

# Tangled Hierarchies

Teachers as Professionals and  
the Management of Schools

Joseph B. Shedd    Samuel B. Bacharach

# Tangled Hierarchies Teachers As Professionals And The Management Of Schools

**Leithwood**



## **Tangled Hierarchies Teachers As Professionals And The Management Of Schools:**

Tangled Hierarchies Joseph B. Shedd, Samuel B. Bacharach, 1991-05-10 Shedd and Bacharach provide new insights practical perspectives and a scholarly justification for changing the archaic structure of our schools and the management of the professionals working in them This unusually significant book will remain important for a long time to come James W Guthrie director of Policy Analysis for California Education School of Education University of California Berkeley *Our Evolving Curriculum* Allan C. Ornstein, Linda S. Behar, 2013-12-16 This is Volume 69 Number 3 Spring 1994 edition of the Peabody Journal of Education that offers Part 1 of a collection of works on the evolving curriculum With topics that cover the need for reform teacher s use of curriculum knowledge productive curriculum time and multicultural schooling

**Resources in Education** , 1993-07 **Changing Leadership for Changing Times** Leithwood, 1999-05-01 Changing Leadership for Changing Times examines the types of leadership that are likely to be productive in creating and sustaining schools of the future Based on a long term study of transformational leadership in school restructuring contexts the chapters in this book offer a highly readable account of such leadership grounded in a substantial body of empirical evidence

**Journal of Research on Organization in Education** Curt M. Adams, Timothy G. Ford, Angela M. Urick, 2018-08-01 Journal of Research on Organization in Education JROE The JROE represents a new forum for advancing integrating and challenging the theory and body of evidence surrounding the organization of education Committed to scientific empiricism this journal s editors and editorial board seek to coalesce and vitalize decades of theoretical work and research that holds promise for our understanding and improvement of organizations especially but not only schools The development and testing of a body of middle range theory is facilitated by the availability of longitudinal and hierarchical analytical techniques model building and experimental simulation research approaches all potentially signaling a new era of theoretical possibility Increasingly a new generation of researchers studying education organization is prepared to exploit the power of these tools JROE can serve as scaffold for holding more precise empirical evidence and orienting it toward theory building **Teachers and Their Unions** Todd A. DeMitchell, 2020-01-15 Teachers and Their Unions Labor Relations in Uncertain Times explores the decade of uncertainty in public education following the Great Recession by first laying a foundation that describes the development of teachers and public education and the rise of teacher unions The selection of the industrial labor model at the outset of public sector collective bargaining set the table for challenges to its fit with education The theme of teacher as member of a union and teacher as a professional is explored within the context of a collective bargaining environment The section Law and Politics in Uncertain Times Retrenchment and Assault explores the decade of uncertainty It reviews the industrial union model and within the twin challenges of the conundrum of teacher as union member and professional in the struggles of the decade Tenure boondoggle or necessary protection VAM rank and yank right to work agency fees and teacher strikes are explored within the themes of the industrial union model and the tension of union member and

professional The book concludes with thoughts for the future and responds to the question of whether teacher unions are still pertinent

**Advances in instructional Psychology, Volume 5** Robert Glaser, 2013-06-17 Investigators have moved back and forth between design efforts and basic studies in cognition to improve both application and fundamental knowledge This volume's theme is this interaction between practice and science with the opportunity for reflecting on findings in order to understand them and suggesting improved forms of application and their underlying explanation This is seen in various arenas including theory based computer assisted instruction for teaching mathematics the design of communities of learning in elementary schools teaching in the context of problem solving situations and reasoning with models self explanation as a highly effective learning activity conceptual change in medical training and health education and workplace training in electronic troubleshooting The results of extensive long term experience and analysis in each of these areas are insightfully reported by the well known contributors to this volume Special features of this fifth edition include The work of eminent cognitive scientists in the design and evaluation of educational and training environments to increase current understanding of learning and development as this understanding is applied to innovative instructional programs and teaching methods A description of learning theory and principles as well as implications and examples on research and development on educational application A presentation on the 10 year change in perspective on research and development in problem solving environments that invite inquiry about academic information and skills in the context of instruction of elementary school children An innovative approach to math and science instruction in which teaching is oriented around constructing evaluating and revising models An examination of the process of self explaining which involves explaining to one's self in an attempt to make sense of a new situation A description of a long term program of cognitive task analysis and instructional design on problem solving in the operation of complex equipment An investigation on the acquisition of clinical reasoning skills and the understanding of biomedical concepts in both professional medicine and the health practices of the lay population

*Changing Teachers, Changing Times* Andy Hargreaves, 2001-01-01 The rules of the world are changing It is time for the rules of teaching and teachers work to change with them This is the challenge which Andy Hargreaves sets out in his new book on teachers work and culture in the postmodern world Drawing on his current research with teachers at all levels Hargreaves shows through their own vivid words what teaching is really like how it is already changing and why He argues that the structures and cultures of teaching need to change even more if teachers are not to be trapped by guilt pressed by time and overburdened by decisions imposed upon them Provocative yet practical this book is written for teachers and those who work with teachers and for researchers who want to understand teaching better in the postmodern age

*The Business of Reforming American Schools* Denise Gelberg, 1997-01-01 Focusing on the influence of the business community on schools this book describes how popular business management theories and production processes have been imported into schools during periods of societal upheaval in order to create a sense of order and efficiency while meeting the

objective of producing a workforce that meets the specifications set down by employers Unlike other books that say why schools need to be reformed or how that reform should proceed this study takes a critical look at the latest call to restructure schools in light of the economic social and political forces that affect the education establishment and the children of our nation

**The SAGE Handbook of School Organization** Michael Connolly, David H. Eddy-Spicer, Chris James, Sharon D. Kruse, 2018-12-10 The SAGE Handbook of School Organization provides a substantial review of the history current status and future prospects of the field of school organization Bringing together chapters exploring key issues important debates and points of tension the Handbook highlights school and system organisational structure processes and dynamics coupled with insights into important theoretical foundations from diverse perspectives This volume is designed to provide a much needed critically informed and coherent account of the field against a backdrop of increasing complexity in which schooling as an institution and schools as organisations operate

Restructuring the Middle Level School Sally N. Clark, Donald C. Clark, 1994-01-01 This book provides middle level teachers and administrators with a rich resource on restructuring schools to help young adolescents achieve intellectual social and emotional success It is a comprehensive volume that describes the leadership knowledge bases skills processes and attitudes necessary for successful middle level school restructuring Major themes in the book include trends and issues in middle level schools characteristics of young adolescents middle level curriculum instruction and assessment successful middle level school programs leadership skills and collaborative decision making school restructuring staff development program evaluation and maintaining a climate for change

*Education Reform and Social Change* Catherine E. Walsh, 2012-11-12 Education Reform and Social Change is about addressing and changing the structures policies and practices of schools that differentially advantage white middle class native English speakers over students of color for whom English may be a second or additional language It is also about helping people to think critically about what it is schools do and to consider more democratic participatory and equitable approaches The chapters in the text provide first hand documentation of the voices struggles and visions of students parent activists advocates attorneys and educators involved in educational and social change processes It chronicles real life efforts of people challenging the status quo and working to build a more participatory equitable and transformative future The goal of this book is twofold first to consider the structures policies and practices that shape and limit educational change and learning and teaching and second to document grassroots collaborative and creative efforts to change them It offers a critical framework both for conceptualizing and for actualizing educational change Organized into four sections this book provides a theoretical and practical framework for thinking about educational reform and social change one that moves from the broader structural concerns that are embedded in policy to case studies that document activism and collaborative efforts to change school city and state policies to classroom based directions and initiatives and to the construction of personal and collective visions for a more democratic equitable and just education Each section includes an overview of the chapters

necessary background information to help the reader contextualize what follows and guiding questions to encourage reflective thought and engagement with the text and to invite personal linkages Two resource sections are included at the end of the volume Radical Educational Reform Critical Pedagogy and Multicultural Education Selected Readings and Resources and National Organization Networks and Resources with a Critical Perspective

**Seeing Complexity in Public Education** Donald Peurach, 2011-09-05 In a period of unprecedented pressure to reform education in the United States two questions stand out What is involved in the work of transforming underperforming schools into higher performing schools And what makes this work so difficult Seeing Complexity in Public Education examines these questions in light of the history of the Success for All Foundation an organization that has collaborated with thousands of elementary schools across the US to enact a common design for comprehensive school reform all in the effort to improve the reading achievement of millions of students This story of Success for All spans a long and turbulent period beginning in 1987 with the strategy of improving reading achievement by improving students cooperative learning in classrooms and stretching through 2008 with efforts to influence federal policy to support that strategy There is nothing in the story of Success for All to suggest that schools can be improved through silver bullets stump speeches or passionate debate Rather the theme that emerges from the story of Success for All is that the problems and possibilities of effective large scale and sustainable education reform lie in the complexity of public education in the interactions among underperforming schools programs of reform the organizations that advance those programs and the environments in which they operate The story of Success for All is sobering in that it locates first order problems of education reform not in the schools that need to improve but instead in the many reformers so determined to improve them By tracing Success for All's deep push into the full world of US public education this book assists both populist and professional reformers in seeing understanding and ultimately confronting its complexity

**International Handbook of Teachers and Teaching** Bruce J. Biddle, T.L. Good, I. Goodson, 2013-11-11 Recent years have generated a huge increase in the number of research and scholarly works concerned with teachers and teaching and this effort has generated new and important insights that are crucial for understanding education today This handbook provides a host of chapters written by leading authorities that review both the major traditions of work and the newest perspectives concepts insights and research based knowledge concerned with teachers and teaching Many of the chapters discuss developments that are international in scope but coverage is also provided for education in a number of specific countries Many chapters also review contemporary problems faced by educators and the dangers posed by recent politically inspired attempts to reform schools and school systems The Handbook provides an invaluable resource for scholars teacher educators graduate students and all thoughtful persons concerned with the best thinking about teachers and teaching current problems and the future of education

**America's Teachers** Robin R. Henke, 1997 This report presents national data on teachers and teaching from the Schools and Staffing Survey SASS and other sources Where data permit the report

compares findings from the early to mid 1990s with findings from the 1980s The report addresses a wide range of topics related to teachers and teaching including teachers demographic characteristics and various characteristics of their schools and students teachers preparation and professional development experiences teachers workloads teaching practices compensation perceptions of work environments and job satisfaction and the supply and demand of teachers Detailed tables standard error tables and technical notes are included in appendices Contains 108 references ND *IJER Vol 9-N3*

International Journal of Educational Reform,2000-07-01 The mission of the International Journal of Educational Reform IJER is to keep readers up to date with worldwide developments in education reform by providing scholarly information and practical analysis from recognized international authorities As the only peer reviewed scholarly publication that combines authors voices without regard for the political affiliations perspectives or research methodologies IJER provides readers with a balanced view of all sides of the political and educational mainstream To this end IJER includes but is not limited to inquiry based and opinion pieces on developments in such areas as policy administration curriculum instruction law and research IJER should thus be of interest to professional educators with decision making roles and policymakers at all levels turn since it provides a broad based conversation between and among policymakers practitioners and academicians about reform goals objectives and methods for success throughout the world Readers can call on IJER to learn from an international group of reform implementers by discovering what they can do that has actually worked IJER can also help readers to understand the pitfalls of current reforms in order to avoid making similar mistakes Finally it is the mission of IJER to help readers to learn about key issues in school reform from movers and shakers who help to study and shape the power base directing educational reform in the U S and the world *Leadership Teaming* Cathie E. West,Mary Lynne Derrington,2009 Ideal for new or experienced school and district administrators this book shows how to develop a strong superintendent principal partnership Written by a principal and a superintendent with decades of experience this resource provides strategies for effective leadership communication and collaboration and includes Both the principal s and the superintendent s perspectives on issues such as performance expectations and characteristics of quality teams Critical experience and research based team components Stories from the field about successful principal superintendent teams Reflective questions summaries and other tools to help readers apply the principles and strategies to their own practice Use these practical and proven approaches to create a healthy school district culture and promote mutually supportive professional relationships Book jacket *EBOOK: Professional Development for Educational Management* Lesley Kydd,Megan Crawford,Colin Riches,1997-01-16 This book begins from the perspective that organizational effectiveness will be improved if the individuals within the organization are engaged in developing professionally It takes the individual as the key resource of any institution and the notion of professional development as the key to the learning of educational managers This book offers both theoretical and practical perspectives on the key components of professional development linking reflection and knowledge

with skills and capabilities It then takes educational managers on to consider the systems and tasks which they have to undertake in managing the professional development of others from selecting the right person for the job to setting up appropriate appraisal systems This book provides educational managers and those interested in the field with an introduction to the processes and skills which they will need in managing educational establishments both now and in the future This volume forms part of the Leadership and Management in Education series This four book series provides a carefully chosen selection of high quality readings on key contemporary themes in educational management professional development reflection on practice leadership team working effectiveness and improvement quality strategy and resources The series will be an important resource for classroom teachers and lecturers as well as those holding designated management posts in schools and colleges and will provide a valuable basis for professional development programmes **IJER Vol 2-N4**

International Journal of Educational Reform,1993-10-01 The mission of the International Journal of Educational Reform IJER is to keep readers up to date with worldwide developments in education reform by providing scholarly information and practical analysis from recognized international authorities As the only peer reviewed scholarly publication that combines authors voices without regard for the political affiliations perspectives or research methodologies IJER provides readers with a balanced view of all sides of the political and educational mainstream To this end IJER includes but is not limited to inquiry based and opinion pieces on developments in such areas as policy administration curriculum instruction law and research IJER should thus be of interest to professional educators with decision making roles and policymakers at all levels turn since it provides a broad based conversation between and among policymakers practitioners and academicians about reform goals objectives and methods for success throughout the world Readers can call on IJER to learn from an international group of reform implementers by discovering what they can do that has actually worked IJER can also help readers to understand the pitfalls of current reforms in order to avoid making similar mistakes Finally it is the mission of IJER to help readers to learn about key issues in school reform from movers and shakers who help to study and shape the power base directing educational reform in the U S and the world **The Politics Of Education And The New Institutionalism** William Lowe

Boyd,Robert L. Crowson,Hanne M. Mawhinney,2015-12-22 This is an assessment of the reluctance of American education institutions to undergo change and reform at a time when it is considered necessary The lack of public confidence in educational institutions is discussed along with the subsequent consequences



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