p> <p>Purpose: Achievement motivation theory asserts three basic motivational human needs: achievement, power and affiliation.</p> <p>Summary: The leader's responsibility is to provide for all three but to focus on achievement.</p>	Rosemary Papa	<p>Standard(s) and Function(s)</p> <p>S2-A, D S3-C S5-D</p>
44	<p>Author(s): Ames, C.</p> <p>Title & Setting: Classrooms: Goals, Structures, and Student Motivation (1992)</p> <p>Standard(s) and Function(s): 2-A, 3-C, 5-D</p> <p>Category: Article -- Journal of Educational Psychology, 84 (3) pp 261-271</p> <p>Purpose: Focuses on goal theory: ones success is determined by the reasons or purposes an individual perceives for achieving. Two goal types are task goals and ability goals.</p> <p>Summary: Goal theorists have made recommendatons that schools work toward task goals and away from ability goals in classrooms. The emphasis should be on learning for its own sake to motivate students.</p>	Rosemary Papa	<p>Standard(s) and Function(s)</p> <p>S2-A S3-C S5-D</p>
45	<p>Author(s): Brooks-Young, S.</p>	Rosemary	<p>Standard(s) and</p>

	<p>Title & Setting: Self-Assessment Activities for School Administrators: A Companion to Making Technology Standards work for you. (2002)</p> <p>Standard(s) and Function(s): 2, all</p> <p>Category: Book – ISTE Publication, Eugene OR</p> <p>Purpose: Administrators can learn how to strengthen their technology skills and develop implementation strategies to align with the NETS A standards</p> <p>Summary: Provides activities for administrators to access their skills and their schools technology practices.</p>	Papa	<p>Function(s)</p> <p>S2-A-H</p>
46	<p>Author(s): Brooks-Young, S.</p> <p>Title & Setting: Making Technology Standards work for you: A Guide for School Administrators (2004)</p> <p>Standard(s) and Function(s): 2, all</p> <p>Category: Book – ISTE Publication, Eugene OR</p> <p>Purpose: Intended as a guide for school administrators infusing technology into their schooling practices</p> <p>Summary: Provides planning and decision-making tools for school administrators</p>	Rosemary Papa	<p>Standard(s) and Function(s)</p> <p>S2-A-H</p>
47	<p>Author(s): Hoyle, John</p> <p>Title & Setting: Leadership and Futuring: Making Visions Happen (2007) Corwin Press</p> <p>Standard(s) and Function(s): Standard 1 - all</p> <p>Category: Book</p> <p>Purpose: Step by step process for conducting a visioning process for an organization.</p> <p>Summary: Written to distinguish leadership from visioning with a thorough example of how to lead school districts through the visioning process.</p>	John Hoyle	<p>Standard(s) and Function(s)</p> <p>S-1, all functions</p>

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