

ISLLC 2008 Other Sources of Knowledge Research Database

(e.g. craft knowledge, theoretical writings, etc.)

Reference Citation #	Author, Title, Setting, Category, and Purpose	Standard(s) & Function(s)
1.	<p>Authors: Cotton, K. & Savard, W. G.</p> <p>Title & Setting: The Principal as Instructional Leader: Research on School Effectiveness Project. (12 December 1980). <i>Regional Educational Laboratory</i></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>	S2-B, C
2.	<p>Author: Anderson, Carolyn S.</p> <p>Title & Setting: The Search for School Climate: A Review of the Research. (Fall 1982). <i>Review of Educational Research</i>, 52, pps. 368-460.</p> <p>Category: Review of Research</p> <p>Purpose: To “consider the development and current status of school climate research” (p. 368)</p>	S2-A
3.	<p>Authors: Clark, David L., Lotto, Linda S., & Astuto, Terry A.</p> <p>Title & Setting: Effectives Schools and School Improvement: A Comparative Analysis of Two Lines of Inquiry. (Summer 1984). <i>Educational Administration Quarterly</i>, 20 (3), 41-68</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>	S1-A, C
4.	<p>Author: Murphy, Joseph</p> <p>Title & Setting: Principal Instructional Leadership. (1990). In L. S. Lotto & P. Thurston (Eds.), <i>Advanced in Educational Administration: Changing Perspective on the School</i>, (vol, part B, 163-200).</p> <p>Category: Review of Research</p> <p>Purpose: Review research on connections between principal instructional leadership and more effective schools</p>	S1-All S2-All S4-All

Reference Citation #	Author, Title, Setting, Category, and Purpose	Standard(s) & Function(s)
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. (April 2007). <i>School Leadership and Management</i>, 27(2).</p> <p>Category: Review of Research</p> <p>Purpose: Examination of leader behaviors linked to student learning.</p>	All Standards and Functions
6.	<p>Authors: M. Murphy, M. Martin, & R. Muth</p> <p>Title and Setting: Partnerships for Preparing School Leaders: Possibilities and Practicalities. (1997). 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.</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>	All Standards and Functions
7.	<p>Authors: J. Hoyle, F. English, & B. Steffy</p> <p>Title & Setting: <i>Skills for Successful 21st Century School Leaders</i>. (1998). The first book attempting to combine standards created by AASA, NASSP, NAESP, ASCD, NPBEA, ISLLC, and NCATE, Lanham, MD, Scarecrow Press.</p> <p>Categories (Literature reviews for all chapters. Each chapter includes a standards competency test list.</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>	All Standards and Functions

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8.	<p>Author: J. Hoyle</p> <p>Title & Setting: The Good News about the Preparation of School Leaders: A Professor's View. (Summer, 2005). <i>School Leadership Review</i>, 1(1). 2-19.</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>	All Standards and Functions
9.	<p>Author: J. Hoyle</p> <p>Title & Setting: The Standards Movement in Educational Administration: The Quest for Respect. (2005). 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.</p> <p>Category: A review of the origin and current state of the leadership standards movement and supporting research.</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>	All Standards and Functions
10.	<p>Authors: J. Hoyle, V. Collier, L. Bjork, & T. Glass</p> <p>Title & Setting; <i>The Superintendent as CEO: Standards-based Performance</i>. (2006). Thousand Oaks, CA: Corwin Press.</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>	All Standards and Functions

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11.	<p>Author(s): Linda C. Tillman</p> <p>Title & Setting: African American Principals and the Legacy of Brown. (2004). <i>Review of Research in Education</i>, 28, 101-146.</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>	S1-A, C S2-A S3-C S4-B, C S5-C, E
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>. (2003). McREL.</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>	All Standards and Functions
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>. (1999). Boston, Massachusetts: Harvard Business School Press.</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>	All Standards and Functions

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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>. (2006). Thousand Oaks, CA: Corwin Press.</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>	S2-B
15.	<p>Author(s): Boyd, V & Hord, S.</p> <p>Title & Setting: Schools as Learning Communities. (1994). <i>Issues About Change</i>, V4, N1.</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>	S2-A
16.	<p>Author(s): Blanchard, K. et. al.</p> <p>Title & Setting: <i>Leading at a Higher Level</i>. (2007).</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>	S1-All

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17.	<p>Author(s): Bennett, N, Wise, C., & Woods P.</p> <p>Title & Setting: <i>Distributed Leadership. A Review of Literature</i> carried out for NCSL. (2003).</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 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>	All Standards and Functions
18.	<p>Author(s): Ryan, James.</p> <p>Title & Setting: <i>Inclusive Leadership</i>. (2006).</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>	S4-B S5-E
19.	<p>Author(s): Armstrong, Thomas.</p> <p>Title & Setting: <i>The Best Schools</i>. (2006).</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 development and the whole child.</p>	S2-All

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20.	<p>Author(s): Schmoker, Mike.</p> <p>Title & Setting: <i>Results Now</i>. (2006).</p> <p>Category: Book, Case studies, evidence</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>	<p>Standard(s) and Function(s)</p> <p>S2-All S6-B</p>
21.	<p>Author(s): Sparks, Dennis.</p> <p>Title & Setting: <i>Leading for Results</i>. (2005).</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>	<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</i>. (4) (2000).</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>	<p>All Standards and Functions</p>

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23.	<p>Author(s): Ingvarson, L., Anderson, M. Gronn, P. & Jackson, A.</p> <p>Title & Setting: <i>Standards for School Leadership: A Critical Review of Literature</i>. (August 2006). Australia: Teaching Australia.</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>	S2-F, 3-E
24.	<p>Author(s): Murphy, J., Elliott, S.N., Goldring, E. & Porter, A.C.</p> <p>Title & Setting: <i>Learning Centered Leadership: A Conceptual Approach</i>. (August, 2006). Vanderbilt University.</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 with leadership process is required for high performing schools</p>	All Standards and Functions
25.	<p>Author(s): West Ed</p> <p>Title & Setting: <i>Moving Leadership Standards into Every Day Work: Descriptions of Practice</i>. (2003). San Francisco: West Ed.</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>	All Standards and Functions

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26.	<p>Author(s): Smylie, M.A. & Hart, A.W.</p> <p>Title & Setting: <i>School Leadership for Teacher Learning and Change: A Human and Social Capital Development Perspective</i>. (1999). In J. Murphy and K.S. Loris (Eds), <i>Handbook of Research on Ed Administration</i>: Jossey-Bass.</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>	S1-All
27.	<p>Author(s): Knapp, M.S., Copland, M.A., Plecki, M.L., Portin, B.S. & Colleagues at the University of Washington</p> <p>Title & Setting: <i>Leadership, Learning and Leadership Support</i>. (October, 2006). Center for the Study of Teaching and Policy.</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 Standards and Functions
28.	<p>Author(s): Van Houten, L.</p> <p>Title & Setting: <i>Using Data for Decision-Making: Monograph</i>. (2003). <i>WestEd - R&D Alert</i>, 8 (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>	S1 - All

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29.	<p>Author(s): English, F.W. (Editor) over 200 authors</p> <p>Title & Setting: <i>Encyclopedia of Educational Leadership and Administration</i>. (2006). Vol. 1&2, Sage Publications.</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>	All Standards and Functions
30.	<p>Author(s): Anthes, K.</p> <p>Title & Setting: <i>Leader Standards</i>. (January, 2005). Education Commission of the States.</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>	All Standards and Functions
31.	<p>Author(s): Martin, G. E., Wright, W.F., Danzig, A.B., Flanary, R.A. & Brown, F.</p> <p>Title & Setting: <i>School Leader Internship: Developing, Monitoring, and Evaluating Your Leadership Experience</i>. (2005). 2nd Ed. NY: Eye on Education.</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. Covers all NCLB, IDEIA, NASSP and NAESP Standards.</p>	All Standards and Functions

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32.	<p>Author(s): Papa (Papalewis), Fulmer, R.C., and Carr, C. (Eds)</p> <p>Title & Setting: Practice of Theory to Theory of Practice: The Prime Directive. (2004). <i>8th Yearbook of NCPEA</i>.</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>	S5-A, D
33.	<p>Author(s): Papa (Papalewis), Creighton, R.T., Harris, S., & Coleman, J. (Eds)</p> <p>Title & Setting: The Discipline of Education Administration: Crediting the Past. (2005). NCPEA CONNEXIONS: <i>Crediting the Past, Challenging the Present, Creating the Future</i>.</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 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>	S6-D
34.	<p>Author(s): Creighton, Thoedore</p> <p>Title & Setting: <i>Schools and Data: The Educator's Guide for Using Data to Improve Decision Making</i> (2nd ed.). (2006). Thousand Oaks, CA: Corwin Press.</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>	S2-All S3-All S4-All

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35.	<p>Author(s): Goleman, D., Boyatzis, R.E., & Mckee, A.</p> <p>Title & Setting: <i>Primal Leadership: Learning to Lead with Emotional Intelligence</i>. (2002).</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>	S2-F, 3-E
36.	<p>Author(s): Herzberg, F. & Mauser, B.</p> <p>Title & Setting: <i>The Motivation to Work</i>. (1959).</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>	S2-All S5-All
37.	<p>Author(s): Maslow, A.</p> <p>Title & Setting: <i>Motivation and Personality</i>. (1954).</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>	S2-All S5-All

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38.	<p>Author(s): Weiner, B.</p> <p>Title & Setting: <i>An Attributional Theory of Motivation and Emotion</i>. (1986).</p> <p>Category: Theory Book</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 contends 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>	S2-All S5-All
39.	<p>Author(s): Vroom, V.H.</p> <p>Title & Setting: <i>Work and Motivation</i>. (1964).</p> <p>Category: Theory Book</p> <p>Purpose: Description of Expectancy Theory.</p> <p>Summary: Motivation factors are defined as: Motivation = Perceived probability (Expectancy) x Connection of Success and Reward (Instrumentality) x Value of Obtaining the Goal (Valance/Value). This equation defines the idea that motivation is the product of a person's 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>	S2-All S5-All
40.	<p>Author(s): Glasser, W.</p> <p>Title & Setting: <i>Control Theory in the Classroom</i>. (1985).</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> <p>Summary: The five needs address choices and decisions the adult makes and its impact on organizations.</p>	S2-All S5-All

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41.	<p>Author(s): Brown, R.</p> <p>Title & Setting: <i>Measuring the Construct of Locus of Control in International Settings</i>. (2000).</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>	S2-D S6-D
42.	<p>Author(s): Bandura, A.</p> <p>Title & Setting: <i>Social Foundations of Thought and Action: A Social-Cognition Theory</i>. (1986).</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: 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>	S2-All S5-All
43.	<p>Author(s): McClelland, D.C.</p> <p>Title & Setting: <i>The Achieving Society</i>. (1961).</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>	S2-A, D S3-C S5-D

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44.	<p>Author(s): Ames, C.</p> <p>Title & Setting: Classrooms: Goals, Structures, and Student Motivation. (1992). <i>Journal of Educational Psychology</i>, 84 (3) pp 261-271.</p> <p>Category: Article</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 recommendations 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>	S2-A S3-C S5-D
45.	<p>Author(s): Brooks-Young, S.</p> <p>Title & Setting: <i>Self-Assessment Activities for School Administrators: A Companion to Making Technology Standards Work for You</i>. (2002). ISTE Publication: Eugene OR.</p> <p>Category: Book –</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>	S2-All
46.	<p>Author(s): Brooks-Young, S.</p> <p>Title & Setting: <i>Making Technology Standards Work for You: A Guide for School Administrators</i>. (2004). ISTE Publication: Eugene OR.</p> <p>Category: Book</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>	S2-All

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47.	<p>Author(s): Hoyle, John</p> <p>Title & Setting: <i>Leadership and Futuring: Making Visions Happen.</i> (2007). Corwin Press.</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>	S1- All