

Index

Notes: Page numbers printed in boldface indicate a major discussion, while those followed by “*f*” indicate figures and illustrations and those followed by “*t*” indicate tables. For the benefit of digital users, indexed terms and table entries that span two pages (e.g., 52–53) may, on occasion, appear on only one of those pages.

- AASC. *See* Academic Accreditation Steering Committee
- Abbott, G., 1079
- Abbott, Ian, 362–363, 366
- Abbott, M., 1525
- Abram, David, 694–695
- Abu Bakr, 126
- Abya Yala*, 302–304, 306–309, 312
- Academic Accreditation Steering Committee (AASC), 913, 915
- academic achievement, 1279–1281, 1283, 1649–1651, 1667. *See also* Black women educational leaders on student achievement
- academic achievement discrepancies, 838
- academic content knowledge, 145
- Academic Development Centre (ADeC), 169–170, 172, 174
- academic emphasis, 1–4
- academic identity, 354
- academic learning, 6–7
- academic optimism, **1–9**, 588–590
- affective state related to, 5
 - climate and culture in, 2–4
 - collaboration in, 5–7
 - collective efficacy with, 1, 4–6
 - collective trust with, 6
 - definitions related to, 1–2, 4, 6, 8
 - disciplinary climate in, 3–4
 - faculty trust in, 1, 6–8, 6*t*
 - inclusivity in, 2
 - introduction on, 1–2
 - mastery experiences related to, 4–5
 - mindfulness with, 9

academic optimism (*continued*)
 OCBs in, 9
 OHI in, 2–3
 for parents, 7–8
 research on, 8–9
 SES in, 1–4, 8–9
 social persuasion with, 5
 teacher practices in, 2
 vicarious experiences related to, 5

academic performance, **1641–1653**, 1652

academics, young, **163–175**

academic success, 1641–1643

Acclimatization (Van Matre), 420

Acclimatization Experiences Institute (AEI), 420–421.
See also Institute for Earth Education

accountability, 382–383, 675, 1319–1320, 1510.
See also assessment administration accountability
 assessment of, 1588
 for authority, 1580
 in **Black women educational leaders on student achievement, C53.S14, 806f**
 concepts of, 1576–1577
 as control, 1580–1581
 data-based, 1581
 in educational leadership development for community
 partnerships, 357–358
 in ESSA, 1598
 in evaluations, 1883
 of garden-based education, 686–687, 691, 700–701
 in globalization, 1582–1588
 for **government, C32.S9**
 improvement from, 1581–1582
 in inclusive educational leadership emerging
 framework, 90
 information from, 1578f
 in leadership and teacher education in Oman, 904
 in leading through conflict with credibility, 966
 in maladministration profiles in higher education,
 1461, 1464–1465
 managerial, 1582–1588
 in managing leadership dilemmas, 1017, 1022
 in marketization and educational institutions,
 1052–1054
 in mindfulness and school leadership, 1137
 in NCLB, 1584–1585
 performance related to, 1594
 perspectives of, 1584f
 policy for, 1581
 of principals, 270
 professional, 1577
 professionalism and, 1579
 public, 1691–1692

scholarship on, 1588
 school, **1575–1588**
 in schooling, 1692
 for superintendents, 1839–1840

accountability testing, 1138

accoutrements, 87–88

accreditation, 1325

ACE. *See* Advanced Certificate of Education

achievement, 1603–1604, 1667, 1740–1741, C119.F2f, 1887, 1902–1903

Achinstein, B., 1559

ACL. *See* applied cultural leadership

ACTFL. *See* American Council on the Teaching of
 Foreign Languages

action research (AR), **23–35**, 26, 1546

activism in, 26
 approaches to, 29–30, 30f
 Aristotle for, 28
 challenges in tradition for, 26–27, 29
 in Cold War years, 26
 in communities, 24
 conclusion on, 34–35
 conduction of, 30–33, 31f
 constructivism in, 28
 contexts of, 23–24
 cycle of, 29–31, 30f
 data triangulation in, 32
 decision making with, 34
 definition of, 29–30
 design of, 29–34
 ethics challenges for, 33–34
 ethics of, 33–34
 force field analysis in, 31–32, 31f
 history of, 24–27
 IRB, 33–34
 micropolitics of, 23
 1970s and beyond, 26–27
 origins of, 24
 philosophical foundations of, 27–29
 planning with, 34
 pragmatism with, 24–25, 28
 progressive era of, 25
 rationale for, 29
 sharing of, 32–33
 suitability of, 23–24
 technology related to, 25–26
 theory of action in, 30–31
 types of, 29

action research as CPD in SEA countries, **37–59**
 AR definitions, 40, 43f
 AR history, 45–56
 AR needs and models in, 40–45, 43f, 44f, 45f

- AR types related to, 44, 44*t*, 45*t*
 in Brunei Darussalam, 41*t*, 46
 in Cambodia, 41*t*, 46–47, 57–58
 competition in, 57
 context in, 37
 contextual disparities in, 56–58
 CPD definitions in, 39–40
 CPDL definition in, 38–39
 CPDL in, 38–39
 CPD theoretical literature in, 38–40, 41*t*
 CPD types, 39–40
 cultural contexts effect in, 58–59
 economy improvement, 56–57
 for European Commission, 38
 human capital in, 57
 in Indonesia, 41*t*, 47–49, 57–58
 introduction to, 37–38
 in Lao PDR, 41*t*, 49–50
 in Malaysia, 41*t*, 50–51
 modern action research in, 37–38
 motivation for, 56
 in Myanmar, 41*t*, 51–52
 in Philippines, 41*t*, 52, 58
 professionalism in, 41*t*
 professional learning definition and, 38–39
 reflective practices in, 53, 56–57
 sharing of, 59
 in Singapore, 41*t*, 53–54, 57–58
 standards for, 40, 41*t*
 teach quality in, 56
 in Thailand, 41*t*, 54–55
 in Timor Leste, 41*t*, 55
 for UNESCO, 38
 in Vietnam, 41*t*, 55–56
- activism, 249–250, 1971–1972, 1976
 activities, in schools, 1653
 actors, 106–108, 113, 117, 154–155
 Adams, C. M., 1243
 adaptive capacity, 211–212
 Addams, Jane, 1350
 ADDIE model. *See* Analysis, Design, Development, Implementation, Evaluation
 ADeC. *See* Academic Development Centre
 ADEDY. *See* Greek Civil Servants' Confederation
 Ademola, E. O., 412–413
 ADHD. *See* attention deficit/hyperactivity disorder
 Adibah, A. L., 15
 Adler, Alfred, 165–166
 administration. *See also specific topics*
 administrative rules, 583
 administrative theory, 178–180, 188–189
 business, 572
 in China, 429–434
 digital natives for, 1771
 EAQ, 183–184
 educational leadership and, 434–441
 Fayol principles for, 754–755, 762
 hierarchies in, 583
 history of, 773–786
 ICT for, 1771–1774
 management and, 236, 567–573
 in ME, 449
 organizational responsibility for, 567
 problems with, 441–443
 school, 267–269
 theory, 528
Administrative Behavior (Simon, H.), 177–180
 administrative modeling, 1775–1776
Administrative Science Quarterly, 1672
 administrator cultural consciousness reinforcing in social
 media revolution, **1505–1518**
 accountability and, 1510
 advocacy in, 1508–1509
 anti-racism in, 1509
 beyond barriers and resistance in, 1508–1509, 1511
 charter school movement and, 1505–1506
 choice in, 1510
 collective knowledge construction in, 1515
 conceptual framework of, 1507–1509
 conclusion on, 1518
 conflict context in, 1517–1518
 coordination and, 1510
 “critical consciousness” in, 1509, 1512–1513
 cultural awareness training in, 1509
 cultural consciousness reinforcement in, 1512–1518
 darkness related to, 1510
 desegregation related to, 1505–1506
 developing cultural conscious through space in,
 1514–1515
 discrimination related to, 1505–1506
 equity in, 1506–1507
 external space investigation in, 1515–1516
 faculty dispositions toward social justice in, 1513
 graduate training or professional development in,
 1512
 hashtag activism in, 1516–1517
 importance of, 1506–1507
 legal resolution and, 1508
 military applications and, 1509–1510
 multiculturalism in, 1509
 music related to, 1517
 national political events and, 1511
 Native Americans in, 1515–1516
 pain in, 1512–1515

- administrator cultural consciousness reinforcing in social media revolution (*continued*)
- Passion, Practice, Persistence in, 1512
 - personal awareness in, 1509, 1513–1514
 - professional development for, 1508–1509, 1512
 - recommendations for, 1517–1518
 - recommendations for future research in, 1518
 - recommendations for practicing school leaders in, 1518
 - recommendations for school leadership training programs in, 1517–1518
 - resistance related to, 1506, 1508–1509
 - responsibly engaging social media in, 1516–1517
 - social conflict with, 1508–1509, 1511–1512
 - social differences growing intolerance in, 1505–1506
 - social justice in, 1507–1508, 1512–1513
 - social media access in, 1510
 - social media influence increase in, 1510–1511
 - social media revolution antecedents in, 1509–1512
 - Socratic conversations in, 1513–1514
 - trainers in, 1517
 - training programs in, 1511
 - trust building in, 1511–1512
 - truths in, 1513
- adult education, 593. *See also* technology and adult pedagogy
- Adult Education Toolkit, 2028
- Advanced Certificate of Education (ACE), 1368
- advanced leadership, 776
- Adventure of the Symbols (Ángel-Maya), 304
- advertising, in politics, 1304
- AEI. *See* Acclimatization Experiences Institute
- AERJ. *See* American Education Research Journal
- Aeschlimann, K. B., 1077
- aesthetics of leadership, **79–88**
- architectural and physical structures in, 86–87
 - art related to, 80–81
 - conclusion on, 88
 - cultural variation in, 82
 - definitions of, 79
 - democracy related to, 81–82
 - educational administration and, 81
 - in England, 1698–1699
 - epistemological barriers related to, 79–81
 - history of, 81
 - introduction on, 79
 - leadership style in, 81–82
 - mentoring, recruitment, promotion, role models in, 85–86
 - mission, vision, philosophy in, 84–85
 - normative procedures determination in, 83–84
 - organizational culture definition in, 83
 - organizational culture in, 82–83
 - organizational myths, stories, legends in, 84
 - organizational rituals, rites, ceremonies in, 84
 - physics and, 80–81
 - problem of socialization in, 83
 - social science methods and, 79–80
 - somaesthetics in, 79, 87–88
 - theatre related to, 81
 - Wells Fargo Bank scandal in, 83
- affective leader-group relations, 231–232
- affective neuroscience, 191–192
- affirmative action, 1101
- Africa, 713–715, 714*t*, 883–884, 1665, 1977–1979
- African Americans, 803, 814
- affirmative action and, 1101
 - dropout/pushout rates and, 838
 - economics for, 1796
 - in HE, 1801–1802
 - migrations of, 393
 - in U.S., 1796–1797
 - in virtual online schools, 826
- African Free School, 807–808
- African Methodist Episcopal Church, 807
- African slavery, 391–392
- Africa SLPP, 1367–1368
- Agamben, Giorgio, 311
- Agenda 21, 2061
- The Age of Discontinuity* (Drucker), 1253
- aggression, 264–265
- Agin, E., 1234–1235
- agrobiodiversity, 1037, 1040–1041
- Aguilera-Black Bear, D., 839–840
- Ahumada, L., 1432–1433
- Aiken, Howard, 1786–1789
- AITSL. *See* Australian Institute for Teaching and School Leadership
- Ajilore, O., 1278–1279
- Akkerman, S. F., 408
- Akom, A., 886
- Alaska Natives, 832–834, 836, 838
- Alaska Standards for Culturally Responsive Schools, 836–837
- Alcibiades, 122
- ALEC. *See* American Legislative Exchange Council
- Alford, J., 408–409
- Allen, E., 1182–1183
- Allen, T. D., 1102
- Allensworth, E., 360
- alternative approaches, 475–477
- alternative leadership, 1932–1934
- Alves, Nilda Guimarães, 600–601
- Alvy, H., 1081

- Alzate, Juan Pablo, C22.S8 n.10**
 ambiguous conceptualization, 236
 American Civil Rights Movement, 392, 396–397
 American Council on the Teaching of Foreign Languages (ACTFL), 908–909, 916
 American dream, 1791
 American Educational Research Association, 1317
 American education privatization, 1256
 American Education Research Association, 871
American Education Research Journal (AERJ), 1
 American Enterprise Institute, 674, 1325
 American Indians, 832–834, 838. *See also* Indigenous education and leadership challenges
 Americanization, 821
 American Legislative Exchange Council (ALEC), 1253, 1265–1266
 American Pilgrims, 730–731
 American Psychological Association (APA), 342
 Amnesty International, 739
 analyses of variance (ANOVA), 342
 Analysis, Design, Development, Implementation, Evaluation (ADDIE model), 1181–1182
 analytic somaesthetics, 87
Anaxagoras, C9.P84 n.1
 Anderson, Benedict, 1310–1311
 Anderson, E., 96, 1454
 Anderson, G., 359–360
 Anderson, G. L., 23, 949, 1449–1450
 Anderson, James D., 806
 Anderson, J. D., 804–805
Anderson, T., 1176, 1178–1180, 1182, C75.P96 n.2
 Anderson-Levitt, K. M., 1429
 Andrade, Oswald de, 594
 Andrew, G., 1235
 Anfara, V. A., 346
 Angell, M. E., 8
 Angelle, P. S., 720
 Ángel-Maya, Carlos Augusto, 307–309, 605
 Adventure of the Symbols from, 304
Being-Dwelling from, 305–306, C22.S8 n.7
bodies-Earth and, 302–306, 310, C22.S8 n.4
 The Challenge of Life from, 305
 “Ecosistema-Cultura” of, 305–306
 “Environmental Fragility of Culture” of, 308–309
 “Environmental Thought” from, 303
 epistemic-ethicaesthetic- political of, 306
Geopoetics and, 303, C22.S8 n.5
 Greek mythology and, 309, 314
 history and, 308
Methodesthesis from, 303–304, C22.S8 n.6
Nourish related to, 307, C22.S8 n.9
poetic-political of, 306, C22.S8 n.8
 reductionism and, 304–307, 309
 Southern Environmental Thought from, 303–304, 307–309
 Sustainable Development and, 309–310
 on symbols, 306
 Anglo-American concepts, 453–454
 Annan, Kofi, 1003
 ANNs. *See* artificial neural networks
 ANOVA. *See* analyses of variance
 ANPED. *See* National Association for Research in Education
 Anthropocene, 686–687, 700–701, 1475–1476, 1484
 anthropological-social gnosticism, 1632–1633
 anthropology, 206
Anthrophagic Manifesto (Andrade), 594
 anticipation, 754
 anxiety, 1307–1309
 Aoki, Ted T., 1352
Aotearoa (New Zealand), 883
 APA. *See* American Psychological Association
 Apffel-Marglin, F., 603
 Apple, Michael, 603, 1263, 1327
 applications, 237–241, 1748
 applied cultural leadership (ACL), 1160
 appraisal, 531–534, 1687
 apprenticeships, 1099–1100
 Apte, J., 365
 aptitude, 1796–1798
 Aquiles von Zuben, Newton, 599–600
 AR. *See* action research
 Arab countries. *See* Middle East
 Arab Spring revolution, 447–448, 452, 457
 Archer, W., 1179
 Arctic, 884
 Ardit, Benjamin, 611
 Ardoin, N. M., 1514–1515
 Arendt, Hannah, 28, 1324–1325
 Argentina, 1373
 Argon, T., 969–971
 Argyris, C., 1015–1016, 1019–1020, 1025–1026, 1025f
 Aristotle, 28
 Arizona, 1637–1638
 Armitage, Neil, 2063
 Armstrong, Karen, 123
 Arnold, N. W., 1294
 Aronowitz, Stanley, 595–596
 Arshavskaya, E., 1069
 artifacts, 216
 artificial intelligence, 183–184
 artificial neural networks (ANNs), 184–187, 189–191, 190f
 Artiles, A., 92
 Artiles, A. J., 2048

- arts and humanities, 1296
 ASEP. *See* Supreme Council for Civil Personnel Selection
 Ashforth, B. E., 1435
 Asia Leadership Roundtable, 707–708
 Asian-American children, 935
 Asians, 838
 Asia Pacific Centre for Leadership and Change, 707–708
 Asia SLPP, 1369–1370
 assessment
 of accountability, 1588
 formative classroom, 1882–1883, 1882*t*, 1890–1891
 of knowledge, 1890
 by OECD, 1582–1583
 of school climate, 1653
 of students, 1582–1583, 1890–1891
 summative classroom, 1882–1883, 1882*t*, 1890–1891
 assessment administration accountability, **12–21**
 accountability definition in, 12–13
 accountability of test administration in, 19–20
 assessment administration in, 13–14
 assessment administration procedures in, 20–21
 assessment administrators in, 20
 assessment definitions in, 12
 assessment task monitoring in, 16
 in Australia, 18, 21
 candidate participation cohort in, 20
 candidates with disabilities adjustment in, 20–21
 CBF in, 14
 cheating related to, 17–20
 code and guidelines for, 13–14
 code of conduct in, C2.S15
 collaboration in, 12
 conclusion in, 21
 constructive environment in, 17–18
 disabilities related to, 19–21
 fair opportunity in, 19–20
 good testing practices in, 14
 HKDSE in, 14–15
 introduction on, 12–13
 ITST in, 15
 measurement in, 16
 planning in, 15–16
 post-assessment procedure in, 18–19
 replication in, 14
 SBA administering format in, 14–18
 teacher accountability in, 16
 teacher autonomy in, 15
 test accountability improvement in, 21
 test administration period in, 17–18
 test blue print, item construction, and marking scheme in, C2.S7
 test construction period in, 15–16
 testing materials security in, C2.S11
 TTAH in, 20
 UNEB in, 16–17
 Association of Research in Science Education, 598–599
 assumptions, in science, 1934–1935
 “Asterisk Nation,” 841
 Athanases, S. Z., 1074
 athletics, 1490, 1500
 Atlanta Public Schools cheating scandal, 620–621
 at-risk populations, 793–794
 attention deficit/hyperactivity disorder (ADHD), 552–561
 attitude, 515–518, 617, 1826–1827
 attrition rate, 827
 Au, W., 603, 1356
 AugsJoost, Brett, 1321
 Austin, J. S., 1079
 Australia, 276, 709–710
 assessment administration accountability in, 18, 21
 autonomy in, 574
 case study from, 544–547
 information school system in, 73
 leadership in, 130–131
 mentoring in, 1560
 principal leadership global research in, 714*t*
 Remarks on the International Coral Reef Initiative in Port Douglas, Australia, 1477
 U.S. and, 775, 1950
 Australian Institute for Teaching and School Leadership (AITSL), 1374–1375
 Austria, 1372, 1374–1375
authentic informal leaders, 850, C56.P210, 1230, 1231, 1231–1232
 authenticity, of teachers, 1994–1995
 authentic leadership, 513–514
 authoritarianism, 1102–1103
 authoritarian leadership, 1925
 authoritative leadership, 759
 authority
 accountability for, 1580
 in Canada, 1697
 charisma and, 125
 in democratic leadership political adaptation, 327–328, 334
 hierarchies of, 578
 in leading through conflict with credibility, 966, 974
 power related to, 1324–1325
 in power theory, 1707
 provincial, C107.S3
 studies on, 527
 for teachers, 145–147, 557–558
 zones of, 1605

- autonomy
 in Australia, 574
 autonomous local groups, 1633
 collective, 595–596
 in democratic leadership, 324
 guided, 1580
 for HEIs, 434, 442–444
 in micropolitics in school leadership, 1120–1121
 in mindfulness and school leadership, 1139–1140
 need for, 526
 networking with, 1724
 power for, 1711
 in professional socialization in schools, 1439
 research on, 1731–1732
 for school leaders, 2010–2012
 for teachers, 532–533
- avant-garde* theories, 1479
- Avolio, B. J., 1942–1944, 1943*t*. *See also* transformational leadership
- Aydın, I., 647–648
- Aydoğan, I., 660
- Azcoitia, C., 352
- Azimi, Nazanin, 20
- Babbage, Charles, 1787
- babies, 819–820
- Bachelard, Gaston, C22.S8 n.5**
- backpropagation, 185*f*
- Bagayoko, Diola, 1802–1803
- Baker, A., 39–40
- Baker, B., 824
- Baker-Gardner, R., 1568
- Bakioglu, A., 1439–1441, 1439*f*
- Bakke, J. W., 413–414
- Bakker, A., 408
- Bakker, A. B., 1019–1020
- Bales, R. F., 372–373
- Balven, R. M., 993, 993*t*
- Bandura, A., 4, 1217
- Bandura Social Cognitive Theory, 198, 198*f*
- banking concept of education, 491–492
- Banks, J. A., 391
- Banta, T. W., 12
- Barbour, J. D., 989*t*
- Barbutto, J. E., 1324
- Barcelos, Valdo, 601–602
- Barchi, Rodrigo, 601–602
- bargained contracts, 1601
- Barkan, J., 823
- Barnard, Chester, 373
- Barnes, A., 912
- Barnett, B., 1365–1366, 1432, 1437
- Barnhardt, C., 836–837
- Barrios Gasca, B. L., 1431
- Barry, D., 373
- Barton, A. C., 1514–1515
- basic need satisfaction, 525–529
- Bass, Bernard, 989*t*, 1323–1324, 1942–1944, 1943*t*, 1947–1949. *See also* transformational leadership
- Basyal, Samrat, 502–503
- Bates, A. W., 1182, 1184–1186
- Bates Clark medal, 1634
- Bauer, T. N., 1435
- Baugher, J. E., 1151
- Baumgarten, Alexander, 79
- Baumgartner, Frank, 1318–1319
- Baumgartner, L. M., 2027
- Baxter, Jerry, 620
- Beam, P. C., 1078–1079
- Beamish, P. W., 996
- Bean, C. J., 413–414
- Beard, K., 1, 8–9
- Beare, H., 847
- Becher, T., 864, 871
- Beck, W., 937
- Becker, Gary, C68.P44 n.1**
- Begley, Paul, 1155–1156, 1160, 1162, 1432
- behavior
 Administrative Behavior, 177–178
 attitude for, 516–517, 1826–1827
 CBT, 793
 citizenship, 1207
 corporate, 634
 in cultural and cross-cultural analysis, 847
 ethics and, 181, 623
 GLOBE, 264
 high-relationship/low-task, 235
 high-task/high-relationship, 235
 high-task/low-relationship, 235
 with information, 610
 integrity of, 1988–1989
 leadership and, 215–216, 768
 learning and, 198*f*, 560–561
 low-relationship/low-task, 235
 misbehavior, 139–140
 in networks, 1722
 organizational behavior effectiveness model, 264
 problem-solving and, 182–184
 in public education, 557
 reinforcement of, 181
 rules and, 142
 of school boards, 1619
 in schools, 297–298
 self-regulation of, 147–148

behavior (*continued*)
 socialization of, 258
 of students, 1680
 teacher, 1885–1886, 1886*t*
Verbal Behavior, 179–180
 willingness and, 291–293
 behavioral change, 424–425
 behavioral decisions, 178–179
 behavioral model of ethical and unethical decision-making, 625
 behaviorism, 178–184
 beliefs, 196–197, 217, 222, 1665–1666
 Belinaso Guimarães, Leandro, 601–602
 Bell, Derrick, 1327–1328
 Bell, L., 845, 925
 Bellamy, G. T., 1139–1140
 BELMAS. *See* British Educational Leadership, Management, and Administration Society
 Bem, S. L., 341
 Bender, T., 731–732
 Bengtson, S., 1432
 Benne, K. D., 372–373
 Bennett, N., 379–380
 Bennett, S. V., 1075
 Bennis, W. G., 1166
 Berchini, C., 1514–1515
 Berezowitz, C. K., 696
 Bergerson, A. A., 868
 Berkovich, I., 930
 Berland, L. K., 346
 Berlin, Isaiah, 1349
 Berliner, D., 822
 Berliner, D. C., 1061–1063
 Berman, Louise, 1350
 Berner, Ashley, 1639
 Berwick, G., 367
Besieged (Howell), 1605
 best practices, 581
 Beycioglu, K., 713
 BFT. *See* Black Feminist Theory
 BIA. *See* Bureau of Indian Affairs
 Bickmore, D. L., 1559
 BIE. *See* Bureau of Indian Education
 Bierema, L., 1107
 Bierema, L. L., 2026–2027
 big data, 412–414
 Big Four ecological concepts, 421–422
 Big Man theory, 510
 Biklen, S. K., 43*t*
lingual education, 1041–1042
 Bill and Melinda Gates Foundation, 116
 Billingsley, B., 1071

bio-ecological theory, 1647
biographies, professional, C18.S4
biophilia hypothesis, 1474–1475
 Bird, C., 839–840
 Birkeland, S., 1561, 1565–1566
birthright citizenship, C83.S21 n.5
 bivariate analysis, 1549
“Black” and “African American” term use, 803, C53.P41 n.1
 Blackboard, 1774
 black feminism and womanism, 666–668, 667*t*, 677, 679*t*
 Black Feminist Theory (BFT), 803, 805–806, 806*t*, 810–812
 Blackmore, Jill, 1342
 Black women educational leaders on student
 achievement, 803–812, C53.S19 nn.1–6
 accountability in, C53.S14, 806*t*
 BFT in, 803, 805–806, 806*t*, 810–812
 “Black” and “African American” term use in, 803, C53.P41 n.1
 Byas and, 803–804
 Cooper as, 809–810
 Coppin as, 807, 810
 dialogue use in, 806*t*
 Elementary and Secondary Education Act in, 804, C53.P41 n.2
 Emancipation Proclamation and, 806, C53.P41 n.3
 future and, 812
 Garnet as, 807–808, 810
 lived experience in, 804, C53.S12, 806*t*
 NPBEA in, 804–805
 Patterson, M. J., as, 808–809
 pre-*Brown*, 805
 principals in, 804
 Reconstruction Era and pre-*Brown*, C53.P41 n.5, 806–807
 segregation and, 806
 self-definition in, 806*t*, 810
 Stewart as, 811
 Blaine, James G., 1264
 Blaine Amendments, 1264
 Blair, D., 695
 Blake, R. R., 989*t*
 Blanchard, Ken, 234–237, 989*t*
 Blaschke, L. M., 1182
 Blase, J., 1429
 blended learning, 493–494
 blogs, 1778–1779
 Blömeke, S., 1564
 Boal, Augusto, 601–602
 Bobak Deliberto, M. A., 1071
 Bobbitt, John Franklin, 111
 Bodhi, B., 1130–1131
 Bodhisattva Fukyo, 735

- bodies-between bodies**, C22.S8 n.10
bodies-Earth, 302–306, 310, 312, C22.S8 n.4
- Boff, Leonardo, 1474
 Bogdan, R. C., 43t
 Bogler, R., 1213
 Bogotch, I., 1432
 Bohm, David, 80–81
 Bohr, Niels, 1803
 Bolam, R., 363, 1370–1371
 Bolden, R., 380
 Bolivar, J. M., 411–412
 Bolman, Lee, 262, 967, 984–986, 1323
 Bonsangue, Martin, 1802
 Bontrager Yoder, A. B., 696
 Boolean logic, 205
 Boone, M. E., 410
 Borda, O. F., 26
 Borg, S., 43t
 Borman, G. D., 1557
 Bosker, R., 804
 Bossert, S., 947
 bottom-up approaches, 1728
 bottom-up processes, 1692
 Bounyasone, K., 49–50
Bourdieu, Pierre, 540, 547–548, 1305–1306, C83.S21 n.6, 1321–1322
 Bowers, A. J., 1525–1526
 Bowers, C. A., 602–603
 Boyantzis, R., 1149–1150
 Boyce, B., 1151–1152
 Boyd, William Lowe, 1316
 Boyle, A., 949
 Bradbury, H., 29–30
 Brand, B. R., 5
 branding, 1772–1773
 Branson, C., 1524–1525, 2039–2040
 Brazil, 108, 591–604, 1372–1374, 1978–1979
 Brazilian National Council for Scientific and Technological Development (CNPq), 604
 Bresnahan, T. L., 1077–1078
 Bridge International Academies, 829
 Bridges, E. M., 1019, 1024–1025
 Briggs, L., 408–409
 Brindley, J., 1182, 1187
 British Educational Leadership, Management, and Administration Society (BELMAS), 380, 718, 775, 785
 Britner, S. L., 4–5
 Britton, E. D., 1430–1431
 broaden-and-build theory, 789
 Broad Foundation, 673
 Brockett, R. G., 2027–2029
 Bronfenbrenner, U., 1647, 2045
 Brooks, J. S., 402–403, 1526, 1531
 Broussard, C. A., 2044
 Brown, A. L., 1356
 Brown, B., 1101
 Brown, J. J., Jr., 1075
 Brown, K. M., 9
 Brown, K. W., 1133
 Brown, M., 692
 Brown, M. E., 403
 Brown, M. H., 372–373
 Brown, R., 85–88
 Browne-Ferrigno, T., 1104–1105, 1107, 1431–1433
Brown v. Board of Education (1954), 25–26, 803, 805, 817, 1253
 diversity and multiculturalism and, 393
 effects of, 1756
 hegemony related to, 1326
 school choice in, 1633–1634
 school desegregation leadership and, 935–936, 939, 941
 secession related to, 1326
 segregation since, 1326–1327
 Brugger, L., 39–40
 Brummett, V. M., 1069
 Brundtland report, 1819–1820
 Brunei Darussalam action research as CPD, 41t, 46
 Bryant, B. I., 937
 Bryant, M., 719–720
 Bryk, A., 6–7, 351–352, 360, 1163–1164, 1238–1239
 Bryman, A., 912, 1546, 1926–1927
 Buadaeng, K., 51–52
 Bubb, S., 1555
 Buber, Martin, 599–600, 602–603
 Buchanan, James, 817
 Buchanan, W. W., 409
 Buddha, 1348–1349
 Buddhahood, 735
 Buddhism, 54–55, 57
 Buddhist practices, 1144–1145
 budget. *See* funding
 Bullen, M., 1182–1183
 Bungum, T., 696
 Bunlay, N., 47
 Burciaga, S., 1063
 bureaucracy, 761, 764t
 benefits of, 579
 bureaucratic accountability, 1577
 factor loadings for, 586t
 in organizations, 578–579
 professionalism compared to, 1676–1677
 research on, 579–580
 school, 582, 583f
 Bureau of Indian Affairs (BIA), 835

- Bureau of Indian Education (BIE), 835–836, C55.S17 n.4**
- Burke, P., 411–412
- Burke, P. J., 1061, 1063, 1081–1082
- Burnes, B., 31–32
- Burnett, C., 931
- Burns, James MacGregor, 989*t*, 1159, 1161, 1525
theory by, 131–134
transformational leadership for, 1942, 1943*t*
- Burrell, G., 380–381, 406–407
- Bursalioğlu, Z., 647–648
- Bush, George W., 1255
- Bush, T., 362, 656, 1226–1228, 1432–1433, 1532
- Busher, H., 405
- Bush v. Gore* (2000), 1264
- business, C44.S10, C123.S5–C123.S6**
- business administration, 572
- business coaching, 168
- business models, 574–575
- Bustamante, R. M., 97
- Butler, Judith, 1341
- Byas, Ulysses, 803–804
- Byron, Lord (George), 1787
- Byung-Chul Han, 305–306
- CAEP. *See* Council for the Accreditation of Educator Preparation
- Caffarella, R. S., 2027
- Cai Yuanpei, 430–431
- Cajete, G. A., 878, 880
- Calderon, D., 1356
- Caldwell, B., 847, 944
- Calhoun, E., 43*t*
- Calixto, Raúl, 617
- Callahan, R. E., 1520
- Callicott, J. B., 1479–1480, 1482
- Cambodia action research as CPD, 41*t*, 46–47, 57–58
- Campbell, M. R., 1069
- Campbell, R. F., 866–868
- Campbell's Law (1979), 822–823
- campesino movement, 106
- Campos, F., 1432–1433
- Canada, 884
authority in, 1697
China compared to, 1956–1957
environmental education in, 618
government in, 1686–1688
PPIs in, 794–795
principal leadership global research in, 714*t*
principals in, 1690
pupils in, 278
school boards in, 1606
school leadership challenges in, **1686–1697**
- Cañada de Metlac Citlaltépetl/Ferrocarril* (Velasco), 103–106, 105*f*
- cancer, 1800
- Canoas campus, IFRS, 1806, 1811–1815, 1811*t*
- capacity building, C60.S23**
- Capacity Building Framework (CBF), 14
- capacity development, 267
- Cape Town, South Africa, 2063, 2065
- capitalism, 606, 1610
- Capitalism and Freedom* (Friedman), 817, 1252
- Capitalism Nature Socialism* (journal), 602–603
- Capper, C. A., 90–91, 931, 1335
- Capra, Fritjof, 1479
- CAP system, 313–314, C22.S8 nn11–12**
- Cárdenas, Lázaro, 108–109
- Cardno, C., 1031, 1529–1531
- care and caring, 2039–2040
- care and compassion practicing, **1346–1357**
conclusion on, 1356–1357
curriculum facilitation of, 1352–1356
customs and patriotic dispositions, 1346
definitions in, 1346–1347
empathy in, 1346–1347
essentials of, 1347–1350
- Freire's practical perspective on, C86.S10**
historical and theoretical perspectives on, 1347–1350
historical educational sources on, 1349–1350
history of, 1346–1347
humanity in, 1356
- Ikeda's dialogic value creation curriculum on, C86.S12**
international unofficial educations in, 1352
liberation theologians and, 1349
marginalization in, 1356–1357
Martha Nussbaum's intelligence of emotions on, 1356
- Miller's holistic perspective on, C86.S11**
Native Americans in, 1348–1349, 1352
- Nodding's feminine caring perspective on, C86.S13**
questions related to, 1347–1348
religious traditions on, 1348–1349
- Schwab's practical perspective on, C86.S9**
social Darwinism and, 1347–1348
social process of, 1350–1351
state-sponsorship of, 1352
- Tyler's empirical analytic perspective on, C86.S8**
unofficial educations in, 1352
women in, 1350
- career guides, 173
- careers, 777
- Caribbean, 1322–1323
- Carini, R. M., 1073
- Carjuzaa, J., 840
- Carlson, E., 1071

- Carlyle, Thomas, 124
 Carlyon, T., 1072
 Carolin, O., 1230
Carpe Vitam Leadership for Learning (LfL) Project, 715–716
 Carr, W., 23, 27, 43t
 Carson, R., 692–693
 Carson, Rachel, 1476–1477, 1482
 Carver, C., 1561
 Casas, Bartolomé de las, 311
 case studies, 1546
 from Australia, 544–547
 comparative case study approach, 209–210
 land education related to, 875–876, 882–885
 on principals, 214–215
 on school structures, 584–587
 from Slovenia, 1822–1823
 from South Africa, 1623–1625
 Castagno, A. E., 888
 Castillo, Alicia, 617–618
 Caswell, Hollis, 1350
 Catapano, S., 1069
 categorization, 553–554
 Catholic Church, 593
 Catunda, Marta, 601–602
 causation, 1550
 Causton, J., 90–91
 CBF. *See* Capacity Building Framework
 CBT. *See* cognitive-behavioral therapy
 CCSSO. *See* Council for Chief State School Officers
 celebrity charismatics, 131
 Center for Research on Education Outcomes (CREDO), 824–825
 Central High School, Little Rock, Arkansas, 936–937
 centralized systems, 574, 754, 769
 Central Military Commission (CMC), 436
 central systems, 761–763
 Centre for the Use of Research and Evidence in Education (CUREE), 38–39
 CEOs. *See* chief executive officers
 Certeau, Michel de, 601
 CEV. *See* corporate ethical virtues
 The Challenge of Life, (“*El reto de la vida*”) (Ángel-Maya), 305
 Challenger, C., 2044
 Chalmers, D., 1935
 change. *See also specific topics*
 alternative approaches to, 475–477
 behavioral, 424–425
 concepts for, 477–478
 continuous, 476–479
 directing, 568
 educational, 467–479, 547–548
 for educational management, 566–567
 human, 167
 ICT for, 485–486
 inside-out approach to, 290–291
 large-scale, 474–475
 in NCSL, 1703
 organizational, 468–469, 478
 planning, 473–479
 policy for, 571
 for scholarship, 472–474, 479
 in schools, 547–548
 social, 106, 107t
 societal, 550
 in student learning, 484
 system, 1700–1702
 for teachers, 488
 in technology, 1911–1913
 transformational leadership and, **1941–1962**
 voluntary, 156
 will to, 174
 changeable learning environments, 138–139
 chaos theory, 406
 Chapman, C., 363, 365–366
 Chapman, S., 1063
 charisma
 authority and, 125
 celebrity charismatics, 131
 charismatic-transformational leadership, 1927–1928
 divine charismatics, 128
 of Hitler, 127
 maladministration profiles in higher education related to, 1463
 officeholder charismatics, 130–131
 On Charisma and Institution Building, 122–123
 philosophy of, 121–122, 134
 property and, 124–125
 in religion, 123–124
 socialized charismatics, 129
 sociology of, 122–124
 Stages in Charismatic Leadership, 126–127
 transformational leadership and, 131–134
 charismatic leadership, **121–136**, 229
 charter management organization (CMO), 824
 charter school industry, 823–824
 charter school industry effectiveness, 824–827
 charter school movement, 1505–1506
 charter schools, 1636–1637
 Chatman, R. M., 1436
 Chaves Yang, André Luiz, 601
 cheating, 17–20, 620–621
 Chen, M., 1432

Chenail, R. J., 345
 Cheng, 719–720
 Cherian, F., 1565–1567
 Cherokee, 886–887
Cherokee Nation v. Georgia, 30 U.S. 1, 16 (1831), 834
 Cherubini, L., 1561, 1564
 Chesler, M. A., 937
 Chesnut, C. E., 1432–1433
 chief executive officers (CEOs), 785–786
 children
 with ADHD, 554
 childhood obesity, 689–690
 child labor, 129
 climate change for, 160
 education for, 497, 499, 1740, 1758
 in Japan, 2011, 2013
 language for, 1798
 marginalized, 928–929, 929*t*, 931
 in ME, 451
 minor, 1496, 1500
 Native American, 935
 for parents, 1623
 as refugees, 462
 resilience skills for, 153–154
 special needs, 1689–1690
 studies on, 557–558, 1680–1681
 submissive, 826
 technology for, 2031
 TLT for, 1983
 young academics, **163–175**
 Chile, 280, 823, 1372–1373
 China, 278
 administration in, 429–434
 administrative organizations in, 435–438
 Canada compared to, 1956–1957
 CMC in, 436
 Compulsory Education Law in, 434
 CPC in, 432–436, 438, 441
 CPPCC in, 431, 435–436
 cultural revolution in, 432–433
 current systems in, 434–441
 dynasties of, 429–430
 educational leadership in, 428–429
 education in, 259–260, 435, 438–441, 529–530
 Education in China, 428–429
 government in, 436–437
 HE in, 440
 HEIs in, 431–432
 history of, 430–431
 Hong Kong, 793–794
 Imperial College, 430
 Japan for, 430

law in, **C31.S8**
 leadership in, **428–447**
 local administrative organizations in, 437
MOE in, 431, C31.P57 n.2
 1911 revolution, 430–431
 NPC in, 435–436
 policy consultation agencies in, 436–437
 primary education in, 438
 reform in, 443–445
 SEC in, 434
 secondary education in, 438, 444–445
 SLPP in, 1369–1370
 standardized tests in, 571
 Chinese People's Political Consultative Conference
 (CPPCC), 431, 435–436
 Chinnappan, M., 55
 Chipman, Alice, 1350
 Chizhik, A. W., 1069
 Chizhik, E. W., 1069
 choice goals, 197*f*
 choice marketization, 1611, 1620
 choice school, **1631–1640**
 Chomsky, N., 1197–1198
 Chrispeels, J. H., 1365
 Christensen, J., 1061
 Christensen, S., 403
 Christenson-Foggett, J., 1072
 Christianity, 559, 1348
The Chronicle of Higher Education, **C93.P18 n.1**
 Chuaprapaisilp, A., 54–55
 Chubb, John, 1254–1255
 CIES. *See* Comparative and International Education Society
 citizens. *See also* organizational citizenship behavior
 collaboration with, 160
 democracy for, 1612–1613
 education of, 160
 EGC, 741–743
 environmental education for, 161
 global citizenship, 506–507
 in GMLs, 734–736
 national education systems for, 1788–1789
 training of, 616
 citizenship, 734–736, 806, 1207
 Ciulla, J. B., 1155, 1157
 Civil Rights Acts (1964), 287–288, 936
 CK. *See* content knowledge
 Clandinin, D. J., 1557
 clarity, 1970–1971
 Clark, A., 1935
 Clark, P. D., 1077
 Clark, P. G., 1427
 Clark, R. E., 1184

- Clarke, M., 326
- Clarke, S., 713, 714*t*, 1376-1377
- Clarkson, M. B. E., 996
- classrooms
- classroom management, **136-148**, 1770
 - features of, 136-137, 137*t*
 - flipped, 1799-1800
 - formative classroom assessment, 1882-1883, 1882*t*, 1890-1891
 - integrated, 92
 - interactions in, 561-562
 - special, 561
 - strategies, 1885
 - summative classroom assessment, 1882-1883, 1882*t*, 1890-1891
 - for teachers, C32.S20**
- class size, 546-547
- clients, 166-167
- climate change, **150-161**, 606, 689-690.
- See also* environmental education
- Cline, D., 1454
- Cline, Z., 1431-1432
- Clinton, Bill, 1255, 1477, 1758
- Clinton, Hillary, 1305, 1307-1308
- Close, C., 1069
- closed school climates, 1642
- CLS. *See* critical leadership studies
- Clune, William, 1252-1253
- CMC. *See* Central Military Commission
- CMO. *See* charter management organization
- CMS. *See* course management systems
- CNPq. *See* Brazilian National Council for Scientific and Technological Development
- CNTE. *See* Coordinadora Nacional de Trabajadores de la Educación
- coaching, 347, 1104*t*
- business, 168
 - critical success factors in, 173-174
 - definitions of, 166-168
 - with EALD, 545-547
 - ethics in, 168
 - executive, 166-169
 - leadership coaching models and, 347
 - life, 793-794
 - in mentoring epistemologies beyond Western modalities, 1104*t*, 1106
 - mentoring with, 1745
 - in organizations, 168-169
 - for performance, 166
 - planning for, 170-172
 - plans, 172-173, 173*t*
 - potential coaches, C12.S16**
 - preparation for, 167-168
 - roles, 165-167, 174-175
 - roots, C12.S3**
 - support in, 168-169
 - team, 1106
 - training for, 168
 - types of, 167
 - units, 172
 - young academics, **163-175**
- Cochran, D. C., 1078-1079
- codes of conduct, 634
- codes of ethics, 275
- coding, 1550-1551
- CoE. *See* College of Education
- coercive formalization, C41.S7**
- coercive power, 1323-1324
- coercive structure, 579-580
- Cogan, M., 895-896
- cognition, 622, 1931-1932
- cognitive-behavioral therapy (CBT), 793
- cognitive science
- Bandura Social Cognitive Theory, 198, 198*f*
 - educational administration and, **177-192**
 - environmentalism in, 424
 - hope in, 789-790
 - learning in, 200-201
 - new, 184-187
 - teacher self-efficacy model in, 198, 199*f*
- Cohen, David K., 1317
- Cohen, M. D., 401-402, C84.P46 n.1**
- Cohen-Vogel, Lora, 1317-1320
- Cole, Nat King, 1458
- Coleman, 351-352
- Coleman, M., 1438-1439
- Coleman, P., 1159-1160
- Coley, D., 83-84
- Colin, S., 1234
- collaboration, 1217. *See also* networks
- with citizens, 160
 - collaborative learning, 278
 - collaborative partnerships, 1734-1735
 - community, 937, 941-942
 - consensus in, 1729-1730
 - in cross-school professional learning community development, 363-364, 366-368
 - in democratic leadership, 325
 - in democratic leadership holistic-democratic view, 331*f*, 332, 333*f*
 - in democratic leadership political adaptation, 326-327
 - in feminist frameworks for U.S., 671-673
 - in groups, 196
 - incentivized, 1723-1724

collaboration (*continued*)
 in leadership and supervision, 897, 900
 mindfulness and school leadership, 1139
 in online learning, 1183–1184
 in organizations, 1719
 for policy borrowing professional political and contextual considerations, 1423
 in principal leadership global research, 706–707, 711–712, 711*f*
 professional, 165
 with religion, 157–158
 in schools, 1645–1646, 1841
 of SJ leadership, 929–930, 929*t*
 in technology and adult pedagogy, 2031–2032

collaboration basis, C26.S8

collaboration practicalities, 363

collaboration terms, 367–368

collaborative mentoring, 1104*t*, 1108–1109

colleagues, 278

collective autonomy, 595–596

collective efficacy, teacher, **195–202**

collective identity, 353

collective responsibility, C32.S19

collective teacher efficacy, 1946–1947

collectivism, 218–219, 1677–1678, 1958

collectivist cultures, **523–536**

College of Education (CoE), 905

Colleges of Science and Arts, 917

collegial relationships, 278–279, 784, 1666, 1885

Collins, J., 1144, 1166

Collins, P. H., 805

Collinson, D., 1200–1202

Collinson, V., 966–967

Cologon, K., 2042

Colombia, 209

colonialism, 1367

colonization, 114, 302, 1689

Colorado, 1638

Columbia Encyclopedia, 122

Columbia University Teachers College, 1350

Colville, I., 413–414

Comenius, John, 687–688, 1034–1035

Commager, Henry Steele, 814, 821

commensurability, 208

commitment-trust theory, 1905

common core curriculum, 1789

communication, 357, 644, 660–661
 communicative rationality, 506–507
 day-to-day, 143
 direct, 1403*t*, 1406
 family, 644, 660–661
 about family engagement, 647–648, 650*t*, 652*t*, 654*t*

with Internet, 1798
 in leadership, 1772
 in leadership and teacher education in Oman, 909, 914–915
 nonverbal, 143, 146
 pedagogy and, 140
 for principals, 1779
 quality of, 143–145
 in relationships, 1901–1902
 rules, 141–142
 with stakeholders, 1770
 strategies, 1776–1777
 with students, 139
 teacher-parent, 145
 technology for, 1758–1759
 traditional, 1774
 verbal, 146
 written, 1772

communism, 594–595

Communist Party of China (CPC), 432–436, 438, 441

communities
 community involvement, 280
 competence of, 157–158
 in England, 280
Imagine Communities, 1310–1311
 in Japan, 280
 Navajo, 881
 participation in, 1840
 PLCs, 363, 588–590
 research on, 154
 school, 1652, 2000
 stakeholders in, 1688
 threats to, 152
 in Veracruz, 155–158

community building, 352–353

community schools movement, 350

Comparative and International Education Society (CIES), 742–743

comparative educational leadership, 266–267, 266*f*

comparative international research, 1789

comparative studies, 273, 575

comparison, in qualitative research, **204–210**

competence
 of communities, 157–158
 connotations of, 136–137
 cultural, 294–295
 digital, 1184, 1185*f*
 in moral dimensions of leadership, 1170
 in organizational trust in schools, 1241–1242
 SDT for, 534
 standards of, 2007–2010
 teaching, 145

- competition, 822t
 in cross-school professional learning community development, 365–366
 feminist frameworks for U.S. and, 676
 GMLs and, 733, 739
 in Greek primary school teacher union participation, 1395
 international economic competitiveness, 571
 in marketization and educational institutions, 1045–1046, 1049–1050, 1055–1056, C68.P44 n.5
 in micropolitics in school leadership, 1118–1119, 1122–1123
 written, 1494–1496, 1498, 1502–1503
- Compulsory Education Law, 434
- compulsory schooling, 541–542, 551
- computers, 1786
- computer science, 1801
- concentration effect, 626–627
- concentric networks, 1726
- concepts
 of accountability, 1576–1577
 ambiguous conceptualization, 236
 Anglo-American, 453–454
 Big Four ecological, 421–422
 for business, 1945–1946
 for change, 477–478
 complexity of, 566
 conceptual affinity, 277t
 conceptual approach, 1745
 conceptual inspiration, 1757
 conceptual issues, 474
 conceptual tools, 539–540
 connotations and, 136
 cultural proficiency, 287–290
 of DL, 1931
 of education, 609–610
 of educational leadership, 509–510, 1686
 for ELT, 1810, 1810f
 ESS, 577–590
 of freedom, 1631
 of hope, 790
 of leadership, 121–122, 1677, 1708, 1924–1930, 1935–1937
 in ME, 455–457
 network concept, 1717–1722
 of networks, 1721–1722
 policy from, 574
 of policy implementation, 1616–1617
 of school climate, 1659–1662
 of school leadership, 1677–1678
 shared fate, 506
 of teacher evaluation, 1881–1882
 of technology proficiency, 1913–1914, 1920–1921
 of transformational leadership, 1678–1679, 1930, 1942–1944
 of trust, 1990–1992
- conduct, 634
- Conference for Research in Environmental Education (EPEA), 598–599
- Conference on Climate Change (2015), 2058–2059
- confidence, 144–145
- configuration, for teacher training, 610–613
- conflict, 396, 940, 1118–1119, 1119–1120, 1167, C79.S18.
See also leading through conflict with credibility
- conformity, 246
- Confucius, 529, 1348–1349
- Conger, J. A., 126–127
- connoisseurship, 87–88
- Conole, G., 1184
- conscientiousness, 1209–1211
- consensus, 1729–1730
- conservative Protestant voters, 1321
- consideration, 1924–1925
- consideration/aggression, 264–265
- consolidation, for school boards, 1599
- Constas, M. A., 346
- Constitution, U.S., 834, 1264, 1304, C83.S21 n.1**
 diversity and multiculturalism and, 390
 14th Amendment of, C83.S21 n.5
 10th Amendment of, 1320–1321
- constructive environment, 17–18
- constructivism, 1102–1103, 1179
 in action research, 28
 constructivist theory, 1704
 in policy borrowing professional political and contextual considerations, 1418–1419
 in technology and adult pedagogy, 2026–2027
- constructivist teaching policies, 1418–1419
- consultancy, C60.S25**
- consultant leadership, 776
- consultations, in HE, 170–173
- consumer accountability, 1577
- contemporary approaches, to leadership, 1932–1934
- content knowledge (CK), 1914
- content models, 468–469
- contested space, 103–106
- context sensitivity, 268
- contextual leadership, 211–222
- continental philosophy, 1334–1335
- contingency, 226–241
- continuing professional development (CPD), C4.S1**
 continuing professional development and learning (CPDL), 38–39

continuous change, 476–479
 continuous learning, 268
 continuums, 288, 294
 contracts, bargained, 1601
 contractual accountability, 1577
 Convention on the Right of Persons with Disabilities (CRPD), 93
 Cook, L., 7
 Cook, T., 966–967
 Cooke, B., 31–32
 Coons, John E., 1252–1253
 Cooper, Anna Julia, 809–810
 Cooper, R., 406–407
 cooperation, 764*t*, 822*t*
 cooperative skills, 1744
 Coordinadora Nacional de Trabajadores de la Educación (CNTE), 106–114, 117
 coordination agencies, 436–437
 Coppin, Fanny Jackson, 807, 810, C53.P41 n.4
 Cordeiro, P. A., 1365
 core leadership practices, 267
 Corey, S., 43*t*
 Cormier, D., 1180, 1186
 Cornwall, A., 29
 corporate behavior, 634
Corporate Cultures (Deal/Kennedy, A.), 1672
 corporate ethical virtues (CEV), 277, 279–280
 dimensions and, 277*t*, 281–282
 establishment of, 274
 models, 276–284, 277*t*
 questionnaires for, 279
 studies on, 276, 283–284
 teachers and, 278
 corporate social responsibility (CSR), 995–999
 corporations, 1959–1960
 correlated peer effects, 1276–1277
 correlation, 359–360, 1550
 corruption, 117–118, 118*f*, 822*t*
 corruption examples, 828–829
 Costa, A. L., 2026
 costs, of turnovers, 1835–1836
 Cottrell, M., 1432–1433
 Cottrill, D., 1432
 Council for Chief State School Officers (CCSSO), 1449–1450
 Council for the Accreditation of Educator Preparation (CAEP), 904, 1451–1452, 1453*t*, 1454
 Counts, George S., 736, 738
 course management systems (CMS), 1184
 Cousins, J. B., 1432
 Covey, Stephen, 977–979
 Cowie, M., 713

Cox, D., 411–412
 Cox, T., Jr., 390–391, 396
 CPC. *See* Communist Party of China
 CPD. *See* continuing professional development
 CPDL. *See* continuing professional development and learning
 CPPCC. *See* Chinese People's Political Consultative Conference
 Craig-Lees, M., 413–414
 Crasped, B., 2044
Creative Placemaking for the National Endowment for the Arts (Markusen and Gadwa), 1294
 CREDO. *See* Center for Research on Education Outcomes
 Creswell, J., 27–28, 341, 346, 1104
 crisis, environmental, 607–609
 criterion evaluation, 1891
 critical constructivism, 1102–1103
 critical feminist theory, 670
 criticality, 243–253
 critical leadership studies (CLS), 1295–1296
 critical leadership theory, 1970
 criticalness, 231
 critical pedagogy, 289, 593, 596
 critical pedagogy of place, 50
 critical policy analysis, 1327
 critical race theory (CRT), 1328, 1542
 critical success factors, 173–174
 critical theorists, 1326, 1540
 critical theory, 1704
 Crook, C., 1179
 Cross, J. E., 33
 cross-cultural dialogue, 50
 cross-cultural exploration, 257–270
 cross-cultural studies, 637, 1956–1959
 cross-national studies, 273–285
 cross-phase networks, 1727
 cross-school professional learning community
 development, 359–369
 barriers to, 364–366
 benefits for, 368
 collaboration basis in, C26.S8
 collaboration in, 363–364, 366–368
 collaboration practicalities in, 363
 collaboration terms in, 367–368
 collective learning in, 361, 363
 competition in, 365–366
 conditions for, 362
 context in, 361–362
 culture of positive restlessness in, 360
 fear and, 368–369
 finding the right school in, 367

- geography and, 366
 identification in, 361
 information and communications technology in, 366
 in-house inquiry in, 361–363
 initiative overload and, 365
 innovation and, 364
 larger common purpose in, 364
 learning community in, 359–360
 “metanoia” in, 359–360
 needs for, 368–369
 observation in, 361–362
participant enthusiasm in, C26.S12
 “research and development” in, 362
 re-statement and, 365
 staff in, 363
 staff meetings in, 360–361
 students in, 362
success factors in, C26.S10
 testing and, 364
 trust in, 360, 363–364
willingness to share in, C26.S11
- Crow, G., 369
 Crow, G. M., 868, 1102, 1365–1366, 1431–1432
 Crowe, T., 1069–1070
 Crowfoot, K. E., 937
 CRPD. *See* Convention on the Right of Persons with Disabilities
 CRT. *See* critical race theory
 Crutzen, Paul, 1475–1476
 Cruz, Oscar, 819
 crystalline model, 1727
 CSR. *See* corporate social responsibility
 Cuadros, M., 916
 Cuban, L., 1019, 1167
Cultivating Humanity (Nussbaum), 1355–1356
 cultural, 220–221
 cultural and cross-cultural analysis, **844–859**
 art and artfulness metaphors in, 857
 behavior in, 847
 beliefs in, 848
 business management and, 844
 Cambodia metaphors in, 858
 club culture in, 845–846
 consideration or aggression behavior in, 853–854
 cultural models in, 845–849
 dance floor metaphors in, 857
 definition problem of, 845
 differentiation in, 848
 drama metaphors in, 856–857
 ethno-centricity of, 844–845
 formal or informal in, 855
 “Gamma” metaphors in, 857
 generative or replicative innovation and change in, 854
 heroes, heroines, antiheroes in, 847
 Hofstede in, 845, 850–853
 individualism—collectivism, 851
 individualism—communitarianism in, 852
 inner directed—outer directed in, 852
 language in, 847–848
 Laos metaphors in, 858
 limitations of, 849–850
 limited or holistic nature of relationships in, 854
 long-term—short-term orientation in, 851
 masculinity—femininity in, 851
 metaphors in, 856–859
 neutral—affective in, 852
 open or closed orientation in, 855
 organizational culture and, 848–849
 organizational structure and, 844
 person culture in, 846
 power concentration or distribution in, 853
 power distance in, 851
 pragmatic or normative in, 855
 proactive or fatalistic attitudes to life in, 854
 process or outcomes orientation in, 854
 professional or parochial orientation in, 854–855
 role culture in, 846
 seafaring metaphors in, 857
 self or group personal orientation in, 853
 self-orientation versus collectivity orientation in, 853
 sequential time—synchronic time in, 852
 specific—diffuse in, 852
 specificity versus diffuseness in, 853
 symbols in, 846
 task culture in, 846
 task or person orientation in, 854
 Timor Leste metaphors in, 858
 uncertainty avoidance in, 851
 United Kingdom metaphors in, 857
 universalism—particularism in, 852
 universalism versus particularism in, 853
 values, goals, and social harmony in, 848
 Vietnam metaphors in, 858
 visual images in, 847
 Western based models in, 858–859
- Cultural and Organizational Leadership Management* (Schein), 1232–1233
 cultural capital, 1305–1306
 cultural competence, 294–295
 cultural context, 220–221
 cultural dimensions, 1952–1953, 1952*t*, 1954*t*
 cultural-discursive arrangements, 543, 545–546
 cultural environmental factors, 623–624
 cultural feminism, 667*t*, 668, 677, 679*t*

cultural hegemony, 1325–1326
 cultural idiots, 1481–1482
 cultural implications, 573–576
 culturally proficient leadership, **287–299**
 culturally relevant technology, 1762
 cultural mentoring, 1104*t*, 1111–1112
 cultural models, 497–498
 cultural relevance, 50
 cultural revolution (China), 432–433
 cultural values, 2037
 culture, 845. See also *specific topics*
 anthropological-social gnosticism in, 1632–1633
 beliefs in, 1665–1666
 collectivist cultures, **523–536**
 as context, 217–220
 creation of, 1515
 cross-cultural exploration, **257–270**
 cross-cultural leadership models, 265–267
 cross-cultural studies, 637, 1956–1959
 definitions of, 215–217, 260–261
 demographics and, C52.S10
 for Dewey, 602–603
 with dictators, 593–594
 EC, **273–285**
 in education, **211–222**
 educational leadership and, 257
 EIs for, 1906
 for Foucault, 540
 Hofstede Cultural Orientation Model, 217–219,
 221–222, 263–264
 in inclusive educational leadership emerging
 framework, 94–95
 individual, 220, C16.S16
 for individuals, 260–261
 for ISSPP, 267–269
 leadership impact on, 1950–1956
 leadership practices and, 221–222
 mentoring epistemologies beyond Western modalities
 related to, 1099
 in mindfulness matters in leadership, 1151–1152
 national, 218–219
 online learning related to, 1183–1184, 1188
 oppression and, 291–293
 politics in, 593–594
 of positive restlessness, 360
 power distance and, 528–529
 power of, 455
 pragmatic, C78.S14
 private online charter, 826–827
 professional, 1586–1587
 professional school, 1945–1946
 regional, C16.S13

school, 216–217, 261, 1665–1666, **1672–1683**
 school leadership and, 260
 of sharing, 172
societal, C19.S12, 573
 student cultures, 1680–1682
team, C16.S15
 theoretical perspectives of, 261–262
culture-relevant curriculum, C32.S14, C32.S21
 Cummins, D. D., 818–819
 Cunliffe, A. L., 1223
 Cunningham, S., 648–649
 Cunningham, W. G., 1432
 CUREE. See Centre for the Use of Research and
 Evidence in Education
 current affairs, 159
 curriculum
 common core, 1789
 culture-relevant, C32.S14, C32.S21
 current affairs in, 159
 dialogic value creation, C86.S12
 in Greek primary school teacher union participation,
 1395
 inclusive, C32.S20
 for neoliberalization, 117
 syllabi and, 141
 for teachers, 240, 511–512
 in U.S., 1789–1791
 U.S. SLPP, 1364
 Curtner-Smith, M. D., 1431
 Cusano, C., 51–52
 Cusick, Philip, 1323
 cyberbullying, 1692–1693, 2048
 CyberSchool, 1774
 cycles of interrelatedness, 289–290, 290*t*
 Cyprus, 1558–1559

 DACA. See Deferred Action for Childhood Arrival
 Dahlström, L., 49–50
 daily school routines, 142–143
 Daishonin, Nichiren, 1145
 Dalai Lama, 125
 Daly, A. J., 411–412, 1526, 1564
 Damian, Araceli, 115
 Dancy, T. Elon, 1327
 danger. See risk
 Daniel, Y., 1565–1567
 Danielson, Charlotte, 1888
 Dantley, M. E., 397, 927
 Daoism, 1348–1349
 DAPP. See dynamic adaptive policy pathways
 Darling-Hammond, L., 942, 983
 Darwin, A., 1109

- Darwin, Charles, 1318–1319
- Dassah, M. O., 993
- data. See also *specific topics*
- analysis, 275–276, 1824
 - big, 412–414
 - collection, 244–245, 275, 339–342, 952–958, 952*t*
 - data-based accountability, 1581
 - empirical, 554–555, 628
 - for evaluations, 1881
 - evidence and, 1575–1576
 - learning, 1772
 - on peer effects, 1280
 - on principals, 1693
 - samples, 585, C115.S4**
 - spreadsheets for, 1917
 - theory and, 247
 - training, 185
- data sharing, 406
- D'Auria, J. P., 2048
- Davidson, 1508, 1511–1512
- Davidson, F., 12, 87–88
- Davies, B., 1342
- Davies, L., 37–38
- Davis, E., 1078
- Davis, W. E., 8
- Dawes Act (General Allotment Act) (1887), 880–881
- Dawson, T. P., 1005
- Day, C., 39, 944
- principal leadership global research for, 706–708, 707*t*, 723
 - professional socialization in schools for, 1439–1441, 1439*f*
- day-to-day communication, 143
- Dayton Board of Education v. Brinkman* (1977), 936
- Deal, Terrence, 79, 1323, 1436
- Corporate Cultures* by, 1672
 - cultural and cross-cultural analysis for, 844, 848–850
 - four frames model of, 262
 - leading through conflict with credibility for, 967, 984–986
- DeBray, E., 1317
- decentralized systems, 238, 1718, 1723
- DeCesare, D., 1074
- decision-making
- cognition in, 622
 - education for, 632
 - ethical, **620–637**
 - factors, 631–636
 - in family engagement, 650*t*, 652*t*, 654*t*
 - garbage can, 1318, C84.P46 n.1**
 - in mindfulness and school leadership, 1138
 - in politics, 1597
 - for Simon, H., 1935–1936
 - for students, 637
 - trust in, 1897
- decision making dynamics, **400–415**
- administrative, 402
 - behavioral decisions, 178–179
 - big data and sensemaking intersection in, 412–414
 - big data in, 412–413
 - boundary-crossing, 408–412
 - building community in, 403–406
 - chaos theory in, 406
 - chaotic systems in, 410
 - classical, 402
 - compromise in, 403–404
 - constraints in, 407–408
 - contingency model, 402
 - cultural relativism and interculturality, C29.S7**
 - Cynefin framework in, 410–411
 - DAPP in, 408–409
 - dialogue in, 404–405, 407–408
 - dissent in, 410
 - dominant paradigm subversion in, 402–403
 - Estler in, 400–401
 - garbage can model of, 402, 405–406
 - inclusive and pluralistic in, 404–405
 - incremental, 402
 - interrelatedness in, 403–404
 - modern and postmodern perspectives in, 407–408
 - multiculturalism in, 403
 - natural complex environments in, 410–411
 - objectivity in, 407
 - ordered systems in, 410
 - organized anarchy model in, 401–402
 - participatory model in, 401
 - political model in, 401–402
 - process level in, 403
 - process methodology in, 410–411
 - rational-bureaucratic model in, 401
 - rationality in, 406–407
 - RDM in, 408–409
 - recent present, 402
 - resolution in, 404
 - retrospection in, 405
 - self-critique in, 403
 - sensemaking, C29.S19**
 - SJ ethics in, 402–403
 - software for, 412–413
 - systems thinking in, 409–410
 - tension-holding in, 406–408
 - traditions of, 401–402
 - transparency and privacy in, C29.S10**
 - virtual complex environments in, 411–412
 - wicked and complex problems in, C29.S13**

- Decisions on the Reform of the School System* (Government Administration Council), 431
- Declaration of Rights for Cetaceans*, 1477
- Declaration of the United Nations Conference on the Human Environment (1972), 2061
- de-colonial feminism, 667t, 668, 677, 679t
- deconstruction, 541–542, 547–548
- decontextualization, 207–208
- de facto segregation, 935
- Deferred Action for Childhood Arrival (DACA)**, 1304, C83.S21 n.4
- Defining Issues Test (DIT), 1158
- De Garmo, Charles, 2018
- Deleuze, Gilles, 601–602, 1180
- deliberation, 1977–1978
- Delmont, M. F., 940
- Deloria, V., Jr., 877
- Delp, S. C., 1558–1560
- Dembo, M., 5
- Demko, David J., 1081
- democracy, 47–48, 559–560, 821, 1476–1477
 - aesthetics of leadership related to, 81–82
 - for citizens, 1612–1613
 - democratic models, 1617–1619
 - democratic schooling, 1758
 - of GMLs, 738–740
 - in Japan, 2015–2016
 - learning about, 559–560
 - NLD, 51
 - in school board elections, 1604–1605
 - in school governance, 1622–1623
 - in South Africa, 1619
- democratic leadership, **318–334**, 759
 - autonomy in, 324
 - belonging in, 320
 - collaboration in, 325
 - collective identity in, 324
 - commitment in, 320
 - conceptions of democracy in, 319–321
 - conceptualizing leadership in, 319
 - definition in, 318
 - dialogue in, 319–320
 - distributed, 323
 - ecological systems in, 325
 - emergence in, 319
 - equality of authority in, 325
 - ethical purpose in, 325
 - growth in, 320
 - holistic democracy in, 318–319
 - inclusion in, 323–324
 - intentionalities in, 319, 322
 - interpersonal effects of, 322–323
 - legitimization in, 324
 - minimalism in, 320
 - nonpositional leaders in, 319, 323
 - organizational democracy and, 323–331
 - organizational democracy in schools and, 325
 - positional leaders in, 319
 - power in, 319
 - reciprocity in, 325
 - relational freedom in, 321
 - Sands School and, 325, 329–331
 - senior leader in, 321–323
 - spiritual development in, 320
 - terms in, 318
- democratic leadership holistic-democratic view, 321, 329f, 331–332
 - collaboration in, 331f, 332, 333f
 - dialogue transformation in, 331, 331f, 333f
 - holistic learning in, 331–332, 331f, 333f, 334
 - participatory culture in, 332, 333f
 - power sharing in, 331, 331f, 333f
 - relational well-being in, 331–332, 331f, 333f
- democratic leadership political adaptation, 326
 - authority in, 327–328, 334
 - capabilities in, 326
 - collaboration in, 326–327
 - “firm framing” in, 328
 - mediation in, 327
 - rationalities in, 327
 - reciprocal learning in, 326
 - shared discovery in, 328
 - tensions in, 326–327
- democratic leadership structure, 328, 329f
 - enabling institutional architecture in, 329–330, 329f, 333f
 - intersectionalities in, 328
 - open social environment in, 329f, 330–331, 333f
 - participatory culture in, 328–330, 329f, 333f
 - school meetings in, 329–330
- democratic leadership style, 321–323
- democratic learning, 1967
- demographics**, C52.S10, C107.S6, 1995
- Dempsey, I., 1072
- Dempster, N., 381–382, 715–716
- Denis, J. L., 370–371, 948–949
- Denmark, 1371–1372, 1614–1615, 1614f
- De Nobile, J. J., 1531
- Dentino, G., 1070
- Denver v. Keyes* (1973), 936
- deontological views, 633–634
- Department of Education, U.S., 839, 1175
- Department of Education and Science (DES), 774
- Department of Public Information (DPI), 741

- departures, by superintendents, 1835–1840
 Dépelteau, F., 1523, 1533
 dependency, 114–117
 depression, 797
 Derrida, Jacques, 406–407, 541–542, 547–548, 1336–1338
 DES. *See* Department of Education and Science
Desarrollo Sostenible o Cambio Cultural (Sustainable development or cultural change) (Ángel-Maya), 304–305
 design, of social environments, 526–527
 Desimone, L. M., 1560
 details, of departures, 1836
 developed countries, 492, C34.S3, 1914–1915
 developing countries, 491–492, C34.S3, 1658–1659, 1662, 1914–1915
 development, 746. *See also specific topics*
 capacity, 267
 economy of spoils and, 114–116
 of education managers, 1744–1745
 through experience, 1745
 through feedback, 1745
 of GMLs, 746
 of hope, 789–790
 human capital, 567–568
 leadership, 230–231, 778–779
 management, 1745
 in mentoring, C32.S18
 network, 1729*t*
 network dynamics with, 1727–1728
 with NPQH, 782–783
 personal, 1745
 positive, 1663, 1663*f*
 of research methodology, 1537–1538
 school, 1658–1668, 1898–1899
 for school heads, 1749–1751
 school leadership, 780, 1697–1716
 Science Development, 1793–1794
 self-development, 2027
 site-based educational, 548
 of skills, 174, 1745
 social, 445
 of subordinates, 240
 for sustainability, 1815
 sustainable, 572
 of teachers, 531, 1901–1902
 TLDW, 1710
 through training, 1745
 developmental press, 1945–1946
 developmental sustainability, 493–494
 DeVille, J., 923
 Dewantara, Ki Hadjar, 1352
 Dewey, John, 80, 730
 care and compassion practicing for, 1346–1347, 1350, 1352, 1355–1357
 culture for, 602–603
 feminist frameworks for, 671–672, 680
 in garden-based education, 687
 on leadership and supervision, 894
 Makiguchi compared to, 2018–2020
 neoliberal revolution impact for, 827
 diagnoses, 552–556, 561. *See also* attention deficit/hyperactivity disorder
 dialogic value creation curriculum, C86.S12
 dialogue, with TLT, 1977–1978
 dialogue use, 806*t*
 Diamond, J. B., 371
 Dick, B., 29, 43*t*
 Dickey, F. G., 894
 Dickson, W. J., 1522, 1525
 dictatorships, 591–594
 didactic dimensions, 145–146
 Diego, Juan, 103–104
 Diem, Sarah, 1327
 diffusion of innovation theory, 486
 digital disruption, 570
 digital divide, 1756–1763
 digital natives, 1769–1771
 digital revolution, 1788–1789
 digital skills, 1693
 digital technology, 1772
 Dignity in Schools Campaign (2013), 98–99
 Dike (earth goddess daughter), 923–924, 931
 Diket, R., 87
 dimensions. *See also* moral dimensions of leadership
 CEV and, 277*t*, 281–282
 comparison between, 277*t*
 cultural, 1952–1953, 1952*t*, 1954*t*
 didactic, 145–146
 of EC, 281–284
 of individual culture, 534–535
 of leadership, 258
 normative, 265–266
 of OCB, 1209–1210
 organizational culture, 1953, 1955*t*
 political, 614–615
 of power distance, 529
 of professional socialization in schools, 1427
 in questioning nature and environmental ethics in schools, 1477
 of school climates, 1660–1661, 1661*t*
 Six Dimensions theories, C19.S12–C19.S13
 of SJ, 924
 of SJ leadership, 930

- Dimmock, C., 1018–1019, 1193–1194, 1432, 1439–1440
 cross-cultural exploration for, 265–267
 cultural and cross-cultural analysis for, 852–854
- Dingus, J. E., 1431
- Dinkleman, T., 27
- DiPaola, M., 9
- disabilities, 19–21
- Disability Standard Framework (DSF), 19
- disadvantaged people, 1797–1798
- discipline, 1708–1709, 1712
- Discipline and Punish* (Foucault), 1339–1340
- discipline connections, 1712
- dispositions, 245*t*
- disruption, 469–470, 570–572
- distance education, 1176–1177, 1181, C75.P96 n.1
- distributed leadership (DL), 267, C19.S12, 370–372S–384, 1195, 1200–1201
 accumulation in, 374
 BELMAS in, 380
 concepts of, 1931
 debates and directions in, 382–384
 distributed cognition and, 1931–1932
 distribution in, 374–375, 382
 ECE in, 371–372
 EEIR in, 371–372
 EMAL in, 371–374, 380–382
 forms of, 373
 Gibb on, 372–373
 Hay Group in, 375–376
 HE in, 371–372
 history of, 372–375
 holistic clusters in, 378–379
 hybrid mixture in, 371, 378–379
 individualism in, 371
 influence in, 382–383
 interdependencies in, 374
 LAP in, 383–384
 leader-centric view in, 371
 leadership aggregation and, 373
 locating, 370–372
 models of, C108.S8
 NCSL in, 375, 379–380
 one-dimensional, 375–377
 post-heroic forms in, 370–371
 power delegation and, 373
 power distribution in, 383
 practice of, 542, 1734
 reputation of, 512–513
 research and positions in, 379–382
 in schools, 784–785
 social capital in, 382–383
 theories, 1930–1931
- two-dimensional, 377–378**
typologies of, 375–379
- distribution, of resources, 556
- DIT. *See* Defining Issues Test
- diversity, 1237–1238
 in compulsory schooling, 551
 educational leadership and, **550–565**
 functional, 1151
 from inclusion, 556–557
 of language, 1688
 organizational trust in schools related to, 1237–1238
 for principals, 1689
 recognition, 2029
 of religion, 1686
 in scholarship, 1672–1674
 on school boards, 1599, 1606–1607
 in SJ leadership, C16.T1*t*, 926, 928, 928, 929–930
 for students, 551
 in technology, 1773
 in TLT, 1980
- diversity and multiculturalism, **389–399**
 African slavery and, 391–392
 agent groups in, 395
 aim of, 389–390
 American Civil Rights Movement in, 392, 396–397
 American Civil War and, 392
 American white identity in, 394
Brown v. Board of Education and, 393
 “celebrating other cultures” as, 397
 conferred dominance in, 395
 controversies related to, 396–397
 definitions of, 389–391
 divisiveness of, 396
 ethnic identities in, 391, 393
 feminism as, 397
 “gradualism” related to, 398–399
 housing in, 392–394
 as indoctrination, 396–397
 institutional discrimination in, 392–393
 intergroup conflict in, 396
 Jim Crow era in, 392–393
 #Me Too movement in, 398
 Mexico wall in, 398
 multicultural education in, 391
 multiculturalism socio-historical context in, 391–393
 Muslims related to, 398
 NFL in, 398
 organizational performance and, 396
 Pledge of Allegiance to U.S. Flag and, 389–390
 police brutality related to, 398
 possessive investment in whiteness in, 394
 power in, 394–395

- privilege in, 395–396
reframing as, 397
schools and society in, 393–394
social identities in, 390
unearned entitlements in, 395
U.S. Constitution and, 390
- divine charismatics, 128
division of labor, 578, 1675–1676
division of work, 754
Dixon, P. S., 695–696
Dixon, A., 1431
DL. *See* distributed leadership
Doan, T. K. K., 55–56
documents, normative, 555
Doh, J. P., 988–989
Doha Declaration, 451–452
Doherty, J., 720–721
Dollard, J., 1429
Donati, P., 1522–1524
Dorn, S. M., 86
“do the right thing” decision making, 2036–2038, 2041
Douglass, Frederick, 806, 941
Dowling, N. M., 1557
DPI. *See* Department of Public Information
Drach-Zahavy, A., 1211
Drame, E., 98
Draves, W. A., 2031
DREAM act (Development, Relief, Education, for Alien Minors), C83.S21 n.4
DREAMERS, C83.S21 n.4
Drenthen, M., 1479–1480
Drew, V., 330–331
Dreyfus, 1061–1063
Dron, J., 1178
dropout/pushout rates, 838
dropout risk, 2041
dropouts, 690
Drucker, Peter, 1253, 1787
Drysdale, L., 708, 711–712, 719–720, 723–724, 1378
DSF. *See* Disability Standard Framework
Du, F., 1071
DuBrin taxonomy, 129
Duchaine, E., 1069–1070
Dudley, William, 83
due process protections removal, 1304, C83.S21 n.3
DuFour, R., 966
Duke, K., 1520
Dumas, Alexander, 121
dummy variables, 1824
Duncan, Arne, 98
Dunlosky, J., 12
Dunoon, D., 1148–1149, 1152
- Duran, R. P., 342
Durkheim, Émile, 609, 2035–2036
Dussel, Enrique, 301–302
Dwyer, D., 947
dynamic adaptive policy pathways (DAPP), 408–409
dynamic learning fields, 138
dynamics, 143, 1600–1601, 1727–1728
 decision-making, 230
- Eacott, S., 1367, 1520, 1523, 1523f, 1526–1527, 1531–1532
EALD. *See* English as an Additional Language/Dialect
EAQ. *See* *Educational Administration Quarterly*
Earl, L., 359–360
Earley, P., 365–366
early childhood education (ECE), 371–372
Earth, C22.S8 n.6, 923–924, 1520, 2059–2060
Earth education, **419–427**
 components of, 421–423
 contemplation in, **C30.S18**
 Earthkeepers, **422, 422–423, 425, C30.S12**
 feelings in, 422
 history of, 419–421, 426–427
 interpretive design in, **C30.S17**
 long-range plans in, 423
 magic in, 423
 organizations for, **C30.S19**
 processing in, 422
 programs, 423–424
 Rangers of the Earth in, **C30.S13**
 research on, 424–426
 Sunship Earth program, **423, 425–426, C30.S11**
 Sunship III for, **422, 423, C30.S14**
 understandings of, 421–422
Earth Summit, 2061–2062
East Africa, 491–493, 883–884
Eastern cultures, 529–532
Easton, J., 360
Easton, P., 731–732
EC. *See* ethical culture
ECE. *See* early childhood education
Eck, D., 404
Ecklund, E. H., 1321
Ecological Manifesto (Lutzenberger), 594
ecologies of practices, 543–544
econometric analysis, 1828
economic activism, 250
economic productivity, **1786–1803**
economics
 for African Americans, 1796
 Bates Clark medal for, 1634
 of HE, 1791–1794

- economics (*continued*)
 international economic competitiveness, 571
 in Japan, 1788
 knowledge-based economies, C34.S2
 revenue, C101.S5
 socialist commodity economies, 434
 socioeconomics, 546, 1649–1651, 1975–1976,
 2046–2047
- economists, 814
- economy of spoils, 114–117
- “Ecosistema-Cultura” (Ángel-Maya), 305–306
- ecosophy, 598
- ECOT. *See* Electronic Classroom of Tomorrow
- ECTs. *See* induction and mentoring early career teachers
- Ecuadorian Amazon, 882–883
- EdChoice, 1251–1252
- Edgar, D. E., 1429
- Edmodo, 1774
- Edmunds, B., 709–710
- Educação, 601
- education. *See also specific topics*
 administrative organizations of, 435
 centralized systems in, 754, 769
 for children, 497, 499, 1740, 1758
 in China, 259–260, 435, 438–441, 529–530
 of citizens, 160
 of clients, 166–167
 concepts of, 609–610
 contextual leadership in, **211–222**
 control in, 1606–1607
 culture in, **211–222**
 decentralized systems of, 238
 for decision-making, 632
 Earth, **419–427**
 elementary, 1789–1791
 feedback in, 172
 flexibility in, 533
 formal, 616, 1631
 gatekeepers in, 550–551
 globalization of, 447–448, 616–619, 1788–1789
 global transnational organizations for, 499–502, 501f
 governance of, **1610–1626**
 government and, 780
 highly centralized systems of, 238
 history of, 467–471
 hope interventions in, 792–793
 indigenous, 1688–1689
 institutionalized, 1577–1582
 institutions of, 1585
 interdisciplinary, 1800–1801
 leadership in, 567–573
 leadership theories in, 1926
 managers, 1744–1745
 for mass migration, 507–508
 in ME, 450–452
 in mindfulness matters in leadership, 1146–1148
 models of, 281–284, 1610–1611
 monopolies in, 782–783
 network metaphor in, 1720
 in Nigeria, 1663–1664
 in Peru, 210
 politics of, 473
 popular, 593, 596
 primary, 438
 process of, 609, 1988–1989
 professional educators, 159–160
 quality of, 277
 recruitment in, 168
 reform in, 1941–1942, 2005–2007
 refugee, 457
 research on, 136–140, 147–148, 1941
 school systems for, 477
 secondary, 438, 444–445, 1789–1791, 1993–1994
 sex, 1321
 SJ in, 1699–1700
 for social development, 445
 social interactions in, 1666–1667
 socialization from, 1699
 social media in, 1769–1771
 standards in, 282
 for students, 229
 for sustainability, 1806–1809
 in Sweden, **550–565**
 tax credits, 1637–1638
 technical, **1805–1816**
 terminology for, 565
 transformational leadership in, 1947–1948
 transformative leadership in, 1973
 in Turkey, 489–492
 in United Kingdom, **773–786**
 urban, 1691
 vocational, **1805–1816**
 WLE, 1698
 for women, 497, 1800–1801
 for World Bank, 457–458
- Education Achievement System (Michigan), 1594
- education administration knowledge base, **863–872**
 bifurcation within, 868, 871
 boundaries in, 864–865, 867
 careers related to, 868–869
 conceptual pluralism in, 864–865
 contradictions related to, 868–869
 controversies related to, 865–867
 differentiation in, 864

- disciplines in, 863–864
 educational leadership and, 870–871
 educational policy and reforms in, 871
 history of, 865–867
 homogeneity related to, 868
 identities in, 863–864
 institutionalization in, 864
 leadership related to, 870–871
 necessities of, 869–872
 paradigm war in, 866
 pragmatism in, 865–866
 professoriate in, 867–869
 publications on, 866–869
 research into, 868–869
 scientific management in, 865
 social sciences and, 867–868
 teaching related to, 871
 Theory Movement in, 865–866
 transformational leadership and, 870
 uniqueness of, 869–870
 “universal” vs. “contextualized,” 871–872
- Educational Act (Sweden), 556
- educational administration. *See specific topics*
Educational Administration Quarterly (EAQ), 183–184, 866–868
- educational change, **467–479**, 547–548
- educational effectiveness and improvement research (EEIR), 371–372
- educational inequity, 1682–1683
- educational innovation, **484–494**, 484–494
- educational institutions (EIs), 213, 237, 1770, 1805–1806, 1906
- educational leadership, 211–213, 656–660, 1143–1144.
See also specific topics
 administration and, 434–441
 applications in, 237–241
 basics of, 659
 challenges of, 441–443
 in China, 428–429
 in collectivist cultures, **523–536**
 concepts of, 509–510, 1686
 culture and, 257
 on curriculum, instruction, and assessment, 660
 debate about, 656
 definitions of, 229
 description of, 644, 656
 development of, 658–659
 distribution of, 658–659
 diversity and, **550–565**
 ELCC, 1451–1454, 1453*t*
 ethics and norms for, 659
 families and community in, 660–661
 family communication and, 644, 660–661
 family engagement and, **643–662**
 GMLs and, 740–746
 head teachers in, 658
 in higher education levels, 657
 history of, 429–434
 identification of, 658
 job satisfaction and, **509–519**
 key dimensions in, 658
 leadership compared to, 544
 learner outcomes and, 661–662
 major models of, 656–657, 657*t*
 in México, **103–118**
 mission, vision, and core values for, 659
 models of, 105–106
 NELP, 91, 95–96, 741, 1452–1454, 1453*t*
 on operations and management, 660
 as practice, **539–550**
 research on, 517–518, 660–661
 roles in, 660–661
 scholarship, 547–549, 1757
 school culture and, **1672–1683**
 on school personal development, 660
 with self-determination theory, **523–536**
 social media in, 1776–1777
 standards of, 659–660
 success claims on, 657–658
 support from, 532–535
 terminology for, 566
 theories of, **1923–1937**
 in U.S., 110–111
- Educational Leadership* (Dimmock, C./Walker, A.), 264
- Educational Leadership Constituent Council (ELCC), 1451–1454, 1453*t*
- educational leadership development for community
 partnerships, **350–351**
 academic identity in, 354
 accountability in, 357–358
 alliances in, 351, 353, 357
 boundary-crossing leadership in, 353
 collective identity in, 353
 communication in, 357
 community building in, 352–353
 community schools description in, 351
 community schools model in, 352
 community schools movement in, 350
 community schools overview in, 351–352
 dispositions in, 355–356, 355*f*
 ESSA in, 351, 354–355
 families in, 351–352, 357
 funding for, 354–355
 GED in, 355

educational leadership development for community partnerships (*continued*)
 intentionality in, 353
 knowledge in, 355f, 356
 NPBEA in, 353–354
 principals in, 352, 357–358
 school leaders in, 352
 skills in, 355f, 356–357
 standards for, 350–351, 353–355

educational leadership research design, **337–348**

educational leadership research design mixing methods, 346–347
 integration and conclusions in, 347
 leadership coaching models and, 347
 methods and data presentation, 347, 348f
 perceived safety measures in, 347
 positivist vs. constructionist in, 346
 preplanning in, 347, 348f

educational leadership research design qualitative methodologies, 344–346
 case study designs in, 344–345
 methods and data presentation in, 345–346, 348f
 methods and data presentation standards in, 345
 methods review in, 344
 peer-reviewed journals in, 345
 preplanning in, 344–345, 348f
 quotes in, 345–346
 related field articles in, 345
 tabular presentation in, 346

educational leadership research design quantitative methodologies, 337–344
 assumptions in, 338
 covariates in, 339–340
 delimitations in, 338
 demographics in subgroups in, 340–341
 exploratory research in, 343
 gender in, 341–342
 HARKing in, 340
 hypothesis timing in, 340, 344
 hypothesis type in, 343
 limitations in, 338
 literature review in, 341
 methods and data presentation in, 342–344, 348f
 P-fishing in, 339–340
 post-data collection in, 339–342
 preplanning in, 338–339, 348f
 public/private universities in, **C24.P122**
 P values in, 337–339, 343–344
 replication related to, 342–343
 research designs in, 338–339
 sample size and, 339–340
 significance in, 343–344

SPSS in, 342
 statistical insignificance in, 343
 survey preregistration in, 339
 survey reliability in, 339
 survey subscale in, 339–340
 tests post hoc in, 340
 urban and rural school districts in, 341

Educational Leaders without Borders (ELWB), 496–497, **496–508**

educational management, **565–576**
Educational Management, Administration, and Leadership (EMAL), 371–374, 380–382, 775, 866–867
 educational management organizations (EMOs), 1259
 educational managers, 567–570
 educational materials, 159
 educational organizations, 239
 educational orientation, 1809
 educational paradigm change, 1484
 educational philosophy, 719
 educational pluralism, **1631–1640**
 educational policy, 555–557
 educational purpose, 1698–1700
 educational reform, 436–437
 educational stakeholders, 1889–1890
 educational tax credits. *See* tax credit scholarships
Education and the cult of efficiency (Callahan), 1520
 education for global citizenship (EGC), 741–743
 education for sustainability (EfS), 1806, 1810, 1815–1816
Education in China (Yuan), 428–429
 education leadership and management in the Middle East (ELAMME), 448, 462–463
 education privatization theory, 1256
 Education Reform Act (ERA), 774–775, 783–786
 Education Reform Network, 1762
 education savings accounts (ESAs), 1260, 1262–1263, 1266, 1638
 EEIR. *See* educational effectiveness and improvement research

effectiveness
 effective teachers, 1790–1791
 evidence of, 1889
 GLOBE, 264
 organizational behavior effectiveness model, 264
 of PPIs, 790–791
 RATE System Model, 1884–1886
 research on, 798–799
 of school leadership, 2013–2018
 Society for Research on Educational Effectiveness's Registry for Efficacy and Effectiveness Studies, 342–343
 superintendent, 1841–1844

- teacher, **136–148**
 in teacher evaluation, 1889–1890
 efficacy, 1946–1947, **195–202**
 efficiency, 1586, 1643, 1646
 school leadership, **1767–1780**
 from technology, 1912
 technology proficiency and, 1916–1917
 EFMD. *See* European Foundation for Management Development
 EfS. *See* education for sustainability
 EGC. *See* education for global citizenship
 Eggers, B., 363–364
 ego strength, 622
 Ehrich, L. C., 80–81, 87–88
 Eight Year Study, 1351
 Einstein, Albert, 1202
 Eisenberg, E. M., 407–408
 Eisenhower, Dwight D., 131
 Eisner, E., 80–81, 87–88
 ELAMME. *See* education leadership and management in the Middle East
 ELCC. *See* Educational Leadership Constituent Council
 Eldredge, Niles, 1318–1319
 e-learning
 with MOOCs, 485–490, 493–494
 Moodle interface for, 487f, 488, 489f
 elections, school board, 1604–1605
 Electronic Classroom of Tomorrow (ECOT), 825
 “Elegy in a Country Churchyard” (Gray, T.), 1796
 Elementary and Secondary Education Act (ESEA), 1253, 1593–1594
Elementary and Secondary Schools Act (1965), 804, 834–835, C53.P41 n.2
 elementary education, 1789–1791
 Eliot, Thomas, 1593–1594
 ELL. *See* English-language learners
 Ellison, D. W., 1431
 Elsass, A., 1069–1070
 ELT. *See* experiential learning theory
 ELWB. *See* Educational Leaders without Borders
 EMAL. *See* *Educational Management, Administration, and Leadership*
Emancipation Proclamation, 806, C53.P41 n.3
 Embrace Hope, 794–795
 e-mentoring, 1107–1108, 1112–1114
 Emergency School Aid Act (ESSA) 1970s–1990s, 936, 938–940
 emergent leadership, 776
 emerging technologies (ETs), 1773
 EMOs. *See* educational management organizations
 emotionality, 1120
 emotional labor, 1121
 emotional skills, 1481
 emotions
 hope as, 789
 intelligence of, 1356
 leadership and, 191–192
 in leading through conflict with credibility, 969–970
 in managing leadership dilemmas, 1031
 Martha Nussbaum’s intelligence of emotions on, 1356
 social and emotional skills, 1481
 in values-based leadership and inclusive organizational practices, 2039–2040
 empathy, 1212, 1483
empirical analytic perspective, C86.S8
 empirical clarity, 234
 empirical data, 554–555, 628
 empirical evolution, in research, 1660–1661
 empirical findings, 587–589, 1680
 empirical research, 636
 empirical studies, 263–264, 634–635, 637, 763–767
 empirical typologies, 1727
 empiricism, 1675, 1928–1929
 employees, 1745, 1996
 employer practices, 1694
 empowerment, 898, 967
 empowerment and personal dignity, **1138–1139**
 enabling school structure (ESS), **577–590**
 enabling structure, 579–580
 encouragement, 502–507
 endogenous peer effects, 1276–1278, 1283, 1286, 1288–1290
 Engeström, R., 408
 Engeström, Y., 408
 engineering. *See* science, technology, engineering, and mathematics
 England. *See also* United Kingdom
 aesthetics of leadership in, 1698–1699
 communities in, 280
 governance in, 1721
 history of, 1697–1698, 1700–1701
 policy in, 1700
 school choice in, 1635
 school governance in, 1620–1622
 school leadership development in, **1697–1716**
 schools in, 246
 SLPP in, 1371
 teachers in, 279
 English, F. W., 80–81, 87–88, 1156, 1335
 English as an Additional Language/Dialect (EALD), 545–547
 English-language learners (ELL), 2043–2044
Latino/a heritage in, C128.P121
 enrollment, of students, 1833–1835

enthusiasm, 1651–1652
 entitlement, 133–134
 entitlements, 395, 1192
 entrepreneurial approaches, C18.S6
 entry to headship, 776
 environmental education, 1480–1484. *See also* Land education
 in Brazil, **591–604**
 for citizens, 161
 garden-based education compared to, 691–692, 700–702
 “Guide for Continuous Education and Training of Environmental Educators,” 613–614
 PIEA, 607
 social resilience and, 160–161
 sustenance for, 609–610
 teacher training, **605–619**
 What is Environmental Education, 597–598
 environmental education decolonization from southern thinking, **301–314**, C22.S8 nn.1–12. *See also* Ángel-Maya, Carlos Augusto
 America’s “discovery” in, 301–302
 bodies-Earth in, 302–306, 312, C22.S8 n.4
 CAP system in, 313–314, C22.S8 nn.11–12
 colonization and, 302
 death related to, 311
 Eurocentricity in, 311
 first movement in, 302–306
 Hölderlin and, 301
 indigenous peoples and, 311–312
 key of, 312–314
 “other-inhabiting” in, 303, C22.S8 n.5
 other-the-otherness in, 301–302, C22.S8 n.1
 revolutions since 1500 in, 302
 second movement in, 306–309
 south-south in, 302, C22.S8 n.3
 specialization in, 312–313
 third movement in, 309–312
 transitional design in, 313–314
 “Environmental Education in Special Issues of Brazilian Education Journals,” 601
 environmental ethics, 1475–1476. *See also* questioning nature and environmental ethics in schools
 “Environmental Fragility of Culture” (“Fragilidad Ambiental de la Cultura”) (Ángel-Maya), 308–309
 environmentalism, 424
 environmental responsibility, 1808–1809
 EPEA. *See* Conference for Research in Environmental Education
 epistemology
 epistemological assumptions, 1923
 in globalization, 1981

positivism and, 179
 self-correcting, 1935–1936
 social, 189–191
 Theory Movement and, 187–188
 Eppinga, J., 979, 982, 984
 EPSCoR. *See* Experimental Program to Stimulate Competitive Research
 Epstein, Joyce, 649–656, 650*t*, 652*t*
 EQF. *See* European Qualifications Framework Levels
 Equal Suffrage Club, 808, 811
 equity. *See also* gender equity and inequity
 actors and, 106–108
 challenges to, **103–118**
 contested space and, 103–106
 context for, 108–114
 in digital divide, **1756–1763**
 global order and, 116–117
 inclusion and, 1689–1690
 inequity, 1682–1683, 1758–1759
 resistance and, 117
 systematic, 1758
 in TLT, 1973–1977
 ERA. *See* Education Reform Act
 Erdos, Paul, 1803
 Erikson, Erik, 1905
 ESAA. *See* Emergency School Aid Act
 ESAs. *See* education savings accounts
 ESEA. *See* Elementary and Secondary Education Act
 Esman, M. J., 732–733
 Esposito, M. C., 2042
 ESS. *See* enabling school structure
 ESSA. *See* Every Student Succeeds Act
 essential identity, 207
 established leadership, 776
 Estler, S., 400–402, 405–406
 Etheridge, C. P., 1429
 ethical behavior, inclusion, social justice intersectionality, 2048
 ethical climate, 634–635
 ethical culture (EC), **273–285**
 ethical decision-making, **620–637**
 ethical dilemmas resolution, 2040
 ethic of tolerance, 736–737
 ethics, 659. *See also* questioning nature and environmental ethics in schools
 of AR, 33–34
 behavior and, 181, 623
 in coaching, 168
 of educational managers, 569–570
 Hunt-Vitell theory of, 623–624
 of industry, 635

- international aspects of, 273
- in moral dimensions of leadership, 1155, 1157
- in research methodology, 1543–1544
- SJ ethics, 402–403
- in TLT, 1980
- Ethiopia, 1667
- ethnic identities, 391, 393
- ethnocentrism, 208
- ethnography, **1546–1547**
- ethnomathematics, 55
- ETs. *See* emerging technologies
- etymology, 122–124
- Etzioni, Amitai, 1323–1324
- Europe
 - school choice in, 1634–1636
 - SLPP, 1370–1375
 - U.S. compared to, 1632, 1636, 1723–1724
- European Commission, 996
- European Foundation for Management Development (EFMD), 1003
- European Qualifications Framework Levels (EQF), 1385
- European Union (EU)
 - adult education in, 1385–1386
 - globalization for, 486–487
 - on Greek educational sector administrative efficiency and e-government, 67–68, 76
 - policy in, 570
- Europe SLPP, 1370–1375
- Eurostat, 1385–1386
- Euwema, M., 1019–1020
- evaluations
 - accountability in, 1883
 - criterion evaluation, 1891
 - data for, 1881
 - for learning, 1880–1881
 - for professional development, 1883
 - of programs, 1751
 - research on, 1884
 - strategies for, 1884
 - of students, 1882, 1890–1891
 - teacher evaluation, **1880–1892**
 - by teachers, 558–559
- Evans-Andris, M., 1073
- Evers, C., 2039–2040
- Every Student Succeeds Act (ESSA), 672–673, 822
 - accountability in, 1598
 - in educational leadership development for community partnerships, 351, 354–355
 - in Indigenous education and leadership challenges, 835
 - NCLB and, 288
- evidence
 - data and, 1575–1576
 - of effectiveness, 1889
- exams, 2007–2010
- ex cathedra teaching, 1750–1751
- exclusion, 555–557
- executive coaching, 166–169
- exile, political, 592–593
- exogenous peer effects, 1276–1278, 1287*t*, 1289–1290
- expectations, C116.S15, 1840**
- experience
 - aesthetic, 1385
 - with cultural proficiency, 295–297
 - development through, 1745
 - learning from, 155–156, 160
 - of learning theory, 1809–1811
 - in schools, 1660
 - for teachers, 239, 617
- experiential learning theory (ELT), 1806, 1809–1816
- experiential somaesthetics, 87
- Experimental Program to Stimulate Competitive Research (EPSCoR), 1794
- expertise, 1578–1579, 1747
- experts, 234, 1323–1324
- explicit knowledge, 189
- The Extended Mind* (Clark/Chalmers), 1935
- externally facilitated networks, 1726
- external spaces, **1515–1516**
- external threats, 1838
- extrinsic motivation, 525–526
- “Eye on Education” panel, 1778
- Facebook, 1767–1768, 1774–1775, 1777–1778.
 - See also* social media
- face-to-face and e-mentoring, 1104*t*, 1107–1108
- facilitating, **1911–1921**
- factor loadings, 586*t*
- faculty, 165, 1995–2000, 2002
- failed change initiatives, 476
- failure preoccupation, C72.S9**
- failure rates, 471–472
- Faircloth, S. C., 322
- Falk, R., 735–736
- Fallan, John, 1251
- families, 351–352, 357
 - in Germany, 1636
 - knowledge about, 647–648
 - school choice for, 1634
 - for students, 1760
- family communication, 644, 660–661
- Family Educational Rights and Privacy Act (FERPA), 2045–2046

family engagement. *See also* educational leadership

- academic failure and, 645–646
- challenges in, 652*t*
- communication about, 647–648, 650*t*, 652*t*, 654*t*
- community and, 647–648, 650*t*, 652*t*, 654*t*
- decision-making in, 650*t*, 652*t*, 654*t*
- educational leadership and, **643–662**
- expectations about, 647–648
- family benefits from, 647–648, 650*t*
- family culture in, 645, 647–648
- first teachers in, 643–644, 646–647
- frameworks of, 648–656
- Head Start in, 644–645
- higher test scores in, 643
- home learning and, 650*t*, 652*t*, 654*t*
- integration of, 661–662
- involvement compared to, 644–645
- knowledge about families in, 647–648
- lack of knowledge in, 647–648
- levels of, 647
- multidimensionality in, 645
- parental passivity in, 647–648
- parenting in, 645–646, 650*t*, 652*t*, 654*t*
- practices of, 649–656
- redefinitions of, 649–656, 652*t*
- research on, 647–648, 662
- results of, 649–656
- school benefits from, 647–648
- school-building features and, 645–646
- student benefits from, 647–648
- students in, 646–647
- suggestions for, 645–646
- teachers and administrators in, 646
- time and, 647–648
- volunteers and, 650*t*, 652*t*, 654*t*

Fan, X., 648–649

Fanon, Frantz, 1349, 1356

FAO. *See* Food and Agriculture Organization

Farmers Alliance, 740

fascism, 132–133

fatalism, 264–265

Fayol, Henri, 401

Fayol principles, 754–755, 762

FCPA. *See* feminist critical policy analysis

federal funding, 108–109

federal government structure, 329

Federal Institute of Education, science and Technology of the Rio Grande de Sul (IFRS), 1806, 1812–1815

federal intrusion, 1833

Federal Ministry of Education (Nigeria), 1662

Federation of Governing Bodies of South African Schools (FEDSAS), 1624–1625

feedback

- development through, 1745
- in education, 172
- positive, 1216–1217
- quality, 1889–1890
- sounding boards, 173
- from stakeholders, 1841–1842

feelings, in Earth education, 422

Feiman-Nemser, S., 1072, 1561, 1565–1566

Feldman, D., 1210–1211, 1436

fellowships, 1789

Felsher, R., 1566

female school leadership, 502–503

feminine caring perspective, C86.S13

femininity, 218

feminism, 397, 1527, 1542

feminist critical policy analysis (FCPA), C84.S21

feminist frameworks for U.S., **665–681**

- accountability in, 675
- American Enterprise Institute and, 674
- black feminism and womanism in, 666–668, 667*t*, 677, 679*t*
- Broad Foundation in, 673
- challenge conclusions in, 678–681, 679*t*
- collaboration in, 671–673
- competition and, 676
- Conceptual guide on, 670, 670*f*
- critical feminist theory in, 670
- cultural feminism in, 667*t*, 668, 677, 679*t*
- embedding as thinking awry in, 673–675
- ESSA in, 672–673
- failure related to, 673–674
- funding in, 675
- holistic approach in, 676–677
- hostile environment in, 666
- insight recovery in, 675–678
- intersectionalities in, 666–668, 676–677
- ISLLC in, 673
- leaders' guide to school structures examination in, 679*t*
- leadership licensure standards in, 674
- learning from looking awry in, 666–670, 667*t*, 670*f*
- liberal feminism in, 667*t*, 668, 677, 679*t*
- managerialism in, 670–673, 675
- masculinization and, 670–671
- minority in, 678
- national leadership standards and, 672
- neoliberal philosophies in, 674–675
- new managerialism critique in, 670–673
- parity in, C47.PS9**
- policies-in-practices in, 670

- post-colonial/de-colonial feminism in, 667*t*, 668, 677, 679*t*
- post-modern and post-structural feminism in, 667*t*, 668–669, 677–678, 679*t*
- power and, 670, 676
- power and dominance arenas in, 670
- principals in, 671, 674, 676, C47.P59**
- problem identification in, 673–675
- questions for, 675–676
- radical feminism in, 667*t*, 669, 678, 679*t*
- reality in, 676–677
- Regimes of Truth in, 666, 671–672, 678
- Republicans and, 675
- RTT in, 672–673
- school structures in, 679*t*
- sexism in, 666
- sexuality in, 676
- Socialist/Marxist feminism in, 667*t*, 669, 678, 679*t*
- thinking awry in, 666
- Vignette on, 671–672
- what needs fixing in, 666
- feminist poststructuralism, 1341–1342
- Fenwick, 857
- FERPA. *See* Family Educational Rights and Privacy Act
- Ferrell, O. C., C44.S10**
- Fessler, R., 1061
- Fetter, R., 1208–1209
- Fidler, B., 1543
- Fiedler, F. E., 989*t*. *See also* Least-Preferred Coworker Scale
- Fiedler's contingency theory, 230–231, 233–234
- field dependent teachers, 622
- Fielding, M., 325
- 50+20 vision, 1006–1007, 1006*f*
- Figueras, A., 1510
- findings, empirical, 587–589
- Fink, D., 359–360, 376, 849
- Finland, 1371, 1586–1588, 1615, 1616*f*, 1800
- Finnish Lessons* (Sahlberg), 1800
- First Class* (Patterson, M. J.), 809
- Fischer, John, 941
- Fisher, D., 2042
- Fisher, P. A., 2046
- Fishman, Joshua, 1042
- Fisk, R. P. P., 40
- Fitzgerald, C., 1214
- Fitzgerald, Francis Scott, 949
- Fitzgerald, T., 1548
- Flannery, Richard, 1450
- Fletcher, M. L. M., 1327
- Fletcher, P. D., 67
- flexibility, 533
- flexible networks, 768
- Flickr, 1767, 1774. *See also* social media
- flipped classrooms, 1799–1800
- Flood, L. D., 721
- Flores, Stella, 1327
- Florida, 823–825, 829–830
- Flynn, M., 408
- focus groups, 170–172, 1548
- folk wisdom, 247–248
- Follett, M. P., 373, 383, 401, 403–404, 1520, 1524, 1969
- followers, 1199–1201
- follower-task structure, 232
- of leadership, 131–132, 132*t*
- maturity of, 239
- Food and Agriculture Organization (FAO), 2060
- food insecurity, 689–690
- forecasting, 238–239
- forest conservation, 2061–2062
- formal control, 762
- formal education, 616, 1631
- formalization, 578–579, 582, C41.S7–C41.S8, 582*t***
- formal leaders, 297–298
- formal mentoring, 1104–1105, 1104*t*
- formal organizations, 578
- formal support, 1996–1997
- formal training, 1745
- formative classroom assessment, 1882–1883, 1882*t*, 1890–1891
- Formisano, R. P., 940
- Forrest, J., 1439, 1440*f*
- Forsyth, P. B., 1365–1366
- Foskett, N., 1543
- Foster, J. C., 1077
- foster care, 2045–2047, 2049–2050
- adaptive patterns and, 2045
- FERPA and, 2045–2046
- maltreatment related to, 2046–2047
- neglect related to, 2046
- school changes in, 2045–2046
- socioeconomics and, 2046–2047
- statistics on, 2045–2046
- vulnerability related to, 2045
- Fostering Connections to Success and Increasing Adoptions Act (2008), 2045–2046
- Foucault, M., 406–407, 540, 601–602, 1298
- Foull, S. M., 2046
- four frames model, 262
- four-step ethical decision making model, 621–622, 635–636
- Fraedrich, J., C44.S10**
- “Fragilidad Ambiental de la Cultura” (“Environmental Fragility of Culture”) (Ángel-Maya), 308–309

France, 1371, 1634–1636
 Frankena, W. K., 924
 Frankenberg, E., 938–939, 941–942
 Fraser, N., 924–925, 1311–1312
 freedom, 1631
 Freedom Schools, 1351–1352
 Freeman, Alan, 1327–1328
 Freire, Ana Maria Araújo, 595–596, 601
 Freire, Paulo, 289, 812, 1353–1354
 developing countries for, 491–492
 influence of, **591–604**
 TLT for, 1970
 Frels, R. K., 1565
 French, John, 1323–1324
 Freud, Sigmund, 789, 1465
 Frey, N., 2042
Friedman, Milton, 823, 1002, 1047–1048, C68.P44 n.4, 1252
 Capitalism and Freedom of, 817, 1252
 on government, 1637–1638
 for school vouchers, 1639
 Friend, M., 7
 friendship, 502–507
 Fritz, S. M., 1324
 Froebel, Friedrich, 688
 Fromm, Erich, 1349
 front-line personnel, 1135
 Frost, D., 371–372
 Frost, P., 848
Fukuyama, Francis, C120.S8
 Fulcher, G., 12, 14
 Fullan, M., 904, 1063, 1511–1512
 cross-school professional learning community development for, 364, 366–368
 leading through conflict with credibility for, 966–967, 974–975, 982, 985–986
 moral dimensions of leadership for, 1156–1157, 1161, 1166–1168
 Fuller, Frances, 899
 functional approaches, 248, 251
 functionalism, 249–250
 functional positivism, 248
 functional universal, 1949–1950
 funding, 354–355, 1238
 federal, 108–109
 in feminist frameworks for U.S., 675
 for gender equity and inequity, 2044
 marketization and educational institutions and, 1045, 1051–1054
 from NCLB, 570–571
 in organizational trust in schools, 1238

 for school desegregation leadership, 940–942
 for schools, 574–575
 Furman, G., 324, 404–405, 930

 Gadwa, A., 1294
 Gaea (Earth), 923–924
 Gaia Hypothesis, 1477–1478
 Galdames, S., 1432–1433
 Gallegos, M., 1069
 Gallimore, R., 363, 1109–1110
 Gannon, S., 1342
 GAP. *See* Global Action Plan
garbage can decision-making, 1318, C84.P46 n.1
 Garcia, J., 886
 garden-based education, 685–702
 academic outcomes from, 695–696
 accountability of, 686–687, 691, 700–701
 Anthropocene related to, 686–687, 700–701
 awakening senses in, 694–695
 childhood obesity and, 689–690
 climate change and, 689–690
 Comenius on, 687–688
 community-based participatory research in, 698
 “complexify” in, 699–700
 convergence with, 692
 co-production of knowledge in, 698–702
 cultivating a sense of place in, 692
 culturally responsive pedagogy in, 700–701
 curricula on, 686, 691–695
 curriculum plurality and diversity, C47.S4
 demographics in, 696–697
 Dewey in, 687
 discovering rhythm and scale in, 693–694
 dropouts and, 690
 ecological theory on, 695
 embracing practical experience in, 694–695
 environmental education compared to, 691–692, 700–702
 food insecurity and, 689–690
 fostering curiosity and wonder in, 692–693
 Froebel on, 688
 GIS in, 697
 guidelines/protocols for, 697
 historical and philosophical context on, 687–691
 indigenous populations and, 686–687, 700–701
 interdisciplinary interest in, 686–687, 699
 interest resurgence on, 686
 kairotic time in, 693–694
 marginalization of, 698
 Montessori on, 688
 multicultural voices in, 700–701
 1990s resurgence of, 690–691

- No Child Left Inside* coalition, 690
 novelty in, 700
 nurturing interconnectedness in, 694–695
 nutrition-education as, 695
 outcomes of, 695
 partnerships for, 691–692
 pedagogical theories on, 692–695, 693*t*
 pedagogical viability of, 687
 permaculture in, 686
 practices-embedded research in, 698–701
 problematization of, 699
 professional development in, 699
 in progressive education era, 687
 rationale for, 685–686
 relational thinking and, 699–700
 research future directions, 696–701
 research on, 695–696
 Rousseau on, 687–688
 science in, 689
 scientific learning from, 696
 sedentary lifestyle and, 690
 Self-Determination Theory motivational model and, 690
 technology in, 689
 variety of, 691
 vegetable consumption related to, 695–696
 Victory Gardens in, 688–689
 Wilson on, 688–689
 World War I and, 688–689
- Gardiner, W. L., 1160, 1168
 Gardner, H. E., 904–905, 1797
 Gardner, H. W., 1193–1194
 Gardner, John, 353
 Gardner, W. L., 947
 Garduno, J. M. G., 713, 715
 Gareis, C. R., 1164
 Garfield-Dorel, T., 2044
 Garnet, Sarah J. Smith Tompkins, 807–808, 810
 Garrison, D. R., 1176–1177, 1179
 Garrison, Jim, 2019–2020
 Garrison, William Lloyd, 127–128, 128*t*
 Garza, E., Jr., 925
 Garza, R. L., 1069–1070
 Gastil, J., 321
 gatekeepers, 550–551
 Gates, Bill, 828–829
 Gaudelli, W., 734
 Gaventa, J., 29
 gay straight alliances (GSAs), 1690
 GDP. *See* Gross National Product
 GED. *See* General Educational Development
 Gee, James, Paul, 1303
 Geertz, C., 731, 887
- Gehlbach, H., 344
 gender, 666
 in educational leadership research design quantitative methodologies, 341–342
 in ME, 451–453
 mentoring epistemologies beyond Western modalities related to, 1105
 OCB and, 1216
 race and, 1327
 roles, 502–503
 sexual identity and, C107.S9
 gender equity and inequity, 2044–2045, 2049
 community youth clubs for, 2044
 delinquency and, 2044–2045
 funding for, 2044
 for males, 2044
 school to prison pipeline in, 2044–2045
 General Allotment Act (Dawes Act) (1887), 880–881, 1040
 General Conference on Weights and Measures, 187–188
 General Educational Development (GED), 355
 general management, 85
 genetics, 229, 510–511
 Gentzel, Thomas, 1837–1838
 geographic information system (GIS), 697
The Geography of Human Life (Makiguchi), 2017–2018
Geopoetics, 303, C22.S8 n.5
 Gerardo, Maria, 1327
 GERM. *See* Global Education Reform Movement
 Germaine, Sophia, 1795–1796
 Germany
 Brazil and, 108
 families in, 1636
 school governance in, 1586
 schooling perspectives in, 1585–1586
 schools in, 504–505
 teachers in, 1585–1586
 Getzels, J. W., 865–866, 1522
 Ghaffar, A., 974, 979, 984
 Ghoshal, S., 1001–1002
 Gibb, Cecil, 372–374
 Gibb, Nick, 1716
 Gibson, S., 5
 Gibson, T., 1234–1235
 Gilbert, B., 1137
 Giles, D. L., 1529–1532
 Gill, T., 696
 GINI Index, 814, 820
 Girtz, S., 979, 982, 984
 GIS. *See* geographic information system
 Given, K., 1071–1072
 Gladwell, M., 393
 Glatthorn, A. A., 896

Glazerman, S., 1563
 Glenn, M., 362, 365
 Glickman, C. D., 896
 Global Action Plan (GAP), 2061
 global actors, 113
 global context, 152–155
 Global Education Reform Movement (GERM), 108, 111, 115–116
 global innovation index, 484–485
 globalization, 1416–1417, 1480
 accountability in, 1582–1588
 of beliefs, 222
 challenges in, 570–573, 605–607, 1646
 discourses, 1720–1721
 of education, 447–448, 616–619, 1788–1789
 of efficiency, 1586
 ELWB in, 499–502
 epistemology in, 1981
 for EU, 486–487
 global citizenship, 506–507
 global leadership, 264
 HE in, 1798
 Hofstede Cultural Orientation Model in, 263–264
 of ICT, 491
 of information, 262
 of knowledge-based societies, 485–488
 leadership in, 567
 for ME, 453
 of neoliberalization, 1611–1612
 networking in, 498
 organizational culture in, 573–574
 phenomenon of, 1718
 polarization in, 606
 policy borrowing in, 472–473
 policy in, 607
 of PPIs, 795
 reform from, 455–456
 of school choice, 1632
 skills for, 568–569
 sustainability in, 1658–1659
 teacher evaluation in, 1887–1889
 TLT in, 1978–1979
 training in, 612
 transformational leadership in, 1956–1959
 trends in, 477–479
 Global Leadership and Organizational Behavior Effectiveness (GLOBE), 264
 globally minded leaders (GMLs), 731–746
 active tolerance of, 736
 adaptability of, 736–737
 American Pilgrims as, 730–731
 Buddhahood of, 735

change and reconstruction for, 738–739
 CIES and, 742–743
 citizenship in, 734–736
 comparative dimension of, 734
 competition and, 733, 739
 concentric circles of, 734–735
 “conspicuous distribution” of, 735–736
 cooperation and, 739
 creation of, 740–746
 decolonization of, 730
 democracy of, 738–740
 development of, 746
 educational relevance of, 740–741
 EGC and, 741–743
 empathy of, 744
 equal opportunity and, 738
 ethic of tolerance of, 736–737
 fallacy of impartiality of, 736
 globalism of, 735
 globalization above and below, 739–740
 globalization of, 731–732, 743–744
 Global North and Global South of, 744–746
 Greek Cynics, 734–735
 identification and, 734
 information technology and, 732–733
 interdisciplinary education and, 743
 interpretation of, 731–738
 lived reality of, 735–736
 “movement culture” of, 740
 national self-determination and, 731–732
 nation-state context of, 732–733
 NGOs and, 733
 “one thought” of, 729–730
 organization of, 739–740
 positionality of, 737–738
 relationships and, 733
 self-knowledge of, 737–738, 743–744
 skills for, 734
 “soft power” of, 740
 sovereignty and, 731–733, 738–739
 standard of living, 745
 supranational organizations and, 738–739
 theory of, 730
 tolerance and impartiality of, 736–738
 transcendence of, 743
 treaties and, 731–732
 UCLG and, 739
 UNCTD and, 744–745
 Universal Declaration of Human Rights and, 739, 744–745
 world citizenship and, 734–735
 World Trade Organization and, 732–733
 WTO and, 732–733, 737

- Globally Responsible Leadership Initiative (GRLI), 1003
- Global North and Global South, 744–746
- Global Objectives, 616
- global order discourses, 116–117
- Global South, 117
- global transnational organizations, 499–502, 501f
- GLOBE. *See* Global Leadership and Organizational Behavior Effectiveness
- GMLs. *See* globally minded leaders
- goals
- choice, 197f
 - of faculty, 165
 - goal statements, 568
 - of graduate courses, 611–612
 - for groups, 196
 - in HE, 174–175
 - hope for, 795–796
 - ideals, 556
 - for OECD, 111
 - of organizations, 760
 - for schools, 533
 - Sustainable Development Goals, 616
- Goddard, R., 4–5, 7
- Goddard, Y. L., 4–5
- Godoy, Ana, 601–602
- Godshalk, V. M., 1076
- GOFAL, 184, 186–187
- Goh, J. W. P., 1958
- Goksoy, S., 969–971
- Gold, J., 378
- golden ratio, C17.S19**
- Goldrick, L., 1076
- Goldring, E., 1432
- Gomes, J. F., 1000–1001
- González Guajardo, Claudio X., 115
- Goodall, H. L., 407–408
- good leader compared to SJ leader, 928–929, 929t
- Goodwin, A. L., 1069–1070
- Goodwin, B., 966
- GoogleSchool, 1774
- Gordo, A., 1509–1510
- Gordon, S. P., 896–897
- Gore, Al, 1477
- Gore, J. M., 1429–1430, 1435–1436
- Gorski, P., 397
- Gough, S., 1474
- Gould, Stephen, 1318–1319, 1482, 1797
- Gouldner, A. W., 579
- governance. *See also* school governance
- alternative arrangements for, 1607
 - of education, **1610–1626**
 - in England, 1721
 - for organizations, 1842
 - politics of, 1595
 - school board, 1598–1606, **1610–1626**
 - self-governance, 1689
 - standards for, 1746
- government
- accountability for, C32.S9**
 - in Canada, 1686–1688
 - in China, 436–437
 - education and, 780
 - federal intrusion, 1833
 - Friedman on, 1637–1638
 - governmental environment, 625
 - of Greece, 1742
 - of Japan, 2010–2012
 - local, 434
 - provincial, 444–445, 1686
 - regional, C32.S13**
 - school choice for, 1632–1633
 - society and, 1615–1616
 - support from, 1741
- Government Accountability Office, U.S., 837–838
- Gowlett, C., 1335
- Graber, K. C., 1435–1436, 1435f
- Grace, S., 99
- graduate courses, 585–587, 611–612
- graduate employment, 1610
- graduation rates, 805, 1259
- Graeff, C., 989t
- Graham, L. J., 92–93, 93f
- Gramsci, Antonio Francesco, 601, 1325–1326
- Grande, S., 877–878, 881
- Gratton, L., 324
- Gravestock, P., 99
- Gray, C., 1509–1510
- Gray, Thomas, 1796
- Gray, Virginia, 1319
- Greaney, T., 365–366
- Great Britain, 1606
- Greece
- adult education in, 1386
 - government of, 1742
 - military in, 755–771
 - museum and archaeological sites preservation in, 1385–1386
 - professional development in, C110.S–C110.S22**
 - research from, 1741–1742, 1745–1749
 - school choice in, 1635–1636
 - school heads in, 1745–1749
 - TFG, 1395–1396, C89.S10 n.1**
 - training in, 1742–1743

Greek Civil Servants' Confederation (ADEDY), 1395
 Greek Cynics, 734–735
 Greek educational sector administrative efficiency and
 e-government, **65–78**
 addresses required in, 70
 administrative services in, 65–66
 analysis of, 72–76
 Australia compared to, 73
 basic questions in, 69
 conclusions on, 76–78
 data analysis on, 68
 digital signatures in, 71, 74–75
 documents and work digital flow management system
 in, 74–75
 economics in, 67, 71–73, 75–76
 in education, 65–66, 69–70, 72–73
 educators' access in, 69
 efficiency in, 69–72, 74, 77
 employee annual leave application in, 71–72
 employee annual leave application questions in, 71–72
 EU on, 67–68, 76
 examples of, 69–72
 human resources saved in, 71–72
 ICT in, 65
 information management in, 67
 information systems compatibility in, 73–74
 internet services and transactions system provision in,
 75–76
 introduction on, 65–68
 knowledge economy in, 66
 methodology objective in, 68
 methodology of, 68–69
 organizational employee transactions in, 75
 parents' access in, 69
 parents' briefing on children's grades in, 69–70
 parents' briefing on children's grades questions in, 69
 public administration in, 66
 public organizations' announcement process in, 70
 public organizations' announcement reception in, 70
 public organizations' employee transfers questions in,
 70
 public organizations' employee transfers via
 announcement in, 70–71
 public policy for, 67
 security in, 66–67, 76–77
 subsystems in, 74–76
 system development in, 76
 time-saving in, 69–72, 74, 77
 tools availability in, 70
 transparency related to, 65
 typology and modeling in, 74–75
 Greek mythology, 309, 313–314, 923–924

**Greek primary school teacher union participation,
 1394–1408, C89.S10 n.1. See also Teachers'
 Federation of Greece**
 active participation in, 1401–1406, 1403*t*
 ADEDY in, 1395
 advantages in, 1398
 collegiality in, 1394–1395, 1407–1408
 commitment to, 1400*t*, 1401, 1402*t*, 1407–1408
 competition in, 1395
 curriculum in, 1395
dedication to union in, C89.S3
 demographics in, 1399, 1400*t*, 1408
 direct communication in, 1403*t*, 1406
 disadvantages in, 1398
 introduction on, 1394–1397
 local level initiatives in, 1408
 methodology in, 1399–1400
 perceived usefulness in, 1399, 1406
 pilot survey on, 1399
 previous research on, 1398
 pride in, 1398–1399, 1402*t*, 1406
 questionnaires on, 1399–1405, 1400*t*, 1402*t*, 1403*t*
 recommendations on, 1407–1408
 results on, 1400–1405, 1400*t*, 1402*t*
 social ideology related to, 1406–1407
 strikes in, 1395, 1403*t*, 1406
 trust in, 1401, 1402*t*, 1403*t*, 1406–1407
 unions and teaching staff interaction in, 1397–1399
 unions movement objectives in, 1397
 Greek staffing reforms in primary and secondary
 education, **1487–1504**
 academic criteria in, 1495, 1499–1501
 Act 4589/2019 recent reform on teaching staff
 recruitment in, 1498–1503
 actual educational experience in, 1496, 1500–1501
 allegiance in, 1490
 ASEP on, 1491, 1494–1496, 1498
 for athletics, 1490, 1500
 basic reform according to Act 3848/2010,
 1494–1498
 candidates lists finalization of, 1494
 certification program in, 1494
 complaints on, 1496, 1501
 conclusions on, 1502–1504
 economic recession related to, 1488
 educational experience in, 1500
 electronic records in, 1497–1498
 equality related to, 1488–1489, 1492–1493
 Final Teacher Classification Lists in, 1496–1497
 formal qualifications in, 1494–1495
 free academics in, 1489, 1492
 Greek Constitution related to, 1488–1491

- Hellenic Council of State case law on meritocracy in, 1491–1494
- ICT knowledge in, 1495–1496, 1500–1501
- introduction and aims in, 1487–1488
- Invalidity Court in, 1492–1493
- language skills in, 1495, 1500–1501
- legislative power in, 1493–1494
- mentors in, 1497
- meritocracy in Hellenic Council of State case law in, 1491–1494, 1502–1503
- minor children in, 1496, 1500
- newly appointed teachers in, 1497, 1502
- Ombudsman in, 1491
- Parliament staff in, 1490–1491
- pedagogical and didactic competence in, 1499
- permanency in, 1490, 1502–1503
- permanent disabilities in, 1496
- PhD in, 1496
- priorities in, 1498
- private employment agreements in, 1490–1491
- Public Administration in, 1491
- public official in, 1492–1493
- science and technology in, 1490
- sector and specialty ranking in, 1499
- selection procedures in, 1491
- selection system in, 1487–1488, 1490
- social criteria in, 1496, 1500–1501
- special education in, 1490
- state responsibility in, 1492–1493
- supplement teachers in, 1497
- teachers in, 1490
- teaching personnel and principal of meritocracy in
 Greek Constitution, 1488–1491
- temporary substitute teachers in, 1497, 1502
- university degrees in, 1494–1496, 1499
- university level in, 1489, 1492
- written competitions in, 1494–1496, 1498, 1502–1503
- Green, S. G., 1435
- Greene, Maxine, 80–81, 1468
- Greener, Richard T., 810–811
- Greenfield, T. B., 866, 1521–1522, 1526
- Greenfield, W., 1428–1429, 1431–1432, 1441, 2038–2039
- Greenwood, D. J., 29
- Greer, J. L., 1157–1158
- Gresham, L. G., C44.S10**
- Grosso, D. W., 1432
- Griffin, A. E., 1435
- Griffin, C. C., 1072
- GRLI. *See* Globally Responsible Leadership Initiative
- Grogan, M., 2039
- Grolnick, W. S., 648–649
- Gronn, P., 533, 1438–1439, 1521
- optimism, pessimism, realism in educational leadership for, 1193, 1195, 1199
 DL for, 371–374, 377, 379, 383–384
- Gross, S., 322, 2040–2041
- Gross National Product (GDP), 1322–1323
- Grounauer, M., 899
- groups
- affective leader-group relations, 231–232
- collaboration in, 196
- focus, 170–172, 1548
- goals for, 196
- group-based self-management intervention, 794–795
- group orientation, 264–265
- interest, 1601–1602
- local, 159
- special interest, C116.S13**
- special teaching, 560–561
- study, 1789, 1802
- trust in, 196
- Grow, G., 2026
- GROW model, 167
- growth measurement, C119.F2f, 1887, 1886–1887**
- Grundy, S., 44
- GSA. *See* gay straight alliances
- Guattari, Félix, 598, 601–602, 1180
- Guba, E. G., 1522
- Guermeur Law, 1634–1635
- guided autonomy, 1580
- “Guide for Continuous Education and Training of Environmental Educators,” 613–614
- Guiding Principles of Cultural Proficiency, 288, 291–294, 294t
- Guinier, Lani, 1327–1328
- Gulson, K., 1532–1533
- Gunter, H., 377, 380–381, 384, 1531–1532, 1538–1539, 1543
- Gupta, A., 695
- Gupta, R., 1213–1214
- Gurr, D.
- principal leadership global research for, 706–708, 707t, 711–712, 719–721
- SLPP for, 1378
- Gut, D. M., 1078–1079
- Gutierrez, R., 877
- Haasnoot, M., 408–409
- Habermas, J., 406–407
- habitus and fallout, 1305–1306
- Hacia una Sociedad Ambiental* (Towards an Environmental Society) (Ángel-Maya), 304–305

Hackmann, D. G., 403
 Haddad, W., 72–73
 Hafner, M. M., 1364
 Hallinger, P., 2, 720–721, 855–856, 896–897, 947, 1378
 Halpin, A. W., 181
 Hamilton, L. S., 12–13, 21
 Hamimah, A. N., 15
 Hammer, D., 346
 Hammersley-Fletcher, L., 364–365, 405
 Hampden-Turner, C., 852–853
Handbook of Research on Educational Administration
 (Estler), 401
 Handford, V., 979, 984, 1164
 Handy, C., 845–846
 Hanrahan, K., 1555
 Hansen, D., 739
 Hanson, S., 1080–1081
 happeningness, 541
 Harber, C., 37–38
 Hargreaves, A., 366–367, 376, 949, 1063, 1419
 Hargreaves, D., 368, 848
 HARKing, 340
 harmony, 529–530, 533–534, 1677–1678
 Harris, A., 377–378, 944, 949, 1150, 1478–1479
 Harris, Mary (Mother Jones), 128–129, 128t
 Harris, S. B., 1071
 Harrison, J., 1560
 Harro, B., 395
 Hart, A. W., 1431–1432, 1437
 Harter, N., 989t
 Hartley, D., 380–381
 Harvard University, 1786–1789
 Harvey, D., 117–118, 816
 Harvey, M., 379–380
 Hase, S., 1180
 Haskell Indian Nations University, 836
 Hatch, M. J., 1223
 Hatcher, R., 367
 Hawaii, 1604
 Hawaiians, 1109–1110
 Al-Hawamdeh, S., 66
 Hawley, W. D., 938
 Hayden, M., 51
 Hayek, Frederick, 815, 817
 Hay Group, 375–376
 Haywood, George Washington, 809
 Hazi, H. M., 893–894
 HBCUs. *See* Historically Black Colleges and Universities
 HE. *See* higher education
 He, Y., 1069
 Head, B. W., 408–409
 headships, 1703–1705

Head Start, 644–645
 head teachers, 247, 1701, 1703–1705
 health, 1474
 care, 1036, C67.S4
 healthy diets, 1036–1039
 mental, C107.S11
 OHI, 2–3
 physical, 795, 797–799
 problems, 820
 healthy school climates, 1643–1651
 HEE. *See* home economics and ecology
 hegemony, 1757, 1949
 Heidegger, M., 302, 305–306, 308–309, C22.S8 n.5, 923
 Heifetz, R., 971–974
 HEIs. *See* higher education institutions
 Held, D., C49.P, 731–732
Hello Professor (Walker), 803–804
 Helsinki Group, 1477
 Helstad, K., 1526
 Henderson, A., 660–661
 Henderson, D., 840
 Hendricks, C., 33
 Henning, J. E., 1078–1079
 Herbart, Johann F., 2018
 Her Majesty's Inspectorate (HMI), 774
 Hernon, P., 67
 heroic leadership, 267
 Herr, K., 23, 359–360
 Hersey, Paul, 234–237, 989t
 Hersey-Blanchard situational leadership theory,
 230–231, 234–237
 Hess, Diana, 1316
 Hess, Rick, 1325
 heterogeneity, 207
 Heydenberk, R., 984
 Heydenberk, W., 984
 Heywood, C. V., 2046
 Hibberts, M. F., 1541
 Hickey, M., 33
 Hickman, Larry, 2019
 Hicks, M., 1187–1188
 Hiebert, J., 363
 hierarchies
 in administration, 583
 of authority, 578
 centralization in, 580–581
 hierarchical models of leadership, C108.S8
 hierarchical accountability, 1585
 hierarchical approaches, C18.S5, 753–756
 hierarchical organizational structure, 753–771
 hierarchical pyramids, 761–763
 hierarchy of needs, 506

- hierarchy principal, 1718
 organizational hierarchical pyramids, 761–763
 in politics, 106
 strict, 770
 for teachers, 581
 vertical, 754–755
- higher education (HE), 371–372, 904
 African Americans in, 1801–1802
 career guides in, 173
 in China, 440
 coaching plans in, 172–173, 173*f*
 coaching roles in, 165–167, 174–175
 coaching units in, 172
 concerns in, 170–171
 consultations in, 170–173
 economics of, 1791–1794
 educational innovation in, **484–494**
 environmental education in, 610–611
 executive coaching in, 168–169
 in globalization, 1798
 goals in, 174–175
 HR in, 174
 ICT in, 489
 innovation in, 485
 KPIs in, 171–172, 174
 in leadership and teacher education in Oman,
 904–905
 leadership in, 211–212
 for Makiguchi, 2018–2019
 outcomes in, 172–173
 science in, 171–172
 STEM in, 1791–1794
 success in, 175
 support in, 167
 surveys in, **C12.S11**
 sustainable development integration in, **1819–1829**
 trust in, 171–172
 workshops in, 171
- higher education institutions (HEIs)
 autonomy for, 434, 442–444
 in China, 431–432
 for CPC, 433
 for MOE, 433, 440–441, 441*f*
 in OCB, 1207, 1211, 1213
 teachers in, 432–433
- high expectations, 267
 highly centralized systems, 238
 highly reliable organizations (HROs), 1133–1135, 1137,
 1139–1140
 high modernism, 103–104
 high-needs schools, 718–721
 high-relationship/low-task behavior, 235
 high schools, 585–587, 586*t*, 1679–1680
 high-task/high-relationship behavior, 235
 high-task/low-relationship behavior, 235
 Hightower, D., 39–40
 Hildegard of Bingen, 124
 Hillier, M., 1183–1184
 Hind, P., 992–993
 Hindu traditions, 1348–1349
 Hippocratic Oath, 1461–1462
 Hispanics, 838, 1101–1102, 1111
**Historically Black Colleges and Universities (HBCUs),
 807, C53.P41 n.5**
- history
 of administration, **773–786**
 of aesthetics of leadership, **C6.S3**
 of China, 430–431
 of compulsory schooling, 541–542
 of digital revolution, 1787
 of DL, 372–375
 of Earth education, 419–421, 426–427
 of education, 467–471
 of educational change, 472–473
 of educational leadership, 211–213, 429–434
 of educational leadership theories, 1924–1934
 of ELWB, 496–499
 of England, 1697–1698, 1700–1701
 of environmental education, 591–595, 598–599,
 607–609
 etymology and, 122–124
 of ideas, 244
 Jesus Christ in, 123
 of knowledge, 248
 of NCSL, 776–781
 of privatizing American public education, 1252–1256
 of professional standards, 1449–1452, 1453*t*
 of public education, 551–552
 of school boards, 1593
 of school governance, 1611–1613
 of schools, 774–776
 of socialism, 431–432
 supervision, 894–895
 of sustainable development, 1819–1821
 of teacher evaluation, 1884–1885
 of TLT, 1968
 of transformational leadership, 1941, 1959
 of transformative leadership, 1968–1971
- Hitch, C., 83–84
 Hitler, Adolf, 127, 128*t*, 133
 Hittie, M., 92
 HKDSE. *See* Hong Kong Diploma of Secondary
 Education
 HMI. *See* Her Majesty's Inspectorate

Hodes, C. L., 1077
 Hodge, E. M., 938–941
 Hodgkinson, C., 2038–2039
 Hofstede, Geert, 263–264, 529, 845, 850–853,
 1950–1956. *See also* power distance
 Hofstede Cultural Orientation Model, 217–219,
 221–222, 263–264
 Hofstetter, K. A., 1071
 Hölderlin, F., 301, 308–309
 holistic approaches, 473
 holistic frameworks, 458–461
 holistic relationships, 264–265
 Hollabaugh, J. R., 1071–1072, 1074–1075
 Hollerith, Herman, 1787
 Holmberg, B., 1177–1179
 Holt, John, 1351–1352
 Holter, I. M., 44
 Holton, E. F., III, 2030
 Holubec, E. J., 1217
 home economics and ecology (HEE), C115.S4–C115.S12
 homeschooling, 1636
 homophily, 1276, 1283–1285, 1290
 Honduras, 819, 829
 honesty, C79.S7
 Hong, H., 53
 Hong Kong, 793–794, 1370
 Hong Kong Diploma of Secondary Education (HKDSE),
 14–15
 Hooks, B., 365
 Hope as Empowerment, 793
 hope interventions, 788–799
 Hord, S. M., 38–39
 Horgan, J., 80–81
 horizontal comparison, 209–210
 Horsford, S. D., 939
 Hosking, D. M., 372–373
 House, J. I., 989t, 1005
 housing, 1326–1327
 Howell, W. G., 1605
 Hoy, A. W., 710
 Hoy, Wayne, 402, 847, 1139, 1522. *See also* enabling
 school structure
 academic optimism for, 1–3, 5–9
 open systems model of, 262–263
 politics, power, and social hegemony for, 1321,
 1323–1324
 Hoyle, E., 844, 846, 850
 HR. *See* human resources
 HROs. *See* highly reliable organizations
 Huaorani (Huaodani/Waodani/Waorani),
 882–883
 hub and nodes model, 1725–1726

hub and spoke model, 1726
 Huber, S. G., 1375–1376
 Huberman, A. M., 899
 Hughes, T., 966, 986, 1166, 1505, 1508, 1511–1512
 Huizinga, R. L., 1105, 1107
 Hull, R., 1459
 human capital development, 567–568
 human capital metaphor, 485–486, C68.P44 n.2
 human capital qualifications, C34.S2
 human capital theory, 1045, C68.P44 nn.1–2
 human change, 167
 human interactions, 1731
 humanistic approaches, 518
 humanistic attitude, 617
 humanistic research, 248–249
 human observation, 1929
 Human Relations Movement, 1522
 human relations supervision, 894
 human resources (HR), 174
 human universals theory, 506
 Hungary, 279–280
 Hunt, S. D., 623–624
 Hunt, S. L., 1430–1431, 1436
 hunters, 884
 Hunt-Vitell theory of ethics, 623–624
 Hurd, Paul DeHart, 1788–1789
 Hurricane Irma, 828
 Hurricane Karl, 155–156
 Hurricane Katrina, 828
 hybridization, of leadership, 1733–1734
 hypotheses, for studies, 1823–1824
 Hyun-Seung, K., 1561
 I-A-A learning model. *See* Inform-Assimilate-Apply
 learning model
I and Thou (Aquiles von Zuben), 599–600
 Iannaccone, Laurence, 1119, 1319
 IBM, 1786
 IBRD. *See* International Bank for Reconstruction and
 Development
 Icarus, 309, 314
 ICF. *See* International Coach Federation
 ICT. *See* information communication technology
 ICY. *See* Institute for Colored Youth
 IDEA. *See* Individual with Disabilities Act
 idealism, 615, 633–634
 ideals, 556
 ideal types, for organizations, 760–761
 ideas, history of, 244
 IDEIA. *See* *Individuals with Disabilities Education
 Improvement Act*
 identification, of mentors, C12.S16

- identity, 1109
 beliefs and, 196
 diagnoses and, 553–554
 essential, 207
 “Indigenous identity,” 1101
 organizational culture related to, 1233–1234
sexual, C107.S9
 social identity theory, 1647–1648
- ideology, of inclusion, 562
- IEE. *See* Institute for Earth Education
- IFRS. *See* Federal Institute of Education, science and Technology of the Rio Grande de Sul
- Ige, E. A., 1077
- “I Have a Dream” (King, M. L., Jr.), 398–399
- Ikeda, Daisaku, 1352, C86.S12**
- Illich, Ivan, 1352
- imagination, 1610
- Imagined Communities* (Anderson), 1310–1311
- IMF. *See* International Monetary Fund
- Imperative Responsibility* (Jonas), 1477
- Imperial College (China), 430
- impersonal orientation, 579
- implications, methodological, 206–207
- improvement, 1581–1582, 1653
- in-class life, 142–143
- inclusion
 equity and, 1689–1690
 interviews about, 555
 philosophy of, 1689
 policy for, 555–557
 resources for, 1689–1690
 in schools, 556–557
 in TLT, 1976–1977
 UNESCO related to, 93–94, 99
inclusive curriculum, C32.S20
 inclusive educational leadership emerging framework,
90–99
 accountability in, 90
 compartmentalization in, 92–93, 93f
 conclusion of, 99
 critical consciousness in, 96–97
 critical reflection in, 96
 culture in, 94–95
 definitions in, 90–92, 94–98, 94f
 dignity in, 98–99
 discourse of inclusion in, 92–94, 93f
 emerging framework in, 94–98, 94f
 integrated classrooms in, 92
 introduction to, 90–92
 learning for, 95–96
 multiple perspective taking in, 97
 NELP on, 91, 95–96
 place in, 94–95
 place makers in, 95, 99
 practices in, 96–98
 preparation in, 95–97
 PSEL in, 91
 research on, 91
 schooling strategies and, 91–92
 SPED in, 90–92
 staff relationships in, 97–98
 transformation in, 98
 UNESCO and, 93–94, 99
 “inclusive” practices operationalization, 2036,
 2042–2043
- IND. *See* indulgence *versus* restraint
- independent state schools, 1701
- indexes, 218
- India, 506–507, 1807–1808
- Indian Elementary and Secondary School Assistance Act (Indian Education Act) (1972), 834–835
- Indian Self-Determination and Education Assistance Act (Public Law 93-638), 835
- indigenous education, 1688–1689
Indigenous education and leadership challenges, 832–841, C55.S17 nn.1–11. See also Land education
 academic achievement discrepancies in, 838
Alaska Natives in, 832–833, 833–834, C55.S8
BIE in, 835–836, C55.S17 n.4
 BIE schools in, 837–839
 current state of, 837
 curriculum indigenous portrayal in, 839
 Department of the Interior and, 833, 837–838
 discipline in, 838–839
 dropout/pushout rates in, 838
educators in, 835–837, C55.S17 n.4
 ESSA in, 835
 federal legislation on, 834–835
 federal recognition in, 833
 identification in, 833
 impact on school leaders in, 838–839
 Indian Education Act of 1972, 834–835
 Indigenous educators and leaders lack in, 839
 issues and challenges in, 837
 LEAs in, 835
 Native culture in, 837
Native Youth Report on, 840–841
 Obama on, 840
 Office of Inspector General in, 838
 responsibility for, 833–834
 socioeconomics in, 837, 839
 special education in, 839
 states in, 836

Indigenous education and leadership challenges

(continued)

teacher qualification in, 839

terms related to, 832–833, C55.S17 n.1

tribal education departments in, 836

tribes and, 833

U.S. Census and, 833

indigenous knowledge base, 1377–1378

Indigenous languages extinction, 1038, 1041–1042

indigenous people of Panama and western Colombia
(*Tule-Kuna*), 302Indigenous people of the land (*tangata whenua*), 883

indigenous peoples, 311–312

indigenous populations, 686–687, 700–701

indirect control, 1597–1598

individual culture, 220, C16.S16, 534–535individualism *versus* collectivism (IVC), 218, 263–264

individuals, 260–261, 528–529

Individuals with Disabilities Education Improvement Act
(IDEIA) (2004), 2042

Individual with Disabilities Act (IDEA), 93

Indonesia action research as CPD, 41*t*, 47–49, 57–58

induction and mentoring early career teachers (ECTs),

1554–1569

accountability in, 1563–1564

benefits and impacts of, 1563

challenges related to, 1555–1556

common planning time in, 1564

communication lack in, 1565

conclusions on, 1567–1569, 1567*f*

context of, 1555–1556

core tasks in, 1561

ECT support duties and responsibilities in, 1558–1561

importance of, 1555–1556

individual factors in, 1556–1557

induction programs in, 1557–1558, 1561, 1563, 1565

international impact of, 1556–1557

introduction to, 1554–1555

leadership commitment to, 1565–1567

literature reviews on, 1555

mentoring in, 1558–1561

orientation events in, 1562

peer observation in, 1560

personal needs support in, 1564

relational reciprocity in, 1564

resources and supplies in, 1562, 1565

retention, induction, mentoring in, 1557–1558

rural schools in, 1566

school administrators' expectations in, 1566, 1568

school administrator's role in, 1558, 1563–1567

school administrator's specialized training in, 1568

special education in, 1562

structural supports in, 1561, 1568

subject departments in, 1559

support lack in, 1564–1565, 1568

support provision in, 1563–1564, 1567*f*

support types, patterns, formats in, 1561–1563

teacher socialization in, 1556

teacher turnover and attrition related to, 1555–1557

vulnerability in, 1556

workload issues in, 1562

indulgence *versus* restraint (IND), 218

industry, 635, 1742

INEE. *See* Instituto Nacional para la Evaluación de la
Educación

inequality, 114, 160, 556

inequity, 1682–1683, 1758–1759

influence, 132, C116.S13informal mentoring, 1104–1105, 1104*t*

informal support, 1996–1997

Inform-Assimilate-Apply (I-A-A) learning model,
421–422

information

from accountability, 1578*t*

behavior with, 610

globalization of, 262

from ICF, 168

Internet for, 496

from SDT, 535–536

sharing of, 499

on social media, 1768, 1777

for teachers, 145

technology, 732–733

on Twitter, 1778

information communication technology (ICT), 65, 484,
1398

for administration, 1771–1774

for change, 485–486

globalization of, 491

in HE, 489

limitations in, 492–493

for principals, 1692–1693

in schools, 492

for social media, 1767–1769

utilization of, 493

informed consent, 1543–1544

infrastructure, 157

Ingle, W. K., 1320

Ingram, 938–939

initiating structure, 1924–1925

inner nature, 1479

innovation, **484–494**, 779–780, 1646, 1802–1803,
2005–2007**innovation diffusion, C84.S6**

innovative pedagogies, 488

in-school life, 140–141

- inside-out approach, 290–291
 Inskeep, S., 821–822
 inspection, of schools, 1622, 1633, 2010–2012
 inspiration, 1757, 1901
 Instagram, 1768. *See also* social media
Institute for Colored Youth (ICY), 807–808, 811, C53.P41 n.4
 Institute for Earth Education (IEE), 421. *See also* Earth education
 definitions by, 421
 development goals for, 423
 educational pillars for, 426–427
 Institute of American Indian Arts, 836
 institutionalism, 1575–1576
 institutionalization, 125–126
 institutionalized education, 1577–1582
institutional power, 137–138, C10.S10
 institutional review board (IRB), 33–34
 institutional systems, 567–568
 institutions, 107*t*, 174–175, 213, 237, 550–553, 1585, 1770
Instituto Nacional para la Evaluación de la Educación (INEE), C8.P40
 instructional leadership, 259–260, 511, 1679
 instructional learning technology, 916
 instructional pedagogy, 1676–1677
 instructions, 259, 560–561, 754
 instrumental views, 1730
instruments, in studies, C115.S5
 integrated networks, 1726
 integrationist ethical decision-making model, 622–623
 integrative approach, 152–153
 integrity, 1988–1989
 intelligence, 183–184, 1356, 1796–1798, 1890
 intensity, 625–626, 635–636
 interactions, 561–562, 1731
 interdependence, 754, 768–769
 interdisciplinary education, 1800–1801
 Interdisciplinary Project I, 1812–1814, 1812*f*
 Interdisciplinary Project II, 1813–1814, 1813*f*
 interest groups, 1601–1602
 intergenerational trauma, 1688–1689
 Intergovernmental Panel on Climate Change (IPCC), 150–153
 internal (or intragovernmental) determinants, 1319
 Internal Revenue Service (IRS), 1260–1261
international aid, C32.S12
 international aspects of ethics, 273
 International Bank for Reconstruction and Development (IBRD), 1045
 International Coach Federation (ICF), 166–168
 International Decade on Water for Sustainable Development 2018–2028, 2060
 international economic competitiveness, 571
 International Monetary Fund (IMF), 205, 1045
 International Program of Environmental Education (PIEA), 607
 International School Leadership Development (ISLDN), 707–708, 707*t*, 718–724, 722*f*
 International Society for Technology Education (ISTE), 1779, 1915
International Studies in Educational Administration, Volume 35, 709–710
 International Study of the Preparation of Principals (ISPP), 707–708, 707*t*, 1378
 International Successful School Principalship Project (ISSPP)
 contextual leadership for, 213
 culture for, 267–269
 data for, 275
 principal leadership global research for, 706–709, 707*t*, 711–712, 711*f*, 724–725
 research by, 221
 studies from, 213, 222
 international technology, 485
 Internet, 496, 1798
 interpersonal or individual OCBs (OCBIs), 1209
interpretive design, C30.S17
Interpretive Design and the Dance of Experience (Van Matre), 426
 interpretivism, 1541
 interpretivism and qualitative research, 1541
 interrelatedness, 289–291, 290*t*, 292*t*
 Interstate Commerce Commission, 819
 Interstate School Leadership Licensure Consortium (ISLLC)
 feminist frameworks for, 673
 professional standards for, 1447–1454, 1453*t*
 SLPP and, 1366
 interventions, 612, 617, **788–799**
 interviews, 1547
 analysis of, 554
 about inclusion, 555
 interviewer roles in, 952
 for leadership, 1748
 in leadership and managerial accountability in Italy, 945, 949, 952–958, 952*t*
 in principal leadership global research, 713
 intrinsic motivation, 525–526
 intrusion, 1833
 Inuit Land, 884
 involvement
 community, 280
 family engagement compared to, 644–645
 parental, 279
 IPCC. *See* Intergovernmental Panel on Climate Change

IRB. *See* institutional review board

Irby, B. J., 1070

Irby, D., 98

Ireland, 280, 1372, 1635

Irigaray, Luce, 1341

Irish potato famine, 1037

IRS. *See* Internal Revenue Service

Islam, 45–46, 57

ISLDN. *See* International School Leadership Development

ISLLC. *See* Interstate School Leadership Licensure Consortium

Ismael and the Salvation of the Earth (Quinn), 618

Isocrates, 1503–1504

isomorphism, 1582–1583, 1588

ISPP. *See* International Study of the Preparation of Principals

ISSPP. *See* International Successful School Principalship Project

issue-contingent factors, of decision-making, 635–636

issue-contingent model of ethical decision-making, 625–631

ISTE. *See* International Society for Technology Education

Italy. *See also specific topics*

- collaborative learning in, 278
- homeschooling in, 1636
- school choice in, 1632, 1634–1635
- U.S. compared to, 1638

Item Test Specification Table (ITST), 15

Ito, Takao, 2011, 2018

ITST. *See* Item Test Specification Table

IVC. *See* individualism *versus* collectivism

Iza, D. F. V., 1431

Jabbar, H., 1317

Jackson, S. T., 1005

Jacobs, J. M., 1431

Jacobson, S., 267–269

Jago, A. G., 402

Jamaica, 1887

James, C., 1432–1433

James, Ian, 1342–1343

James, T., 1230

James, William, 180

Jang, Y. S., 1224

Japan

- children in, 2011, 2013
- for China, 430
- communities in, 280
- democracy in, 2015–2016
- economics in, 1788

- government of, 2010–2012
- Makiguchi for, **2005–2022**
- parents in, 279
- schools in, 506–507
- SLPP in, 1370

Japanese Association for the Study of Educational Administration (JASEA), 2012–2013

JCM. *See* job characteristics model

Jean-Marie, G., 402–403

Jefferson, Thomas, 821, 1788–1789

Jensen, M. C., 716

Jernigan, T., 1063

Jesus Christ, 123, 125, 1348–1349

Jewell, Sally, 834

Jewish scholars, 1348

Jim Crow era, 392–393, 935

Joan of Arc, 123–124

job characteristics, 516

job characteristics model (JCM), 1208–1209.

- See also* organizational citizenship behavior

job satisfaction

- antecedents of, 515–516
- educational leadership and, **509–519**
- outcomes of, 516–517
- research on, 514–515
- studies on, 514–515, 517–518, 1947–1948
- for teachers, 515–516

Johannesburg Conference, 1819–1820

John, S., 367

John Paul II (pope), 414

Johns, S., 711–712

Johnson, A. G., 395

Johnson, B. L., 1137

Johnson, D., 1217

Johnson, G., 848

Johnson, P. A., 1321

Johnson, R., 1217

Johnson, R. B., 1541

Johnson, W. B., 1101, 1108

Jon, K., 1230

Jonas, Hans, 1477

Jones, B. K., 1071

Jones, Brian, 1318–1319

Jones, M., 1225–1226, 1228, 1428

Jones, Thomas, 625–631

Journal of Educational Administration, Volume 43, 709–710

Journal of Educational Administration, Volume 46, 713

Journal of School Choice, 1632

Journey of Hope, 793

Joyce, James, 1194

Judaism, 816

- judgment, 621
 judiciary issues, 1264
Jullien, Francois, 307, C22.S8 n.9
 Jung, Carl, 165–166
 Jurich, S., 72–73
 Justice, B., 1510
 juxtaposition, 206–207
- Kabat-Zinn, J., 1131, 1144–1145
 Kafele, B. K., 1144
 Kahrs, J., 1072
 kairoitic time, 693–694
 Kajs, L. T., 1072
 Kakabadse, A. P., 373
 kakistocracy, 819
 Kallick, B., 2026
 Kamehameha Early Education Project (KEEP),
 1109–1110
 Kant, Immanuel, 313
 Kapadia, K., 1563–1564
 Karen, C., 14
 Katz, L. G., 1061
 Katzman, John, 827
 Kaupapa Māori, 883
 Keane, J., 319
 Kearsley, G., 1176–1177
 Keating, Paul, 128*t*, 130–131
Keegan, Desmond, 1176–1177, C75.P96 n.1
 KEEP. *See* Kamehameha Early Education Project
 Keiser, D. R., 1074–1075, 1079
 Keliher, Alice, 1351
 Kellerman, Barbara, 133
 Kelley, P., 1077
 Kemis, S., 23, 43*t*
 Kemp, J. E., 1181–1182
 Kendall, D., 1434*f*
 Kennedy, A., 39–40, 844, 848–850, 1672
 Kennedy, John F., 128*t*, 131
 Kennedy, Randall, 1327–1328
 Kensler, L. A. W., 325
 Kent, P., 845
 Kenya, 714*t*, 1368
 Kenyon, C., 1180
 Keosada, N., 49–50
 Kerr, N. L., 340
 Kevin Spink, Peter, 600–601
 key performance indicators (KPIs), 171–172, 174
Key Work of School Boards (NSBA), 1599–1600, 1603
 Khalifa, M. A., 1111
 Khmer Rouge regime (1975–1979), 46
 Kia Eke Panuku, 1979
 Kilgore, K. L., 1072
- Kim, H. K., 2046
 Kimes, M., 818
 Kimmmerer, R. W., 880
 Kindall, H. D., 1069–1070
 King, A., 1183
 King, F., 720–721
 King, Martin Luther, Jr., 128*t*, 397–399, 737–738, 1348
 Kingdon, John, 1318
 Kirby, M. M., 9
 Kirby-Smith, A., 1075
 Klein, N., 828
 Klein, P., 1564
 Klein, S., 87, 1071
 Klinker, J. F., 403
 Kluth, P., 2042–2043
 Knapp, C., 1293
 Knight, R. T., 1078–1079
 knowledge. *See also specific topics*
 academic content, 145
 assessment of, 1890
 barriers, 250
 economy, 1788
 explicit, 189
 gaps, 1822–1823
 history of, 248
 for Leithwood, 1947
 measurement of, 507
 power, 1580
 promotion of, 160
 routines and, 142–143
 self-knowledge, 737–738
 skills and, 1815
 from studies, 1820–1821
 tacit, 189
 for teachers, 1790
 of teaching methodologies, 164
 theory and, 188–189
 TPACK, 1912–1915
 transfer, 1718–1719
 trust of, 1992
 types of, 1792
 willingness and, 291
knowledge-based economies, C34.S2
 knowledge-based societies, 485–488
 Knowles, M., 899, 1179, 2026, 2030
 Knox, H., 25
 Knudsen, C., 864–865
 Ko, S., 1176
 Kohlberg, Lawrence, 621–622, 1158
 Kohls, J., 403
 Kohlstedt, S. G., 687–689
 Kono, C. D., 1566

Korea, 276, 1797
 Kottkamp, R. B., 2–3
 Kouzes, J., 86, 979, 989*t*, 1980
 Kozleski, E., 92
 Kozłowski, S. W. J., 1435
 Kozma, R. B., 1184
 KPIs. *See* key performance indicators
 Krajceberg, Frans, 594
 Kram, K. E., 1109
 Kramer, M. R., 991
 Kreider, H., 648–649
 Kristeva, Julia, 1341
 Kruger, M. L., 804
 Kruse, S. D., 1137
 Kuala Lumpur, 219–220
 Kubienski, S. T., 341
 Kuhn, T., 868
 Kumar, Y., 1213–1214
 Kunlasomboona, N., 54
Kurikulum Bersepadu Sekolah Rendah, 1888
 Kurz, N., 8–9
 Kusch, Rodolfo, [C22.S8 n.5](#)
 Kuwait, 1959
 Kwakkel, J. H., 408–409
 Kyle, D. W., 1073

labor

academic labor markets, 1054–1055
 child, 129
 division of, 578, 1675–1676
 emotional, 1121
 organized, 1601
 Laboratory School, 2018
 Lacey, C., 1429–1430, 1436
 Lackney, J. A., 87
 Ladson-Billings, Gloria, 1327–1328
 Lagana, J., 1118
 LaGuardia, D., 1235
 Laible, J., 1506–1509, 1513
 Laker, D. R., 1428
 Lakowski, G., 2039–2040
 Lampert, Eddie, 818
 land education, 875–889, [C58.P54 n.1](#)
 on Arctic, 884
 case studies related to, 875–876, 882–885
 colonization and, 877–878, 881, 883–885
 conclusion on, 889
 construct of place in, 875
 contextualization of, 887, [C58.P54 n.1](#)
 “cultivating heart” in, 885–886
 “damage-centered” and, 879
 “decolonization of mind” in, 886

on East Africa, 883–884
 on Ecuadorian Amazon, 882–883
 facelessness related to, 876–877
 gratitude in, 877, 879–880
 Hawaiian, 878–879
 hope related to, 877–878
 Huaorani Land as, 882–883
 implications of, 885–887
 Inuit Land in, 884
 land-as pedagogy in, 879–882, 885–888
 land-based education in, 876, 878–879
 language in, 877–878, 887–888
 Maasai Land as, 883–884
 Māori Land as, 883
 natural resources and, 881–882
 on New Zealand, 883
 place-based education in, 876–878
 relationships in, 877–878, 880, 882, 884, 886–888
 repatriation/*rematriation* as, 879, 888–889
 research related to, 881–882
 “risks” in, 885–886
 self-reflection in, 885
 SJ in, 885–887
 sovereignty in, 880–881, 887–889
 sweetgrass in, 880
 as teacher, 878–879
 terms in, 877
 where not what in, 875–876, 887–889
 Langelotto, G. A., 695
 Langer, Ellen
 empowerment and personal dignity for, 1128–1129,
 1131–1133, 1136
 mindfulness matters in leadership for, 1144–1149,
 1151–1152
 Langley, A., 370–371, 948–949
 language
 ACTFL on, 908–909, 916
 for children, 1798
 in cultural and cross-cultural analysis, 847–848
 diversity of, 1688
 EALD for, 545–547
 of Earth, [C22.S8 n.6](#)
 ELL, [C128.P121, 2043–2044](#)
 empty, 1462
 Indigenous, 1038, 1041–1042
 in Land education, 877–878, 887–888
 in mentoring across teacher career stages, 1068–1069
 in mindfulness matters in leadership, 1148–1149,
 1152–1153
 polarization in, 1302–1303
 skills, 1495, 1500–1501
 symbolism and, 85

- “language games,” 1338–1339
Lant, P., 1297
Lao PDR action research as CPD, 49–50, C4.S8
LAP. *See* leadership-as-practice
Lara-Alecio, R., 1070
large-scale change, 474–475
LaRocque, L., 1159–1160
Last Child in the Woods (Louv), 690
Lather, P., 1342
latifundismo, 106
Latin America, 1322–1323
Latin America SLPP, 1372–1374
Latino students, 935–936
Latinx students, 1802
Laurian, S., 1214
law
 in China, C31.S8
 Compulsory Education Law, 434
 education, 1160, 1169–1170
 Poor Law Amendment Act, 1635
 regulation and, 280–281
Lawler, J., 378
Lawlor, H., 1438–1439
Lawrence, J. T., 996
Lawson, T., 1560
LBDQ. *See* *Leader Behavior Description Questionnaire*
Le, T. A. P., 55–56
Leader Behavior Description Questionnaire (LBDQ), 1924, 1928–1929
leader-member exchange (LMX), 513, 1897, 1906–1907
leaders, 525, 524–525, 555–557, C110.S–C110.S22, 1771–1774, 2007–2013
leadership. *See also specific topics*
 academic performance from, 1652
 achievement, 589, 1740–1741
 approaches to, 127
 in Australia, 130–131
 Bass on, 1948–1949
 behavior and, 215–216, 768
 charismatic, **121–136**, 229
 in China, **428–447**
 communication in, 1772
 concepts of, 121–122, 1677, 1708, 1924–1930, 1935–1937
 contextual, **211–222**
 culturally proficient, **287–299**
 definitions of, 227–229, 257–258
 development, 230–231, 778–779
 dilemma, 1015 (*See also* managing leadership dilemmas)
 dimensions of, 258
 discipline of, 1709
 distributed models of, C108.S8
 in education, 567–573
 ELWB, **496–508**
 emotion and, 191–192
 followers of, 131–132, 132*f*
 formal leaders, 297–298
 genetics and, 229
 global, 264
 in globalization, 567
 GLOBE, 264
 in HE, 211–212
 heroic, 267
 Hersey-Blanchard situational leadership theory, 230–231, 234–237
 hierarchical models of, C108.S8
 hierarchical organizational structure and, **753–771**
 hybridization of, 1733–1734
 impact, 1950–1956
 individual culture and, 220
 influence in, 132
 instructional, 259–260
 interviews for, 1748
 leader-centrism, 133
 leader-position power, 232
 Leadership Development Framework, 776–777
 legitimate power and, 125
 as lifestyle, 513–514, 517–518
 LPC Scale for, 232–233
 management and, 228, 258–259
 maturity and, 240
 models of, 215, 784–785
 NCSL, 774
 networked, 1733
 new, 1923–1924, 1926–1927
 new science of, 1934–1935
 nonformal leaders, 297–298
 normative theories for, 1983
 participative, 513
 participatory, 456, 759
 Path-Goal leadership, 230
 in phenomenology, 1948–1949
 phenomenon of, 133–134
 politics in, 1841–1844
 power in, 127, 128*t*, 1711–1712
 practices, 220–222, 535, 1993
 preparation, 1702–1706
 from principals, 213, 1898
 as process, 512–513, 517
 in public education, 554–555
 questions for, 288–290, 298
 reach with, 778–779
 as relationship, 512–513

leadership (*continued*)
 in religion, 125–126
 as role, 511–512
 rules for, 758–759, C123.S11
 school, 257–270
 in school networks, 1732–1735
 in schools, 237, 1899
 sharing, 1732–1733
 shearing, 1732
 SJ, 298–299, 1973, 1974*f*, 1756–1763
 skills, 229
 social epistemology and, 189–191
 stability, 1837–1838
 for success, 230, 1734
 sustainable, 1841–1844
 sustainable superintendent, 1832–1845
 systematic conditions of, 1709–1710
 tasks for, 759–760, 1990–1991
 teacher, 201, 510–511, 1902
 theory, 229–237
 TLT, 1966–1988
 as trait, 510–511
 transformational, 131–134, 259–260
 trends in, 514
 in United Kingdom, 1705
 variables in, 764*t*
 Vroom, Yetton, and Jago decision-making model
 of, 230
 Western, 575
 willingness in, 233–235

leadership and managerial accountability in Italy,
 944–962
 accountability management in, 955, 957*t*
 administrative authorities in, 947–948
 balance and, 944–945
 cluster analysis of, 955–958, 958*t*, 959*f*, 961
 colonization in, 945, 948–949, 959, 959*f*, 961–962
 control gaps in, 946–947
 correlations in, 954*t*
 data analysis of, 954–955
 data collection tools on, 952–958, 952*t*
 decoupling in, 948–949, 959*f*, 960
 discussion of, 958–961
 DL in, 950–952
 eigenvalues in, 955, 956*t*
 enrichment in, 945
 extraction sums of squared loadings in, 956*t*
 extracurriculars in, 946
 extrinsic incentives in, 946–947
 gender, training, and experience in, 947
 holistic approach in, 948–949
 innovation stimulation in, 947

instructional leadership in, 955, 957*t*
 internal consistency in, 954, 954*t*
 internal correlations in, 954–955, 954*t*
 interviewer roles in, 952
 interviews in, 945, 949, 952–958, 952*t*
 leadership profiles in, 959*f*, 960–961
 limitations in, C63.S9
 Matrix of Rotated Components in, 957*t*
 networking in, 954*t*
 NPM in, 944
 opposites in, 945
 PCA in, 954–955
 performance targets in, 946, 962
 personal traits in, 947
 principals' context in, 946–948
 principals' practices in, 947, 950–952, 951*t*
 principals' processes in, 950, 951*t*
 principals' service length in, 958*t*, 960–961
 Professional Capital Development in, 950–952
 research design in, 948–952
 research method in, 949–950
 rotation in, 955, 957*t*
 rotation sums of squared loadings in, 956*t*
 school location and, 959–960, 959*f*
 school size and, 948
 shortcuts in, 946–947
 SPSS in, 955, 956*t*, 957*t*
 strategic direction in, 954*t*, 955, 954*t*
 subjectivity related to, 953, 953*t*
 systemic leaders in, 959*f*, 960–961
 teacher turnover in, 958*t*
 third cluster in, 958, 959*f*
 training courses minutes in, 958*t*
 two-components from second principal component
 on, 957*t*
 two-component solution on, 955, 956*t*, 957*t*
 uplifting leadership in, 949
 variance in, 955, 956*t*, 957*t*

leadership and supervision, 892–900
 adult learning honor in, 898–899
 adult learning principles in, 899
 application process beginning in, 896
 approaches to, 893
 attrition related to, 900
 authority and autocracy in, 894
 camaraderie in, 897–898
 career concerns in, 899
 clinical supervision in, 895–896
 co-creation in, 898
 coherence across dimensions in, 898
 collaboration in, 897, 900
 College Board decision approval in, 895–896

- communication to SQU leadership in, 896
- convincing second line of leaders in, 895
- cultures of trust and risk taking in, 898
- custodial approaches to, 893
- deficit approaches in, 896
- developmental supervision in, C59.S6**
- Dewey on, 894
- differentiated supervision in, C59.S7**
- disconnection in, 898
- effective principals in, 897
- efficiency in, 894
- eight-phase process in, 895–896
- empowerment in, 898
- humanistic approaches to, 893
- human relations supervision in, 894
- instructional leadership in, 896–897
- lobbying leaders in, 895
- long-term learning structures in, 899
- metaphors about, 893
- organizational needs in, 894–895
- propositions for, 900
- purposes, aims, intents in, 895
- sharing and consulting all in, 895
- supervision history in, 894–895
- supervisory leadership in, 896–899
- supervisory leadership propositions in, 897–899
- team building in, 897, 900
- tension related to, 893–894, 896
- trust in, 898
- leadership and sustainability linking, **988–1008**
 - authentic leadership in, **990t**
 - Ben and Jerry's in, 997
 - bibliometric research review in, 1000–1001
 - business schools and teaching-learning initiatives in, 1003–1008
 - co-evolution of, 995–999, 995f
 - collaboratory in, 1007
 - contingency or interactionist school in, **989t**
 - corporate responsibility in, 991–992
 - CSR in, 995–999
 - economic factors in, 1000
 - economic responsibility in, 997–998, 998f
 - EFMD in, 1003
 - environmental responsibility in, 997–998, 998f
 - ethical leadership in, **990t**
 - external factors in, 1000
 - 50+20 vision in, 1006–1007, 1006f
 - framework for business schools in, 1001–1003
 - globalization and macro-level forces, 993t
 - global leadership in, **990t**
 - great man or trait school in, **989t**
 - greed and, 1002
 - GRI in, 1003
 - internal factors in, 999–1000
 - key questions and research agenda in, 993, 993t
 - leadership definitions in, 988–989, 991–992
 - leadership theories in, 989–992, 989t, 990t
 - managerial factors in, 999
 - market factors in, 1000
 - measurement and assessment, 993t
 - moral responsibility in, 1001–1002
 - NGOs in, 1006
 - operational factors in, 1000
 - PRME in, 1003–1004, 1004f
 - reform for, 1001–1003
 - relational intelligence in, 993–995
 - responsible leadership attributes in, 992–993
 - responsible leadership dimensions in, 991, 992t
 - responsible leadership in, **990t**
 - responsible leadership processes and outcomes, 993t
 - SDGs in, 995–996, 995f, 1007
 - servant leadership in, **990t**
 - shared leadership in, **990t**
 - situational or context school in, **989t**
 - social responsibility in, 997–998, 998f
 - stakeholder expectations in, 1000
 - stakeholder priorities, 993t
 - TBL in, 995–999, 998f
 - themes in, 1000–1001
 - training and development, 993t
 - transactional or transformational school in, **989t**
 - transformational leadership in, **990t**
 - UNGC in, 999–1000, 1003–1004
 - WBCSD in, 995–996, 1005, 1007
 - WBSCSB in, 1004
- leadership and teacher education in Oman, **904–921**
 - AASC in, 913, 915
 - academic programs framework in, 913
 - academics and research in, 905–906
 - accountability in, 904
 - accreditation in, 904–905, 910
 - accreditation process beginning in, 909–910
 - ACTFL, 908–909, 916
 - affirmative action in, 905–906
 - anecdotal reflection on, 905
 - assets in, 920
 - basic education system and, 907
 - CAEP in, 904, 910, 916, 919–921
 - capacity building in, C60.S23**
 - challenges to, 905–906
 - collaboration, collegiality, support in, 915
 - collective vision in, 913
 - communication and decision making opportunities in, 914

leadership and teacher education in Oman (*continued*)
 communication in, 909, 914–916
 competencies, styles, and enablers in, 911–916
 competencies success in, 912–916
 conclusion in, 920–921
 consultancy in, C60.S25
 context of, C60.S8
 culture of work and activities for, 919
 department/institution interests promotion in, 916
 DL in, C60.S21
 drivers in, 909
 enablers in, 918–919
 faculty and staff in, 920
 fairness, fidelity, integrity in, 914
 finances for, 917, 919
 gender and, 907–908
 HE in, 904–905
 high-quality teachers in, 904
 imperative for change in, 909–910
 inclusivity related to, 905–906
 individualized considerations in, 917
 institution position in, 910
 international standards of, 910–911, 915–916,
 919–920
 leadership practices evaluation in, 919–920
 limited teaching experience and, 908
 media propaganda in, C60.S24
 Ministry of Education in, 907–908, 917
 mission of, 912–913
 narrative approach in, 904–905
 NCATE in, 908, 910, 913–914, 916
 NSTA in, 908–909, 916
 questions in, 905–906
 reflection on successful leadership styles in, 916–918
 reform in, 907
 resistance and, 919
 role models in, 915
 SPAs in, 908–909
 SQU and, 904
 SQU CoE in, 905, 908–912
 story beginning in, 910–911
 strategic vision and guidance to target direction
 in, 912
 teaching and learning issues in, 909–910
 transactional leadership in, 917
 transformational leadership in, 916–917, 920–921
 transition facilitation and change preparation in,
 913–914
 trust and respect in, 914
 volunteerism in, 914
 working action plans and, 906–907
 leadership-as-practice (LAP), 383–384, 542

Leadership for Learning (LfL), 707–708, 707*t*, 715–718,
 717*f*
 leadership mentoring, 1105
 Leadership Opinion Questionnaire (LOQ), 1924
 leading through conflict with credibility, 966–987
 accountability in, 966
 adaptive skills in, 971
 authority in, 966, 974
 avoidance in, 967
 bargaining unit in, 970–971, 983
 capacity building in, 983–986
 commitment in, 981, 981*f*
 conceptual framework of, 967–969
 conflict complexity in, 971–974, 973*t*
 conflict in schools, 966
 conflict resolution in, 966–967, 969
 conflict source in, 969–971
 conflict temporal dimensions in, C64.S9
 contract issues in, 977, 978*t*
 credibility importance in, 979–980, 981*f*
 credibility or trust in, 977–980, 982–983
 credibility viewing in, 981–982, 981*f*
 differences of opinion in, 969
 emotions in, 969–970
 empowerment in, 967
 handoff in, 974–975, 975*t*, 984
 hiring change-friendly teachers in, 985–986
 immediate conflict in, 974–976, 975*t*
 indefinite conflict in, 977, 978*t*
 intermediate conflict in, 976–977, 976*t*
 investment in, 981–982, 981*f*
 issue themes in, 969
 medically fragile student in, 979–980, 980*t*
 moral leadership in, 982–983
 one-size-fits-all interventions in, 966
 potential solutions in, 971–974, 973*t*, 978*t*, 985, 993*t*
 problems in, 971–972, 973*t*, 974–975, 975*t*, 977, 983
 problem-solving skills in, 984
 professional development in, 970–971, 983,
 985–986
 recommendations for, 985–986
 reframing thinking for, 967, 981*f*, 982, 984–985, 986*f*
 research recommendations for, 986
 RTI in, 976–977
 stress in, 966–967
 teacher's grievance, 970
 trust establishment in, 982–983
 trust in, 977–980, 982–983
 understanding conflict in, 967–969, 968*t*, 973*t*
 undetermined problem and solutions in, 972–974,
 973*t*, 979, 980*t*
 Leafy Hills Primary School, 544–548

- learning
- appropriate learning strategies, 138–139
 - behavior and, 198*f*, 560–561
 - blended, 493–494
 - changeable learning environments, 138–139
 - class size on, 546–547
 - in cognitive science, 200–201
 - collaborative, 278
 - context for, 557–558
 - continuous, 268
 - data, 1772
 - about democracy, 559–560
 - democratic, 1967
 - dynamic learning fields, 138
 - to earn, 1699
 - educational materials for, 159
 - encouragement of, 613–614
 - evaluations for, 1880–1881
 - from experience, 155–156, 160
 - I-A-A learning model, 421–422
 - inequality in, 160
 - Learning Policy Institute, 351
 - lifelong learning skills, 572–573
 - with local groups, 159
 - methods, C110.S14**
 - organizational, 1944–1945
 - outcomes, 467–468
 - process, 145–146, 1809–1811
 - research on, 1769
 - about sacrament, 559
 - from social organizations, 1666
 - student, 484
 - for students, 1960
 - for teachers, 243–244, 1913
 - teaching-learning process, 1813–1814
 - technology for, 1762
 - transformative, 1974–1975
- learning disabilities. *See* inclusive educational leadership emerging framework
- learning management systems (LMS), 1184
- learning organizations, 523–525
- learning practices, 544–547
- Learning Through Landscapes* (Titman), 701–702
- LEAs. *See* local education agencies
- Least-Preferred Coworker (LPC) Scale, 232–233
- LeBlanc, C. J., 1216
- Lee, A. M., 839–840
- Lee, C., 939, 941
- Lee, D., 53
- Lee, G., 947
- Lee, J., 822
- Lee, L.-F., 1278–1279
- Lee, O. L., 53
- Lee, S. M., 53
- Lees, A., 888
- legal rules, 622–623
- legitimate power, 125, 1323–1324
- Leibnitz, Gottfried, 1787
- Leigh, E., 338
- Leithwood, K., 724, 804–805
- DL for, 374–375, 1520
 - knowledge for, 1947
 - leading through conflict with credibility, 979, 984
 - moral dimensions of leadership for, 1161, 1164
 - professional socialization in schools for, 1431–1432
- Leiva, M. V., 1432–1433
- Lek, C. L., 66
- Lengeling, M. M., 1431
- LeNier, Carlotta Walls, 936–937
- Lenssen, G., 992–993
- Leonard, A., 1063
- Leopold, Aldo, 1478, 1482
- LeSage, J., 1279
- lesbian, gay, bisexual, transgender, and queer/
questioning (LGBTQ), 669, 1690, 2042–2043
- academics and, 2047
 - bullying and, 2047–2048
 - cyberbullying in, 2048
 - physical assault and, 2047
 - SMY as, 2047–2048, 2050
 - TLT for, 1976–1977
- Leugers, L., 1071–1072
- Levinthal, D., 1136
- Lewin, K., 24–25, 29, 31, 31*f*, 34–35, 40–44, 43*t*, 81–82, 989*t*
- LfL. *See* Leadership for Learning
- LfL Project. *See* *Carpe Vitam* Leadership for Learning Project
- LGBTQ. *See* lesbian, gay, bisexual, transgender, and queer/questioning
- Li, Y., 412
- Liassidou, A., 2048
- liberal feminism, 667*t*, 668, 677, 679*t*
- liberalism, 817, 818*t*, 1633
- liberals, 1252–1253, 1328
- liberation theologians, 1349
- Liberation Theology, 1474
- Liberia, 829
- libertarianism, 829
- Lieberman, A., 39–40
- life coaching, 793–794
- life cycles, 788–799
- life expectancy, 820
- Lifelong Learning Centers, 1386, 1392
- lifelong learning skills, 572–573

Life magazine, 821
 life skills, 550
 lifestyle, 513–514, 517–518
 light-touch networks, 1727
 Li Keqiang, 436–437
 limited relationships, 264–265
The Limits of Liberty (Buchanan), 817
 Lin, X., 1278–1279
 Lincoln, Abraham, 806
 Linden, G., 937
 Lindle, J. C., 1118
 Lindsey, Delores B., 287–288
 Lindsey, Randall B., 287–288
 linkage, 265–266
 LinkedIn, 1767. *See also* social media
 Lippitt, R., 81–82, 989*t*
 Lipsitz, G., 393–394
 listening skills, 1843
 literature summary model of trust, 1903, 1904*f*
 Littleton, R., 1079
 Liu, X., 1278–1279
 living theory, 1296
 LLEs. *See* local leaders of education
 Lloyd-Jones, B., 1105
 LMS. *See* learning management systems
 LMX. *See* leader-member exchange
 local education agencies (LEAs), 835
 local government, 434
 local groups, 159
 local leaders of education (LLEs), 1702
 local space features, 136–137, 137*t*
 local union associations (LUAs), 1395
 Lochmiller, C. R., 1432–1433
 locus of control, 622, 632, 1711
 logic
 Boolean logic, 205
 of comparison, 206–207
 of juxtaposition, 206–207
 logical empiricism, 1928–1929
 of networks, 1717
 of rationality, 473
 Lomawaima, K., 837, 880, 887–888
 Long, Huey, 128*t*, 129–130
 Long, J. S., 1555
 Long, N., 969
 longevity, 1835–1836, 1840–1841
 Longmuir, F., 708
 long-term orientation (LTO), 218, 263–264
 loose leadership, 759, 764*t*
 López, A., 949
 Lopez, Maria, 1327
 López, N., 839–840

López Obrador, Manuel, 113, 117–118
 LOQ. *See* *Leadership Opinion Questionnaire*
 Lortie, D. C., 1429, 1435–1436
 Louis, K. S., 1522
 Louisiana, 825
 Loureiro, Marilena, 601–602
 Louv, Richard, 692–693, 1483
 Lovelace, Ada, 1787
 Lovelock, James, 1477–1478
 low-relationship/low-task behavior, 235
 LPC scale. *See* Least-Preferred Coworker Scale
 LTO. *See* long-term orientation
 LUAs. *See* local union associations
 Lubienski, C., 1317
 Lublin, J. S., 82
 Lucas, T., 398
 Lukes, S., 383
 Lumby, J., 369, 857, 1543
 Lutzenberger, José, 594
 Lyngar, Edwin, 819
 Lyotard, J. F., 406–407, 1338–1339

 Maak, T., 991–995
 Maasai, 883–884
 Maastricht Global Education Declaration (2002), 742, 745–746
 MacBeath, J., 376–377, 381–382, 716
 Macdonald, D., 53–54
 Mace, G. M., 1005
 Macedo, Donald, 595–596
 Machado, Carmen, 617, 1454
 Machiavellianism, 631
 MacKenzie, S. B., 1208–1209
 Mackey, H., 1109
 MacLure, M., 1342
 macropolitics, 1118–1119, 1319
 Madrakhimova, F. S., 997
 Magambo, J., 16–17
 magic, 423
 magical thinking, 1463–1464
 “The Magnetic Properties of Violet Rays of the Solar Spectrum” (Somerville), 1795–1796
 magnet schools, 1637
 magnitude of consequence, 626–628, 635–636
 magnitude of gain, 636
 Main, S., 1563–1564
 Maisura, M. Y., 1235–1236
 Major, C. H., 29
 Makel, M. C., 342
 Makiewicz, M., 1243
 Makiguchi, Tsunesaburo, 1352, 1354–1355, **2005–2022**, 2006*f*, 2010*f*

maladministration profiles in higher education,**1457–1469, C93.S18 nn.1–4****academic credentials and, 1457, C93.S18 n.1**

accountability in, 1461, 1464–1465

accreditation in, 1464–1465

arrogance in, 1462

attractive projects in, 1466–1467

Better-Than-No-One-Principle in, 1459

brass ring related to, 1467–1468

“Building castles in the sky” related to, C93.S18 n.3

charisma related to, 1463

colleagues in, 1466

complaints about, 1460

conclusion on, 1468–1469

decision making in, 1458

definitions in, 1457–1458, 1466

distractions in, 1466–1468

empty language in, 1462

former superintendent in, 1459

gas chamber related to, 1468

goals in, 1466, C93.S18 n.4

grievances in, 1458–1459

harbingers of doom related to, 1467

Hippocratic Oath related to, 1461–1462

intuition and checking in, 1465–1466

magical Taylor in, 1463–1464

magical thinking in, 1463–1465

management skills in, 1460, 1463

mediation and, 1461

narcissism in, 1462, 1465

Nelsonian George in, 1460–1461

networks in, 1458

Okonomi Meryl in, 1459–1460

optimism in, 1463–1464

partnerships in, 1464–1465

Peter principle in, 1459

portraits of, 1459–1465

professional transition related to, 1468

record-keeping of, 1467

research on, 1457–1458

scapegoat in, 1461

self-consecrated Joe in, 1461

social capital in, 1461–1462

something ain't right in, 1458–1465

strategies in, 1465–1468

time in, 1458, 1466–1467

time management in, 1463

trust related to, 1463, 1465–1466

truth in, 1463–1465

victimization in, 1460

visibility in, 1460

whirling Serena in, 1462–1463, 1466, C93.S18 n.2

Malaysia, 14–15, 17–19

action research as CPD in, C4.S9, 41fcoaching young academics in, **163–175**

collectivism in, 219

Kuala Lumpur and, 219–220

parents in, 279

principals in, 220

school climate in, 1643

SLPP in, 1369–1370

studies from, 201, 1647, 1807

teacher education in, 50–51

teacher evaluation in, 1888

teachers in, 201–202, 221–222

university collaboration in, 51

Malcolm X, 1513–1514

Malta, 277

Malumbwa, 1162

management

administration and, 236, 567–573

applications for, 1748

classroom, **136–148**, 1770

development, 1745

educational, **565–576**

education managers, 1744–1745

ERA and, 783–784

forecasting by, 238–239

of institutional power, C10.S10

leadership and, 228, 258–259

managerial mechanisms, 1580

manager skills, 1744–1745

organizational culture for, 1672

for organizations, 755

performance, 1721

for principals, 511

SBM, 1927

scholarship on, 1979

science, 761

strategic, 1749–1751

styles, 1773

subordinates and, 753, 767–768

success for, 239

talent, 173–174

technical education in, 1811–1815

theory, 229–237

TMT, 993t

TQM, 1643–1645

Management in Education, Volume 28, 719–720

managerial accountability, 1579, 1582–1588

criticism of, 1588

reputation of, 1587

in U.S., 1588

managerialism, 670–673, 675

- managing leadership dilemmas, **1015–1032**
 accountability in, 1017, 1022
 articulation in, 1022–1023, 1023*t*
 avoidance in, 1023–1025
 complexity in, 1018–1019
 compromises in, 1019
 conversational skills for, 1017, 1026–1031
 coping in, 1018–1019
 dilemma types, 1018–1020
 discussion on, 1031–1032
 double-loop learning in, 1030–1031, 1030*t*
 emotions in, 1031
 leadership dilemma reasons in, 1017
 listening and learning in, 1027
 mapping in, 1022–1023, 1027, 1030*t*
 motivation in, 1016, 1022–1026, 1023*t*
 organization in, 1022–1023, 1023*t*
 performance appraisal in, 1026
 performance in, 1021
 problem framing in, 1023–1026, 1025*t*
 problem-solving in, 1015–1016, 1018
 productive or defensive in, 1026
 professional development for, 1031–1032
 recognition in, 1020–1022
 recurrence of, 1020–1021
 reflection-in-action in Triple I approach, 1030–1031, 1030*t*
 relationships in, 1021–1022, 1023*t*, 1024
 self-awareness in, 1023–1024
 structure of, 1016–1017
 systems-thinking orientation in, 1020
 tensions and conflicting goals in, 1019–1020
 term meaning in, 1017
 theory of action in, 1024–1028, 1025*t*
 Triple I approach in, 1027–1030, 1028*f*, 1029*t*, 1030*t*
 understanding of, 1016–1022
 value clash in, 1021
- Manathunga, C., 1297
- Mandeville, Bertrand de, C68.P44 n.3**
The Man in the Iron Mask (Dumas), 121
- Mann, Horace, 496, 821
- Mann, Michal, 1319, 1323–1324
- Manna, Paul, 1317
- Manski, C., 1276–1277
- Manyika, J., 412–413
- Māori, 883, 885
- Maples, M. J., 1080
- Mapp, K., 660–661
- mapping process, 716
- March, J. G., 401–402, C84.P46 n.1**
- marginalized children, 928–929, 929*t*, 931
- marginalized knowledges, 1033–1043, C67.P44 nn.1–7**
 agrobiodiversity decline in, 1037
 agrobiodiversity in, 1037, 1040–1041
 definition of, 1033–1034
 discussion on, C67.PS16
 exclusion of, 1034
 extinction of, 1035–1036
 health care in, 1036, C67.S4
 healthy diet in, 1036–1039
 importance of, 1035–1038
 Indigenous languages extinction in, 1038, 1041–1042
 irrigation agriculture and, 1040
 linguistic diversity and formal education in, 1041–1042
 local plants and animals in, 1039
 medicines in, 1037–1038
 modern education and, 1040–1041
 over-romanticization of, 1043
 plurality of, 1043
 potatoes in, 1037, 1040–1041
 questions on, 1039
 reason and, 1034–1035
 San Xavier Co-op Farm on, 1039–1040
 in schools, 1038–1042
 secularism and, 1034–1035
 Southern Arizona Water Rights Settlement Act and, 1040
 sustainable agriculture in, 1036
 systematic exclusion of, 1034–1035
 textbooks and, 1035
 traditional activities for sense of place in, 1040
 traditional food and diet in, 1040
 traditional subsistence skills in, 1039
 traditional wildlife and ecosystems knowledge in, 1039
 Type 2 diabetes and Tohono O’odham people in, 1039–1040
 Type 2 diabetes in, C67.S4
- marginalized populations. *See also* values-based leadership and inclusive organizational practices in Brazil, 1978–1979
 SJ for, 113–114, 1797–1798
 TLT for, 1982
- Margulis, Lynn, 1477–1478
- market accountability, 1577
- marketization, 1611, 1620
- marketization and educational institutions, 1045–1057, C68.P44 nn.1–7**
 academic labor markets in, 1054–1055
 accountability in, 1052–1054
 adaptation in, 1052–1053
 cartel related to, 1048
 competition and test scores in, C68.P44 n.5

- competition in, 1045–1046, 1049–1050, 1055–1056, C68.P44 n.5**
 corporate-market and, 1055
 cost disease in, 1053
 costs and benefits dissociation in, 1046–1047
 credit constraints in, 1046–1047
 discussion in, 1056–1057
 diversity of units and production in, 1051–1052
 educational markets in, 1049–1050, 1056
education diversity of types in, 1047–1048, C68.P44 n.4
 Friedman on, 1047–1048
 funding and, 1045, 1051–1054
 government intervention in, 1048–1049
 government regulations type in, 1049
 government role in, 1046–1048
 higher education expansion in, 1053–1054
 history of, 1046–1048
human capital theory in, 1045, C68.P44 nn.1–2
 hybridism of, 1056
 industry of, 1051, 1054
introduction to, C68.P44 nn.1–2, 1045–1046
 market failures and, 1048–1051
 market forces in, 1053–1056
 marketization dimensions diversity in, 1055–1056
 markets and quasi-markets in, 1048–1051
 mass general education in, 1046–1047
 Mill on, 1046
 nationalization and, 1047–1048
 non-profit organizations and, 1051–1052
 organizations for, 1045
 perceptions about, 1051
 policy reforms in, 1055–1057
 political economy in, 1046
private initiative in, 1046, C68.P44 n.3
 public good related to, 1050–1051
quality assurance in, 1049–1050, C68.P44 n.6
 quasi-markets in, 1049–1050
 quasi-markets to quasi-economic institutions in, 1051–1053
 resistance to, 1045
 student satisfaction in, 1052
 tension related to, 1052–1053
 tuition fees in, 1054
 underinvestment in, 1048
 vouchers and, 1047–1048
 welfare state crisis related to, 1053–1054
 market mechanisms, 1580
 Markusen, A., 1294
 Marques, T., 1000–1001
 Marsh, Julie, 1319–1320
 Marshall, Alfred, 1046–1047, 1050–1051
 Marshall, C., 680, 1327–1328
 Marshall, John, 834
 Marshall, Thurgood, 941
 Marti, J., 899
 Martin, C., 1074
 Martin, J., 848
 Martin, R., 51
 Martinko, M. J., 947
 Marvin, C. J., 1079
 Marx, Karl, 304–305, 1002, 1349, 1353–1354
 Marxism, 114, 1370
 Marzano, Robert J., 1885
 Marzano Teacher Evaluation Model (MTEM), 1884–1885
 masculinity *versus* femininity (MAS), 218, 263–264
 masculinization, 670–671
 Maslow, A., 506, 2026
 massive open online courses (MOOCs)
 for e-learning, 485–490, 493–494
 in online learning, 1175, 1186–1187
 for poverty, 1798–1799
 mass migration, 507–508
 mass schooling, 467
 MasterCard Foundation, 1978
 Masters, J., 44, 45t
 Masters in Teaching and Learning (MTL), 1418
 material-economic arrangements, 543, 546
 Materna, L. E., 2030–2031
 math, 1798. See also *specific topics*
 math and literacy scores, 820, 1259
 mathematics, 1724
 Mathes, J., 1183
 Matkin, G. S., 1324
 MATs. See multi-academy trusts
 Matthews, L. J., 1432
 Mattos, M., 966
 Maturana, Humberto, 601–602
 maturity, 239–240
 Maurer, M. M., 1431
 Mawhinney, Hanne, 1319–1321, 1454
 Mawhinney, L., 1074–1075
 Mayo, E., 1520, 1524
 MBSR. See mindfulness-based stress reduction
 McAuley, A., 1186
 McAvoy, Paula, 1316
 McBee, M., 339–340
 McCall, C., 1438–1439
 McCarthy, M. M., 868, 1364–1366, 1454
 McCarty, T. L., 837, 880, 887–888
 McClelland, A., 1074
 McCormick, J., 1531
 McCormick, M., 1042

McCoy, K., 877–878
 McCrohan, K., 708
 McCutcheon, G., 44
 McDermott, I., 359–360
 McDonagh, C., 362
 McDonnell, Lorraine, 1316
 McDonough, J., 43t
 McDonough, S., 43t
 McGuigan, L., 8
 McKee, A., 1149–1152
 McKenzie, K., 1506–1509, 1511–1514
 McKenzie, M., 877–878
 McKernan, J., 44
 McLaren, Peter, 602–603
 McLaughlin, G. B., 1199
 McLaughlin, M., 983
 McLendon, Michael, 1317–1318
 McLeod, S., 411–412
 McMahan, A., 363
 McManus, M., 815
 McMichael, W. N., 1074
 McNiff, J., 34
 McPhail, Irving Pressley, 1796
 McQuiggan, C., 1187–1188
 McTaggart, R., 43t
 Mead, R., 827
 Meagher, T. F., 1079
 meaning making, 1140. *See also* mindfulness and school leadership
 meaning structures, 1980–1981
 measurement
 of climate change, 606
 growth, **C119.F2f, 1887, 1886–1887**
 issues, 796
 of knowledge, 507
 of performance, 1580–1581, 1583
 in research relational approaches, 1522, 1525–1526, 1532–1533
 of school climate, 1643–1645, 1644t, 1651
 of school structures, 585–587
 of student achievement, 1603–1604
 mechanisms
 of classroom management, 140–147
 diverse, **C32.S11**
 managerial, 1580
 market, 1580
 mechanistic approach, 760–761
 theoretical, **C52.S11**
 Mecklowitz, B., 1432
 media propaganda, **C60.S24**
 Meira, Pablo, 618
 Mellick, G., 1297
 #Me Too movement, 398

“Memoir on the Vibrations of Elastic Plates” (Germaine), 1795–1796
 Mendenhall, M. E., 1001
Mendez v. Westminster (1947), 935
 Mendiola, B. J., 5–6
 mental health, **C107.S11**
 mentoring, 173t, 1558–1560
 with coaching, 1745
 co-mentoring, 1108–1109
 cultural mentoring, 1104t, 1111–1112
 development in, **C32.S18**
 mentors, **C12.S16**
 mentorship programs, 1802–1803
 misuse of, 86
 peer, 1101–1102, 1104t, 1110
 in professional development, 85–86
 retention from, 86
 reverse, 1106
 surveys for, 170
 for teachers, 531
 in U.S., 1559–1561
 mentoring across teacher career stages, **1060–1087**,
 1060–1087, **C69.P111 n.1**
 abstract screening in, **C69.S7**
 advantages of, 1082
 career exit stage in, 1061, 1062t, 1081
 career frustration stage in, 1061, 1062t, 1080
 career trajectories in, 1061–1063, 1067, 1067t
 career wind-down stage in, 1061, 1062t, 1080–1081
 competency building and informal mentoring in, 1078
 competency-building state in, 1061, 1062t, 1076–1078
 data analysis in, 1065–1067, 1066f
 databases in, 1064–1065, **C69.P111 n.1**
 discussion on, 1081–1082
 enthusiasm in, **C69.S32**
 enthusiastic and growing stage in, 1061, 1062t, 1078–1080
 full-text screening in, **C69.S9**
 historical teacher career stages in, 1061–1063, 1062t
 inclusion criteria in, 1064
 induction pedagogy in, 1074
 induction programs and benefits in, 1071–1073
 induction programs mentors in, 1073–1074
 induction state in, 1061, 1062t, 1071–1076
 induction-year retention in, 1074–1076
 introduction on, 1060–1063, **C69.P111 n.1**
 Katz on, 1061
 language in, 1068–1069
 longitudinal seamless residency model of, 1082–1085, 1084f
 mentoring term in, 1063
 mentor-mentee dyads in, 1068–1069
 methods in, 1064

- motivation in, 1079–1080
new teachers' competency building in, C69.S28
 novice teachers, diversity and, 1076
novice teachers' isolation or stress in, C69.S19
online professional development in, C69.S26
peer mentoring in, C69.S12
 phase 1: preservice career phase in, 1082–1086, 1083f
 phase 2: induction career phase in, 1083f, 1085–1086
 phase 3: early career phase in, 1083f, 1085–1086
 phase 4: retired career phase in, 1083t, 1085–1087
 phase 4: veteran career phase in, 1083f, 1085–1086
positive attitudes in, C69.S31
 preservice career stage in, 1061, 1062t, 1067–1071,
 1067t, 1082–1086
preservice early mentoring perspectives in, C69.S15
 preservice online mentoring in, 1070–1071
preservice year-long intern or residency in, C69.S14
 PRISMA in, 1065–1067, 1066f
professional development in, C69.S27
 reflection in, 1069, 1072–1073
 research question in, 1063–1064
 results in, 1067, 1067t
search strategies in, C69.P111 n.1, 1064–1065
 social justice in, 1068
 stable and stagnant stage in, 1061, 1062t, 1080
syntax in, 1064, C69.P111 n.1
 teacher retention and, 1074–1075, 1080–1082
veteran teachers' competency building in, C69.S25
 VPD in, 1070
- mentoring epistemologies beyond Western modalities,
1097–1115
 affirmative action and, 1101
 alternative mentoring in, 1099
 authoritarianism in, 1102–1103
 barrier transcendence in, 1102
 classical mentoring in, 1098
 coaching in, 1104t, 1106
 collaborative mentoring in, 1104t, 1108–1109
 conceptual framework on, 1099
 conclusion in, 1114–1115
 creativity in, 1108–1112
 critical constructivism in, 1102–1103
 culturally attuned mentoring in, 1114
 cultural mentoring in, 1104t, 1111–1112
 culture related to, 1099
 discussion on, 1103, 1104t
 e-mentoring investigation in, 1113–1114
 face-to-face and e-mentoring in, 1104t, 1107–1108
 future research on, 1112–1113
 future transcendence of tensions in, 1101–1103
 gender related to, 1105
 history of tensions in, 1099–1100
 identical and diverse mentoring in, 1104t, 1105
 “Indigenous identity” in, 1101
 induction and, 1104t, 1106–1107
 informal and formal mentoring in, 1104–1105, 1104t
 KEEP and, 1109–1110
 leadership mentoring in, 1105
 literature review methods on, 1099
 mentoring circles in, 1104t, 1109–1110
 mentoring definitions in, 1100
 mentor term meaning and, 1100
 “minoritized” populations in, 1100–1101, 1113, 1115
 multiple-level co-mentoring in, 1104t, 1110–1111
 overview on, 1097–1098
 peer mentoring in, 1101–1102, 1104t, 1110
 present tensions in, 1100–1101
 primary tensions in, 1103–1108
 progressivism related to, 1100
 purposes and definitions on, 1098–1099
 recommendations in, 1112–1114
 reform related to, 1100
 reverse mentoring in, 1106
 richer theorizing in, 1113
 self-regulated and other-directed, 1104t, 1108
 social justice related to, 1113, 1115
 traditional mentoring in, 1098–1100
 WIT in, 1110
 workloads in, 1114
- mentors, 1497
 Mentz, K., 713, 715
 Merbler, J., 1076
 Mercado, G., 1076
 Mercer, D., 966
 Mergel, I., 411–412
 Merja, K., 408
 Merriam, S. B., 2026–2027
 Merton, R. K., 1426, 1441
 meta-analysis, 791–792, 1790–1791
 “metanoia,” 359–360
 metaphysical holism, 1478
 Methodesthesis, 303–304, C22.S8 n.6
 methodologies
 considerations in, 797–798
 inconsistencies in, 797
 measurement issues in, 796
 methodological implications, 206–207
 methodological issues, 1673–1674
 methodological tools, 606–607
 for PPIs, 797–798
 predetermined, 1750
 of research, 1823–1824
 for science, 599
 for studies, 554–555, 763, 2000–2001
 teaching, 164
 theory and, 206

methods selection, **1740–1756**

Mexican Revolution, 106, 108–109, 115

México

- educational leadership in, **103–118**
- environmental education in, 617–618
- federal funding in, 108–109
- for OECD, 115
- SLPP and, 1373–1374
- social change in, 106, 107*t*
- teachers in, 111–112, 112*f*
- U.S. and, 111–112
- wall, 398

MEXT. *See* Ministry of Education, Culture, Science, Sports, and Technology

Mezirow, J., 96, 1392, 2026

Michael, M. K., 330–331

Michigan, 829, 1594

Michigan State University's Education Policy Center, 1262

micropolitics, 1319–1320

micropolitics in school leadership, **1118–1123**

- autonomy in, 1120–1121
- case methods in, 1122
- competition in, 1118–1119, 1122–1123
- conflicts in, 1118–1120
- conflict sources in, 1118–1119
- daily work of schooling in, 1119
- description of, 1118–1119
- discussion in, 1122–1123
- emotionality in, 1120
- emotional labor in, 1121
- family member conflicts in, 1118–1119
- Iannaccone on, 1119
- intuitive terms in, 1122–1123
- local power exchanges in, 1122
- macropolitics compared to, 1118–1119
- mesopolitical dimension in, 1121
- methods in, 1122
- narrative inquiry in, 1122
- ongoing surveillance as, 1121
- organizational theorists on, 1120
- origins of, 1118–1119
- policy implementation of, C71.S4**
- policy mandates in, 1123
- power differentials and participation in, 1120–1121
- research questions about, 1119–1122
- resistance in, 1121
- scarcities related to, 1122
- sociologists and, 1119
- supervisors related to, 1120–1121
- teacher groups in, 1120–1121
- tensions in, 1119–1120

Microsoft, 1918

Middle East (ME)

- administration in, 449
- challenges in, 449–450
- children in, 451
- concepts in, 455–457
- culture-relevant curriculum for, C32.S14, C32.S21**
- diverse mechanisms for, C32.S11**
- educational administration in, **447–467**
- education in, 450–452
- gender in, 451–453
- globalization for, 453
- holistic frameworks for, 458–461
- international aid for, C32.S12**
- new school theory for, 455
- policy for, C32.S13**
- poverty in, 450–451
- refugee crisis for, 457–458
- refugee education in, 457
- religion in, 448–449
- research for, 461–463
- research trends in, 452–455
- Western education for, 448–449, 454–455

Middlewood, D., 362–363, 366, 1228

Miel, Alice, 1350

Mignott, N. N., 1074–1075

military sector, 755–771

Mill, John Stuart, 1046, 1639–1640

Millennials, 163–165

Millennium Development Goals, 2061

Miller, D. M., 1102

Miller, E. K., 341

Miller, John P., 1354

Miller, L. D., 1118

Miller, M. D., 2028

Miller, P., 369, 1505

Miller, S. E., 1426, 1426*f*

Millikan, R., 847

Milliken v. Bradley (1974), 936, 941

Millo, Y., 55

Milstein, M. M., 1365–1366

Mincer, Jacob, C68.P44 n.1

mindfulness, 9, 589

mindfulness and school leadership, **1128–1130**

- accountability testing and, 1138
- active differentiation and, 1132
- alternatives and multiple perspectives in, 1132–1133
- annual testing data and, 1138
- attention in, 1130–1132, 1141
- autonomy in, 1139–1140
- benefits for school leaders related to, 1131, 1136–1137
- benefits in, C72.S22**

- Buddhist tradition in, 1131
 challenges to assumptions on, 1141
 cognitive mindfulness and, 1128–1129, 1132–1133
 collaboration, 1139
 collective responsibility and, 1139
 contemplative mindfulness and, 1128, 1131
 critique on, 1139–1140
 decision-making in, 1138
 Eastern and Western traditions compared in, 1130
 empowerment and personal dignity in, 1138–1139
 equanimity in, 1129
 expertise deference in, 1135
failure preoccupation in, C72.S9
 front-line personnel in, 1135
future research on, C72.S24
 HROs in, 1133–1135, 1137, 1139–1140
 implications and conclusions on, 1140–1141
 improved leadership response related to, 1130
 individual mindfulness and, 1128–1133
 information sharing quality and quantity in, 1137–1138
 interpretations in, 1132–1133
 MBSR in, 1128–1129, 1131
 mindfulness and mindlessness in context in, 1135–1136
 openness to new information, 1132
operations sensitivity in, C72.S11
 organizational mindfulness and, 1129–1130, 1133–1135, 1137–1138
 organizational reliability and, 1133–1134
 professional practices accountability in, 1137
reluctance to simplify in, C72.S10
resilience commitment in, C72.S12
 resiliency from, 1129
 rigidity and, 1135
 school leadership in, 1136–1137
 sense of community in, 1139
 study of mindfulness and, 1129
 tension in, 1140
 Western cognitive traditions in, 1130
 wisdom and, 1131
 workplace training related to, 1129
 mindfulness-based stress reduction (MBSR), 1128–1129, 1131, 1145
 mindfulness matters in leadership, **1143–1153**
 active chanting related to, 1145
 active self-reappraisal in, 1148
 authentic leadership in, 1150
 Buddhist philosophy and, 1144–1145
 Buddhist practices in, 1144–1145
 collaboration in, 1150–1151
 color insight in, 1152
 conclusion in, 1152–1153
 cultural context of, 1151–1152
 culture in, 1151–1152
 DL in, 1150
 Eastern and Western perspectives on, 1144–1146
 educational leadership in, 1143–1144
 education in, 1146–1148
 emotional intelligence related to, 1143
 enhanced awareness and intention and, 1145
 functional diversity in, 1151
 introduction on, 1143–1144
 language in, 1148–1149, 1152–1153
 leadership defined in, 1143–1144
 leadership development in, 1143–1144
 MBSR in, 1145
 meditation related to, 1144–1146
 mindful learning in, 1146–1147
 mindfulness and leadership in, 1148–1151
 mindfulness definition in, 1144–1146
 mindlessness research in, 1145
 multiple perspectives alertness in, 1148
 research on students in, 1146
 resonant leadership in, 1149–1150
 servant leadership in, 1150
 situational and dispositional, 1147–1148
 sociological mindfulness in, 1151
 successful educational leadership in, 1144
 teachers trained in, 1146
 mindlessness, 1135–1136. *See also* mindfulness and school leadership
 mindlessness research, 1145
Ministry of Education (MOE), 431, C31.P57 n.2
 HEIs for, 433, 440–441, 441f
 learning materials by, 432–433
 policy by, 432
 power of, 440
 Ministry of Education, Culture, Science, Sports, and Technology (MEXT), 2012–2013
 Minnis, J. R., 46
 “minoritized” populations, 1100–1101, 1113, 1115
 minority youth, 287
 Mintzberg, H., 949
 Miron, G., 824
 misbehavior, 139–140
 Mises, Ludvig von, 815
 Miska, C., 1001
 Miskel, Cecil, 262–263, 847, 1321, 1323–1324, 1522
 Miskell, R. C., 1243
 missionary work, 807
 mission statements, 570
 Missouri, 1264–1265, 1778
 missteps, in teacher evaluation, 1881–1882, 1881f

- Mister Rogers' Neighborhood*, 1351–1352
- Mistral, Gabriela, 350
- Mitchell, Douglas, 1316, 1324–1325
- Mitchell, R. M., 5–6, 1242–1243
- Mitchell, T. R., 989*t*
- Mitman, A., 2
- mixed methods research design, 712–713, 1541
- MLQ. *See* *Multifactor Leadership Questionnaire*
- Model Code on Education and Dignity (2013), 98–99
- models. *See also specific models*
- of ANNs, 190–191, 190*f*
 - business, 574–575
 - CEV, 276–284, 277*t*
 - content, 468–469
 - cross-cultural leadership, 265–267
 - crystalline model, 1727
 - cultural, 497–498
 - democratic, 1617–1619
 - of DL, **C108.S8**
 - of education, 281–284, 1610–1611
 - of educational leadership, 105–106
 - for ethical decision-making, 621–631
 - four frames model, 262
 - Hofstede Cultural Orientation Model, 217–219, 221–222, 263–264
 - hub and nodes, 1725–1726
 - hub and spoke, 1726
 - I-A-A learning model, 421–422
 - of leadership, 215, 784–785
 - of leadership theories, 1936–1937
 - literature summary model of trust, 1903, 1904*f*
 - multidimensional model of ethical school culture, 276, 276*f*
 - multilevel, 1674
 - of multi-level governance, 1621–1622, 1621*f*
 - multilevel model, 1674–1675
 - OLS, 1824, 1825*t*
 - open systems model, 262–263
 - organizational behavior effectiveness model, 264
 - predominant ethical decision-making models, 629*t*
 - process, 468–469
 - RATE System Model, 1884–1886
 - of school governance, 1619–1620
 - of self-efficacy, 198
 - social, 497–498
 - stakeholder, 1617–1619
 - student growth model, 1886–1887
 - of teacher evaluation, 1885–1887
 - for teacher self-efficacy, 198–200
 - teacher self-efficacy model, 198, 199*f*
 - 2-MEV model, 425
 - VAM, 1884–1887
 - Vroom, Yetton, and Jago decision-making model of leadership, 230
- MOE. *See* Ministry of Education
- Moe, Terry, 1254–1255
- Moerer-Urdahl, T., 1104
- Mohammed (prophet), 1348
- Mohawk Indigenous community, 880
- Mohd Zaki, K., 15
- Moir, E., 1072, 1080–1081
- Møller, J., 1526
- Monbiot, G., 815
- monopolies, 782–783
- Montanari, M., 700–701
- Montecinos, C., 1432–1433
- Montessori, Maria, 688
- MOOCs. *See* massive open online courses
- Moodel, 1774
- Moodle interface, 487*f*, 488, 489*f*
- Moolenaar, N. M., 411–412, 1564
- Moon, H., 1209
- Moon, J., 935
- Moore, M. G., 1176–1178
- Moore, M. H., 1618
- Moore, W., 1426, 1433–1434, 1434*f*
- Moorman, H. N., 1454
- Moos, L., 1439, 1440*f*, 1622
- moral-based decision making, 2038–2039
- moral character, 621–622
- moral development theory, 621–622
- moral dimensions of leadership, **1155–1171**
- academic performance related to, 1163–1164
 - ACL in, 1160
 - authenticity in, 1162–1163
 - competence in, 1170
 - consistency and reliably in, 1170
 - context in, 1155–1156
 - definitions in, 1155
 - DIT in, 1158
 - education law in, 1160
 - education law related to, 1169–1170
 - ethics in, 1155, 1157
 - hiring related to, 1166
 - “if-only dependency” in, 1168
 - importance of, 1157
 - instructional leadership in, 1161–1162
 - integrity in, 1156, 1171
 - leadership programs recommendations in, 1169–1171
 - openness in, 1171
 - postconventional thinking in, 1158–1159
 - principals in, 1160
 - professional norms in, 1156–1157
 - public school administrators in, 1160–1161

- relational transparency in, 1162
 research recommendations in, 1168–1169
 respect in, 1171
 scholarship on, 1157–1159, 1169
 beyond school, 1168
 self-awareness in, 1162
 self-knowledge in, 1162, 1165–1166, 1165f
 standards in, 1156–1157
 student discipline related to, 1167
 study of, 1159–1161
 superintendents in, 1160
 transactional and transformational leadership in,
 1159, 1161
 transformational leadership in, 1161–1162
 trust related to, 1162–1164, 1164f, 1168–1169
 unethical behavior and, 1157
 vision-driven leader in, 1164–1166, 1165f
 vision-driven school in, 1166–1168
 vision statement in, 1169
- moral intensity, 625–626, 635–636
 moral judgment, 621
 moral motivation, 621
 moral sensitivity, 621
 Mora Pablo, I., 1431
 Moreland, Samuel, 1787
 Morgan, G., 380–381, 856–857
 Morgan, J., 1292–1293
 Morgan, Lewis Henry, 208–210
 Morin, Edgar, 1481
 Morris, C., 1565
 Morris, R. T., 1433, 1433f
 Morris, V. G., 1565
 Morrison, G. R., 1181–1182
 Morrison, M., 721–723, 1540, 1546–1547, 1565–1566
 Moscovici, Serge, 597–598
 Moskowitz, Eva, 829
 Mosley-Howard, S., 2044
 Moss, P., 325
Mother Earth, 309, 313–314, C22.S8 n.4
 Mother Jones, 128–129, 128t
 Mother Theresa, 1349
 motivation, 525–528, 621
 Mouton, J. S., 989t
 M Street High School, 808–811
 MTEM. *See* Marzano Teacher Evaluation Model
 MTL. *See* Masters in Teaching and Learning
 Muijs, D., 1544–1545
 Mulford, B., 709–712
 Mulholland, J., 4–5
 Mullen, Carol, 1102, 1105
 multi-academy trusts (MATs), 785–786, 1620–1622,
 1701–1702
- multicultural education, 391
 multidimensional model of ethical school culture, 276, 276f
Multifactor Leadership Questionnaire (MLQ), 1924,
 1927–1929
 multi-level governance, 1621–1622, 1621f
 multilevel model, 1674–1675
multiple streams, 1328, C84.P46 n.1, C84.S4
 multivariate analysis, 1549
 Murakami, E., 719–721, 1102
 Murnane, R., 823
 Murnighan, J. K., 1002
 Murphy, D., 1019
 Murphy, Joseph, 2, 656, 947, 1363–1364
 moral dimensions of leadership for, 1156–1157
 professional standards for, 1449–1450, 1454
 Murtagh, K., 1365
 museums and archaeological sites preservation,
1384–1393
 adult education in, 1385–1386
 aesthetic experience and, 1385
 case study on, 1387
 conclusions on, 1392–1393
 discussion on, 1391–1392
 education process on, 1392
 energy saving and, 1390–1391, 1393
 environmental actions in, 1390–1391, 1393
 environmental education related to, 1385
 environmental organizations and, 1388, 1393
 environmental programs participation and, 1390,
 1391f, 1393
 environment and, 1388, 1388f
 home recycling and, 1389–1390
 littering and, 1389, 1389f, 1393
 methodology of, 1386–1387
 questionnaire on, 1386, 1393
 recycling and, 1388, 1389f, 1393
 security staff and, 1385
 soil compaction, 1385
 student characteristics in, 1387–1392, 1387f
 survey related to, 1385–1387, 1393
 survey results before education on, 1388–1391
 tourist misbehavior in, 1384–1385
 training process in-situ research in, 1391
- music, 1517
Muslims, 398, 1304, 1462–1463, C93.S18 n.2
 Musselin, C., 1050
 Mussolini, Benito, 1325–1326
 Musu-Gillette, L., 839
 Muth, R., 1104–1105, 1107
 Myanmar action research as CPD, 51–52
 Myers, D. G., 1425
 myths, 84

Naess, Arne, 1475
 Nafziger, S. L., 1070
 Namibia, 491–493
 Napier, John, 1787
 Nardi, P. M., 1434, 1434f
narrative inquiry, C98.S40
 NASGB. *See* National Association of School Governing Bodies
 Nash, A., 96
 National Aspiring Principal Programme, 1374–1375
 National Association for Research in Education (ANPED), 598–599
 National Association for Research in Environment and Society, 598–599
 National Association of Research in Psychology, 600–601
 National Association of School Governing Bodies (NASGB), 1624
 National Center for Education Statistics (NCES), 1101, 1593, 1598–1599, 1598f
 national college (England), 1703
 National College of School Leadership (NCSL), 375, 379–380, 774–781
 change in, 1703
 creation of, 1707, 1709–1710
 research by, 784–786
National College of Teaching and Leadership (NCTL), 1709–1710, C108.S6
 National Commission on Excellence in Education (1983), 1254
 National Council for Accreditation of Teacher Education (NCATE), 908
 national culture, 218–219
 National Development Centre for School Management (NDC), 774
 National Educational Leadership Preparation (NELP), 91, 95–96, 741, 1452–1454, 1453t
 National Education Policy Center, 351
 national education systems, 1788–1789
 National Football League (NFL), 398
 nationality, 632–633
 national leaders of education (NLEs), 1702
 National League for Democracy (NLD), 51
 National People's Congress (NPC), 435–436
 National Policy Board for Educational Administration (NPBEA), 353–354, 804–805, 1449–1452, 1453t
 National Professional Qualification for Executive Leaders (NPQEL), 783
 National Professional Qualification for Headship (NPQH), 775, 779, 782–783, 785–786, 1703
 National Professional Qualification for Middle Leaders (NPQML), 783

National Professional Qualification for Senior Leaders (NPQSL), 783
 National Public Broadcasting Service, 1351–1352
 National School Boards Association (NSBA), 1599–1600, 1769
 National Science Teachers Association (NSTA), 908–909, 916
 National Universities Commission (Nigeria), 1662
 National Working Group on Foster Care and Education (2014), 2046
A Nation at Risk, 821, 1254, 1321–1322, 1833
 Native American children, 935
 Native Americans, 1348–1349, 1352, 1515–1516
 Native Hawaiians, 832–833
Native Youth Report (2014), 840–841
 “nature-deficit disorder,” 1483
 Navajo communities, 881
 Naz, A., 974, 979, 984
 NCATE. *See* National Council for Accreditation of Teacher Education
 NCES. *See* National Center for Education Statistics
 NCLB. *See* No Child Left Behind
 NCSL. *See* National College of School Leadership
 NCTL. *See* National College of Teaching and Leadership
 NDC. *See* National Development Centre for School Management
 Near, J. P., 1207
 Necochea, J., 1431–1432
 Neesemann, L. A., 1068
 NELP. *See* National Educational Leadership Preparation
 Nelson, Horatio, 1460–1461
 neoliberalization
 of capitalism, 606, 1610
 as contradictory construct, 815
 curriculum for, 117
 globalization of, 1611–1612
 liberalism compared to, 817, 818t, 821–822, 822t
 postmodernity from, 596
 poverty for, 106
 Pure Food and Drug Act and, 819–820
 Sears related to, 818–819
 as social movement, 815–818
 neoliberal philosophies, 674–675
 neoliberal revolution impact, **814–830**
 before and after, 820–821
 analysis of, 821–823
 charter school industry as, 823–824
 charter school industry effectiveness in, 824–827
 conclusions on, 820, 829–830
 corruption examples in, 828–829
 Gini Index in, 820
 Honduras in, 819

- introduction and organization on, 814–815
in Liberia, 829
NCLB in, 814
privatization in, 814–815
profit motive and corruption in, 827–828
Rand's prescriptions on, 820
Sears catastrophe in, 818–819
voucher movement and charter school industry in, 823–824
voucher movement as, 823
“neo-vouchers.” *See* tax credit scholarships
Nepal, 502–503
Nerina, L. J., 1235
Netherlands, 48, 1371, 1635
Neto, Paulo Nogueira, 591–592
Neto, S. S., 1431
Netshandama, V., 366
network concept, 1717–1722
network development, 1729*t*
network dynamics, 1727–1728
networked leadership, 1733
Network for Public Education (NfPE), 825
networking, **C32.S12**, **471–472**, **498**, **1722**, **1735**
networking, with autonomy, 1724
networks
 behavior in, 1722
 concentric, 1726
 concepts of, 1721–1722
 cross-phase, 1727
 decentralized systems for, 1718
 Education Reform Network, 1762
 externally facilitated, 1726
 integrated, 1726
 light-touch, 1727
 logic of, 1717
 neural, 184–188
 process-based, 1726–1727
 reform from, 1723
 role-based, 1726
 school, **1717–1735**
 school-based, 1722–1725
 sub-networks, 1725–1726
 thematic, 1726
 virtual, 1727
 wheel and spoke, 1726
network structures, 1725–1727
Neumann, R., 1321
neural networks, 184–188
neuropsychiatric diagnoses, 552, 555–556
neuroscience, 187–188, 191–192
neutrality, 1631
Nevada, 1604
new cognitive science, 184–187
Newell, L. J., 867
New Jersey, 1604
new leadership, 1923–1924, 1926–1927
new public governance (NPG) paradigm, 1612
New Public Management (NPM), 944, 1503–1504
The New Realities (Drucker), 1787
new school theory, 455
new science, of leadership, 1934–1935
New Zealand, 280, 574, 883, 1979
New Zealand SLPP, 1374
 context in, 1374
 format, structure, and content in, 1375
 opportunities and providers in, 1374–1375
NFL. *See* National Football League
NfPE. *See* Network for Public Education
Ng, T., 1210–1211
NGOs. *See* nongovernmental organizations
Nguyen, T. H. A., 55–56
NHST. *See* null hypothesis significance testing
Nias, J., 845
Niesche, R., 1335
Nieto, S., 391
Nigeria, **1658–1668**, 1807, 1888
1911 revolution (China), 430–431
Ning, 1768
Nitko, A. J., 13–14
Nitobe, Inazo, 2019
Nixon, Richard, 938–939
NLD. *See* National League for Democracy
NLEs. *See* national leaders of education
Noble, P., 85–86
No Child Left Behind (NCLB), 2048
 accountability in, 1584–1585
 common core curriculum from, 1789
 ESSA and, 288
 funding from, 570–571
 in neoliberalization compared to liberalism, 817, 818*t*, 821–822, 822*t*
 in neoliberal revolution impact, 814
 in privatizing American public education, 1255
 as punitive, 1581
 RTTP and, 822–823
 testing in, 822
 trends after, 469–470
No Child Left Inside, 690
Noddings, N., 674–675, 677, 1355, 2039–2040
No Excuses schools, 826–827
Nogueira, Ana Patricia, **301**, **C22.S8 n.4**, **C22.S8 n.6**
Nolan, A. L., 33
nominal variables, 1549
nonformal leaders, 297–298

nongovernmental organizations (NGOs), 404–405, 498–499, 733, 1006
 nonverbal communication, 143, 146
 Norazilawati, A., 15–16
 normative dimensions, 265–266
 normative theories, 1983
 normative views, 1730
 normativity, 1981
 Normore, A., 402–403, 1526, 1531, 2042
 North America, 1952
 Northouse, P. G., 321
 Norway, 278, 1372, 1614–1615, 1615f
 Notman, R., 719–721
 Novak, D., 86
 novice principals, 712
 Novy-Marx, M., 1978
 Noyce Fellowships, 1789
 NPBEA. *See* National Policy Board for Educational Administration
 NPC. *See* National People’s Congress
 NPG paradigm. *See* new public governance paradigm
 NPM. *See* New Public Management
 NPQEL. *See* National Professional Qualification for Executive Leaders
 NPQH. *See* National Professional Qualification for Headship
 NPQML. *See* National Professional Qualification for Middle Leaders
 NPQSL. *See* National Professional Qualification for Senior Leaders
 NSBA. *See* National School Boards Association
 NSTA. *See* National Science Teachers Association
 nuances, of schools, 217
 null hypothesis significance testing (NHST), 342–343
 Nunavut, 884
 Núñez, A. M., 1102
 Nuri-Robins, Kikanza, 287–288
 Nussbaum, Martha, 734, 1356
 Nutall, D. L., 1321–1322
 nutrition-education, 695
 Nye, J. S., 1196–1197

 Oakes, Jeannie, 1327
 Obama, Barack, 840, 1255–1256
 Oberlin College, 807–808, C53.P41 n.6
 obesity, 820
 objectives, Global, 616
 objectives, training, C110.S12
 objectivism, 134
 obligation, 1576
 observation, 144, 1884–1885, 1929, 1548
 Obstfeld, D., 413–414

OCB. *See* organizational citizenship behavior
 OCBI. *See* interpersonal or individual OCBI
 Occupy Wall Street protests (2011), 1308–1309
 Ochs, Kimberly, 1416, 1421
 O’Connor, B., 1510
 O’Connor, J., 359–360
 Odysseus, 85
 OECD. *See* Organisation for Economic Cooperation and Development
 OECD countries, 1376–1377
 OER. *See* open educational resources
 Office for Standards in Education, Children’s Services and Skills, 644
 officeholder charismatics, 130–131
 Office of Inspector General (2016), 838
 Office of the President, 837
 O’Hare, Richards, 128–129
 OHI. *See* Organizational Health Inventory
 Ohio, 585–587, 586t
 Ohio State University, 584
 Okada, Fumihide, 2009–2010
 Okhremtchouk, I. S., 2043
 Okoko, J. M., 713
 old science, 1928–1930
 Oleszewski, A., 1432, 1441
 Olin, B. D., 1079
 Olsen, J. P., 401–402, C84.P46 n.1
 OLS (ordinary least squares) models, 1824, 1825t
 O’Neil, J. M., 2044
 O’Neil, K., 1431
On Liberty (Mill), 1639–1640
 online learning, 1175–1189, C75.P96 nn.1–2
 ADDIE model in, 1181–1182
 affective support for, 1187
 analogy of skills and tools in, 1182
 andragogy related to, 1179, 1182–1183
 as autonomous learner model, 1181
 characteristics of, 1176–1177, C75.P96 n.1
 CMS in, 1184
 cognitive support for, 1187
 collaboration in, 1183–1184
 community of inquiry in, 1179
 as correspondence education model, 1181
 culture related to, 1183–1184, 1188
 definition of, 1175–1177
 digital competence in, 1184, 1185f
 discussion on, 1188–1189
 distance education as, 1176–1177, 1181, C75.P96 n.1
 distance education history and, 1177–1178
 dual-mode institution and, 1181
 empathy related to, 1178–1179
 as examination preparation model, 1181

- faculty and learner support in, 1187–1188
 as group distance education model, 1181
 heutagogy related to, 1180
 history and principles of, 1177–1178
 industrialized education theory and, 1178, 1180–1181
 instructional design in, 1181–1182
 interaction equivalency theorem and, 1179–1180
 introduced connectivism and, 1180
 LMS in, 1184
 media and technology in, 1184–1187, 1185f
 MOOCs in, 1175, 1186–1187
 as multiple (mass) media model, 1181
 OER in, 1186
 organization institutional systems in, 1180–1181
 professional development in, 1187–1188
 rhizomatic learning theory and, 1180
 SECTIONS in, 1182, 1186
 social constructivism and, 1179
 systemic support for, 1187
 teaching and learning in, 1182–1184, 1185f
 technology related to, 1177, 1181, 1184–1187, 1185f
 theories for, 1178–1180
 transactional distance theory and, 1178
 2014 survey of, 1182–1183
 virtual universities and consortia and, 1181
- online presence, for schools, 1776
On Charisma and Institution Building (Weber), 122–123
On Heroes and Hero-Worship (Carlyle), 124
 Ononuju, I., 1517
 Onwuegbuzie, A. J., 1565
 open coding, 1550–1551
 open educational resources (OER), 1186
openness, 1240, C79.S10
 open school climates, 1642
 open systems model, 262–263
 open systems theory, 757–758
 operationalizing, 1971–1972
operations sensitivity, C72.S11
 Oplatka, I., 867–869, 1212–1215, 1217
 oppression
 culture and, 291–293
 Pedagogy of the Oppressed, 593, 602–603
 questions for, 295–297
 systemic, 291, 293t
 Theater of the Oppressed, 601–602
 optimism, 588–590
 optimism, pessimism, realism in educational leadership,
 1192–1202
 assumptions in, 1195
 bad decisions in, 1198
 competitiveness in, 1198–1199
 complex relationship of, 1199–1202
 complicit capitulation in, 1198–1199
 conformers in, 1200–1201
 context in, 1199
 destructive leadership in, 1196, 1198–1202
 DL in, 1195, 1200–1201
 efficiency in, 1192
 entitlement in, 1192
 followers in, 1199–1201
 hybrid forms in, 1193, 1202
 imbalance in, 1194
 individualism in, 1193
 innovation of, 1193–1194
 intention in, 1194
 interdependence in, 1193–1194
 investment in, 1195
 leader–member exchange theory in, 1200–1201
 leadership identity construction in, 1199–1201
 leadership literature in, 1199
 leadership types in, 1195
 mutuality in, 1199
 narcissism in, 1193
 opposition in, 1201
 optimism in, 1195–1196
 PIRLS in, 1198–1199
 PISA in, 1198–1199
 potential in, 1195
 power in, 1196–1199
 power-resistance dynamic in, 1197–1198
 power types in, 1196–1197
 recapitulation in, 1201–1202
 resilience in, 1192–1193
 self interest in, 1197–1198
 social power in, 1196–1198
 student outcomes in, 1195
 TIMSS in, 1198–1199
 “toxic triangle” in, 1199–1200
 unrealistic expectations in, 1202
 visionary in, 1193–1194
Order Out of Chaos (Prigogine/Stengers), 598
 ordinary least squares model. *See* OLS models
 Orfield, Gary, 939–942, 1326
 ORG. *See* Oxford Research Group
 Organ, D. W., 1207–1209
 Organisation for Economic Co-operation and Development
 (OECD), 39–40, 108, 1186, 1322–1323
 assessment by, 1582–1583
 as global actors, 113
 goals for, 111
 México for, 115
 PIAAC by, 490–493
 for PISA, 469–470, 1611–1612
 school governance for, 1611–1612

organizational approaches, 762
 organizational change, 468–469, 478
 organizational citizenship behavior (OCB),
 9, **1206–1219**
 altruism in, 1209, 1211–1212
 antecedents of, 1208–1209
 citizenship behavior related to, 1207, 1212–1213
 civic virtue in, 1210–1212
 conscientiousness in, 1209–1212
 courtesy in, 1210–1212
 definition of, 1207–1208
 dimensions of, 1209–1210
 discussion on, 1217–1219
 in educational context, 1210–1212
 in educational institutions, 1211–1212
 employee or individual characteristics in, 1208
 features of, 1207–1208
 gender and, 1216
 HEIs in, 1207, 1211, 1213
 leadership characteristics in, 1214–1215
 leadership influence of, 1208
 lecturers and, 1211–1214
 organizational characteristics in, 1209
 organizational citizenship in, 1207–1210
 “other-oriented personality” in, 1214
 performance assessment and, 1213–1214
 personal characteristics in, 1214–1215, 1218f
 positive feedback in, 1216–1217
 professional development in, 1216
 protective, 1209
 recognition of, 1207
 school climate and atmosphere in, 1214–1215,
 1218f
 sportsmanship in, 1210–1212
 students’ demographics in, 1216
 task characteristics in, 1208–1209
 teaching and, 1211–1212, 1215
 TOCB challenges and, 1215–1216, 1218f
 TOCB determinants and, 1206–1207, 1214–1215,
 1218f
 TOCB dimensions in, 1213
 TOCB encouragement and, 1216–1217, 1218f
 TOCB in, 1206–1207, 1212–1216
 trust in, 1996–1997
 validity of, 1208
 organizational culture, 1222–1223, 1225–1226,
 1228–1231, 1672
 authentic informal leaders in, 850, C56.P210
 business nature and, 1233
 clients and external parties and, 1233
 commitment to, 1234
 cultural and cross-cultural analysis and, 848–849

definition of, 1232
 dimensions, 1953, 1955t
 factors within, 1233
 in globalization, 573–574
 goals and objectives and, 1233
 identity related to, 1233–1234
 importance of, 1232–1233
 individual fit and, 1234
 in literature, 1672–1674
 person-organization fit and, 1234
 self-definition in, 1235
 stakeholders in, 1675
Organizational Culture and Leadership (Schein),
 1674
 Organizational Health Inventory (OHI), 2–3
 organizational learning, 1944–1945
 organizational mindfulness, 1129–1130, 1133–1135,
 1137–1138
 organizational outcomes, 525–528, 1995–1996
 organizational responsibility, 567
 organizational routines, 1136. *See also* mindfulness and
 school leadership
 organizational structure, 578, 1677
 organizational theory and culture in education,
 1222–1236
 academy culture in, C78.S15
 artifacts in, 1230
 assumptions in, 1230
 authentic informal leaders in, 1230–1232
 baseball team culture in, C78.S16
 bet your company culture in, C78.S20
 business objectives link in, 1230–1231
 change behaviors in, 1230–1231
 classical organizational theory in, C78.S7
 club culture in, C78.S17
 context in, 1226
 contingency theory in, C78.S7
 cross-organizational methods in, 1230–1232
 culture management in, 1230, 1232
 discussion of, 1235–1236
 in education, 1226–1228
 employee performance in, 1235
 engagement in, 1235
 focus on critical few behaviors in, 1230–1231
 formal leaders, 1230–1231
 fortress culture in, C78.S18
 goals in, 1227
 human relations theory in, C78.S6
 impact of, 1232–1235
 levels of, 1230
 modern systems theory in, C78.S8
 neoclassical approach in, 1224–1225

- normative culture in, C78.S13**
 organizational culture in, 1222–1223, 1225–1226, 1228–1235
 organizational design in, 1225–1226
 organizational theory definition in, 1223
 organizational theory in, 1224–1225
 organization in, 1222–1223
 overview of, 1223–1224
 positive change attitudes in, 1235
pragmatic culture in, C78.S14
 principles and characteristics of, 1225–1226
 principles of, 1230–1232
process culture in, C78.S21
 programmatic efforts with behaviors, 1230, 1232
 purpose in, 1223
 review in, 1235
 strong organizational culture in, 1228
 structure in, 1225–1227
tough guy culture in, C78.S19
 types of, 1229–1230
 weak organizational culture in, 1228
- organizational trust in schools, **1237–1246**
 analysis levels in, 1243
benevolence in, C79.S6
 competence in, 1241–1242
confidence or action in, C79.S4
conflict and restoring broken trust in, C79.S18
 definition of, 1239–1243
 diversity related to, 1237–1238
 dynamic nature of, 1243–1244
educator innovation and learning in, C79.S16
 expectations and, 1240
facets or factors in, C79.S11
 fostering trust in, 1238–1239, 1244
 funding in, 1238
 future research on, 1244–1246
honesty in, C79.S7
 hypervigilance without, 1237–1238, 1240
 importance of, 1238–1239
 individual assessments on, 1243
 inter-class correlational analyses on, 1243
 as multilevel phenomenon, 1243
 nature of interdependence in, 1240
openness in, 1240, C79.S10
 playfulness in, 1244–1245
 qualitative research on, 1243–1244
reliability in, C79.S9
 research on, 1243–1246
 school-level variables research on, 1243
 SES in, 1238–1239
 social capital as, 1238
- student learning in, 1238–1239, C79.S17**
 vulnerability and, 1240
- organizational wisdom, 1135
- organizations, 1222–1223. See also *specific topics*
 administrative, 435–438
 bureaucracy in, 578–579
 centralization in, 581–583
 coaching in, 168–169
 collaboration in, 1719
for Earth education, C30.S19
 educational, 239
 formal, 578
 GLOBE, 264
 goals of, 760
 governance for, 1842
 hierarchical organizational structure, **753–771**
 hierarchical pyramids in, 761–763
 ideal types for, 760–761
 institutions and, 174–175
 issue-contingent model of ethical decision-making in, 625–631
 learning, 523–525
 local administrative, 437
 management for, 755
 mission statements for, 570
 organizational behavior effectiveness model, 264
 performance for, 770–771
 professional, 1579–1580
 psychosocial phenomena of, 518
 PTOs, 1601
 in research relational approaches, 1521–1522, 1524–1525
 school, 1992–2000
 schools compared to, 1898
 social, 578, 1666
 structures in, 579–580, 756–761
 studies on, 1995
 TLT for, 1973, 1974f, 1978–1979
 trust in, 1897–1898
- organized labor, 1601
 organizing, 757, 761
 orientation, 218
 Orr, D., 694–695
 Orzel, C. L., 925–926
 Osler, William, 414
 Osterman, K. F., 1364
 Ostrom, Elinor, 1612
other-the-otherness, 301–302, C22.S8 n.1
 Otis-Wilborn, A., 1072
 Ott, J. S., 1224
 Oughtred, William, 1787

outcomes

- of faculty trust, 1995–2000
- in HE, 172–173
- of job satisfaction, 516–517
- organizational, 525–528, 1995–1996
- in principal leadership global research, 711–712, 711f
- prioritization of, 1707
- of professional socialization in schools, 1426, 1426f
- school desegregation leadership and, 938
- student, 1648, 1680, 1998
- of surveys, 172–173
- in TLT, 1976
- work-related employee, 1996

outer nature, 1479

- Owens, 656–657
- Owens, R. G., 1018
- Owie, E., 412–413
- Oxford Research Encyclopedias*, 383–384
- Oxford Research Group (ORG), 744–745
- Ozer, E., 695

Pace, R., 1279

Pacheco Schnetzler, Roseli, 599–600

Pacific Islanders, 838

Paik, Susan, 1797

Paine, L., 1430–1431

Pajares, F., 4–5

Palas, D. D., 1068

PALL. *See* Principals as Literacy Leaders

Palmer, E., 1109

Palomba, C. A., 12

Papa, R., 85–88, 1156

Papa[-Lewis], R., 86

PAR. *See* participatory action research“A Paradigm for Research on Administrator Behavior”
(Halpin), 181

Pardo Tori6, Jos6 Luis, C22.S8 n.5

parents, 145, 279, 654t, 1623, 1833, 1838–1839

parent teacher organizations (PTOs), 1601

Park, G., 1074–1075

Parkay, F. W., 1431–1432, 1437–1438, 1438f

Parker, Francis W., 2018

Parker, R., 362

Parmenter, L., 505–506

parochialism, 265–266

Parramore, L. S., 818–819

Parrish, D., 912

Parsons, Talcott, 852–853, 2035–2036

participation, in communities, 1840

participative leadership, 513

participatory action research (PAR), 49–52, 59

participatory leadership, 456, 759

Parylo, O., 897, 1432

Pascal, Blaise, 1787

Pascarella, E. T., 1211

Pashiardos, P., 369

Pathak, Parag, 1634

Path-Goal leadership theory, 230

Pati, P., 48–49

pattern recognition, 1934–1935

patterns, in studies, 1681–1682

Patterson, Henry, 808

Patterson, Mary Jane, 808–811

Pattison, S., 85

Pauken, P., 1169–1170

Paul, R., 1188

Paulsen, Jan Merok, 1622

Payne, C. M., 471–472

Payne, William Harold, 1968–1969

PCA. *See* Principal Component AnalysisPCK. *See* pedagogical content knowledgePDI. *See* power distance index

Pearce, J., 1566

Pears, K. C., 2046

pedagogical content knowledge (PCK), 1914

pedagogical forces, 1686

pedagogical intervention, 612

pedagogic frailty, 1706, 1712

pedagogic strength, 1706, 1710–1711

pedagogy

communication and, 140

discipline connections with, 1708–1709, 1712

Freirean, 595–598

hope in, 792–793

idealism with, 615

innovation in, 1802–1803, 2005–2007

innovative, 488

instructional, 1676–1677

locus of control of, 1707–1708, 1711

with religion, 458

strategies, 557

of teachers, 1914

TPACK, 1912–1915

U.S. SLPP, 1364–1365

Value-Creating Pedagogy, 2005–2010, 2013,
2015–2020*Pedagogy in Process* (Freire, P.), 594*Pedagogy of Freedom* (Freire, P.), 595–596*Pedagogy of Hope* (Freire, P.), 603*Pedagogy of the City* (Freire, P.), 595*Pedagogy of the Oppressed* (Freire, P.), 593, 602–603

pedagogy-research nexus, 1709–1710, 1712–1713

peer effects

academic achievement related to, 1279–1281, 1283

- autoregressive model on, 1278–1279, 1282, 1282t, 1284f, 1285–1288, 1285f, 1287t, 1289t, 1290, C81.S13 n.1**
 categorical variables on, 1281, 1281t, 1282t
 class friendship networks of, 1283–1285, 1285f
 classical OLS regression techniques on, 1286, 1287t
 commission on, 1281
 conclusions on, 1290–1291
 controls on, 1283–1285, 1290
 correlated, 1276–1277
 correlated effects on, 1278, 1286, 1287t
 database on, 1279
 data collection on, 1277–1278, 1280
 data on, 1280
 discussion on, 1288–1290
 egos in, 1277–1278, 1282–1283
 endogenous, 1276–1278, 1283, 1286, 1288–1290
 equation in, 1278–1279
 exogenous, 1276–1278, 1287t, 1289–1290
family background and, 1282, 1282t, 1284f, 1285, 1285f, 1287t, C81.S13 n.3
 friendships structure and, 1281–1282
 homophily in, 1276, 1283–1285, 1290
 individual-level variables on, 1286–1288, 1287t, 1289t
 introduction on, 1275–1276
Italian context on, 1279, C81.S5, 1281–1282
 key problems in, 1277–1278
 methods on, 1277–1279
 model limitations on, 1289–1290
 multiplier effect on, 1288
 network science on, 1276
 peer groups definition in, 1276
 peer processes and, 1276–1279
 policy relevance of, 1288
 “reflection problem” and, 1277
 regression model on, 1279
 research on, 1275–1276
 results on, 1283–1288
 row normalization related to, 1279
 social network analysis in, 1276
 social research on, 1275–1276
 socioeconomics in, 1279–1280
 spatial lags related to, 1278–1279
 stratified sampling design on, 1280
 two-stage spatial least-squares estimators for, 1290
 university enrollment and, 1281
 peer mentoring, 1101–1102, 1104t, 1110
 Pelicioni, Maria Cecilia Focesi, 600
 Peña Nieto, Enrique, 1313
 People’s Party, 740
 People’s Republic of China. *See* China
 perception, 158, 1744, 1883
 performance
 academic, **1641–1653**
 accountability related to, 1594
 appraisal, 1687
 approaches for, 514
 coaching for, 166
 KPIs, 171–172, 174
 management, 1721
 measurement of, 1580–1581, 1583
 for organizations, 770–771
 performativity, 541–542
 pressure to perform, C116.S6
 school, 1680–1681
 student, 145, 202, 1255, 1258
 Pericles, 122
 Perkins, D. N., 1147–1148
 Perlstein, D., 941
 Perna, L., 338
 perseverance, 152
personal accountability, C53.S14, 806t
 personal development, 1745
 personal ideas, 280
 personality traits, 233
 personal learning networks (PLNs), 1777–1778
 personal resources, 268
 personnel, 1596–1598
 person-specific context, 220
 perspectives
 of accountability, 1584t
 functionalist perspective, 1429–1430
 interpretive perspective, 1430
 from multilevel model, 1675
 multiple perspective approach, 709
 philosophy, 1932–1933
 of poststructuralism, 1337–1338
 practical perspective, C86.S10
 of school choice, 1631–1632, 1638–1640
 schooling, 1583–1588
 social media, 1774–1775
 of stakeholders, 1682
 studies on, 502–503
 theoretical, 261–262
 Peru, 210, 1040
 Pestalozzi, Johann, 687–688, 2018
 Peter, L. J., 1459
The Peter Principle (Peter & Hull), 1459
 Peters, J., 1566
 Peters, O., 1177–1178, 1181
 Peters, T., 368–369, 844
 Petersen, G. J., 1160
 Peterson, J., 92
 Peterson, K., 79

- Petrin, N., 1074
- Pewewardy, C., 832–833
- Pfaff, D., 65
- Pfeffer, J., 1223
- Pharr, J., 696
- phenomenology, 133–134, 1540, 1718, 1948–1949
- philanthropy, 1601–1602
- Philippines action research as CPD, 52, 58
- Phillips, David, 1416, 1421
- philosophy
 - of charisma, 121–122, 134
 - continental, 1334–1335, 1339
 - critical theory of, 1704
 - of inclusion, 1689
 - new French, 1342–1343
 - perspectives, 1932–1933
 - of research, 554
 - Western, 262, 269–270, 1953–1956
- physical health, 795, 797–799
- physics, 80–81
- PIACC. *See* Programme for International Assessment of Adult Competencies
- Picciano, A. G., 412–413
- Pickering, K., 33
- PIEA. *See* International Program of Environmental Education
- Pierce, J. L., 1207–1208
- Pillay, H., 408
- Pillow, W., 1342
- PIRLS. *See* Progress in International Reading Literacy Study
- PISA. *See* Program for International Student Assessment
- Pitt, Brad, 620
- pizza, 819
- place-based educational leadership, **1293–1299**
 - application of, 1298–1299
 - arts and humanities in, 1296
 - background on, 1293
 - CLS in, 1295–1296
 - conceptual framework in, 1294–1298
 - context of, 1297
 - creative placemaking in, 1294, 1294*f*
 - discipline segregation in, 1298
 - engagement of, 1297–1298
 - interdisciplinary pedagogy in, 1297
 - leadership in, 1295*f*, 1297, 1298, C82.S6
 - PLACE in, 1294–1295, 1295*f*, 1298
 - placemaking in, 1293–1294
 - PPS on, 1293, 1294*f*
 - practices in, 1295, 1295*f*
 - principles for, 1294
 - professional practices in, 1296
 - relational social construct in, 1297
 - scaffolding related to, 1295
 - scholar-practitioner model in, 1297
 - social justice in, 1298
 - strategic placemaking in, 1294, 1294*f*
 - tactical placemaking in, 1294, 1294*f*
 - theory of human caring and transformational learning in, 1296
 - world understanding in, 1296
- planning, 170–172, 423, 473–479, 1885
- Plato, 1349–1350
- playfulness, 1244–1245
- PLCs. *See* Professional Learning Communities
- Pledge of Allegiance to U.S. Flag, 389–390
- Pless, N. M., 991–995
- Plessy v. Ferguson* (1896), 393, 935
- PLNs. *See* personal learning networks
- Plucker, J. A., 342
- plural control, 1702–1706
- pluralism, **1631–1640**, 1735
- plurality, of comparative methods, 204–206
- Plutarch, 122
- Poda, Janice, 1450
- podcasts, 1777–1778
- Podsakoff, P. M., 1208–1209
- poetic-political, 306, C22.S8 n.8
- Pogodzinski, B., 1320, 1561, 1564–1565
- polarization, of nations, 606
- policy
 - for accountability, 1581
 - borrowing, 472–473
 - categorization in, 553–554
 - for change, 571
 - from concepts, 574
 - consultation agencies, 436–437
 - context, 1687–1688, 1700–1702
 - cross-cultural leadership, 267–269
 - in decentralized systems, 1723
 - discourse, 1711
 - educational, 555–557
 - in England, 1700
 - in EU, 570
 - in globalization, 607
 - implementation, 1616–1617
 - for inclusion, 555–557
 - for ME, C32.S13
 - by MOE, 432
 - PISA as, 1582–1583
 - policymakers, 477, 1730–1731
 - procedure for, 635
 - public, 462
 - for public education, 250–251, 553

- for refugees, 458–461
for school climate, 1652–1653
Trump’s immigration, 1302–1303, C83.S21 nn.3–4,
1317–1319
in U.S., 570–571
*US and Cross-National Policies, Practices and
Preparation, 267–269*
welcoming, 458–461
policy borrowing, 1319
policy borrowing professional political and contextual
considerations, **1412–1423**
cautions and pitfalls of, 1413, 1416–1419, 1418*t*,
1422–1423
collaboration for, 1423
conclusion on, 1422–1423
constructivism in, 1418–1419
contexts in, 1413, 1415, 1418*t*, 1419
cost-effectiveness in, 1415
cross-national attraction in, 1416
decision about, 1416
definitions in, 1412–1413, 1415
destructive policies in, 1418–1419
educational issues’ complexity and ambiguity in,
1414–1415
first criterion for, 1422
gaps in, 1413–1414
globalization related to, 1416–1417, 1419
implementation of, 1416
insensitivity in, 1417
internalization of, 1416
international tests in, 1419
international trend in, 1416–1417
introduction on, 1412–1413
legitimacy of, 1415–1416
motivation source in, 1421
MTL policy in, 1418
operational policy in, 1417
orientations in, 1417, 1418*t*
phony policies in, 1417
policy borrowing in, 1415
policy learning compared to, 1419–1420
policy setting challenge in, 1413–1415
populistic policies in, 1418
problem definition stage in, 1421
problem evaluation stage in, C90.S12
problem feasibility stage in, 1422
problem formulation stage in, 1421
process of, 1416
rationale for, 1415–1416
“ready-made” mentality in, 1420
“reasonable fit” for, 1422–1423
reciprocity in, 1413
rhythm gap in, 1413–1414
safety measures in, 1420–1422
“science–policy gap” in, 1420
scope and quality of outcomes in, 1414
second criterion for, 1422
success stories in, 1415
“threshold criteria” in, 1420–1421
timing in, 1413–1415
unfeasible policies in, 1417–1418
Polite, M. M., 373
politics
advertising in, 1304
of Catholic Church, 593
comparative, 205
in culture, 593–594
decision-making in, 1597
definition of, 1316
of dependency, 114–116
of dictators, 591–592
of education, 473
of GERM, 115
of governance, 1595
hierarchies in, 106
Hitler in, 133
in leadership, 1841–1844
political accountability, 1577
political dimensions, 614–615
political disruptions, 469–470
political exile, 592–593
political problematization, 1730
political science, 1593–1594, C120.S8
schools and, 262–263
Politics, Markets, and America’s Schools (Chubb and Moe),
1254–1255
**politics, power, and social hegemony, 1316–1329, C84.
S28 n.1**
collective bargaining in, 1320
conservative Protestant voters in, 1321
CRT in, 1328
democracy in, 1316
district level in, 1320–1321
dynamic school in, 1317–1318
education politics in, 1316–1317
FCPA in, C84.S21
federal level in, C84.S11
innovation diffusion in, C84.S6
international level in, 1322–1323
key theoretical advancements in, 1317–1319
leadership preparation teaching power in, 1325–1326
levels in, 1317, 1319–1323
multiple streams in, C84.P46 n.1, C84.S4
power in, 1316, 1317, C84.S13

politics, power, and social hegemony (*continued*)
 power limits in, 1324–1325
 power sources in, 1323–1324
 punctuated equilibrium in, C84.S5
 reflections on, 1328–1329
 school level in, C84.S8
 sex education in, 1321
 social hegemony in, 1328, C84.S17
 stasis school in, 1317–1318
 state level in, 1321
 study in, 1317
 study of hegemony in, 1327–1328
 synthetic school in, 1317–1318
 textbooks in, 1321
 U.S. public education hegemony in, 1326–1327
 politics of anti-immigration discourse and opportunities,
 1302–1314, C83.S21 nn.1–7. *See also* Trump,
 Donald
 anxiety related to, 1307–1309
 authentic teaching practices in, 1309–1310
 conflicting values in, C83.S13
 core value in, 1306
 DACA in, 1304, C83.S21 n.4
 D/Discourse in, 1303–1307, 1310–1314
 due process protections removal in, 1304, C83.S21 n.3
 emails about, 1307–1308
 everydayness in, 1312
 exemplarship in, 1310
 faculty internships in, 1309
 fields in, 1305–1306
 habitus and fallout in, 1305–1306, C83.S21 n.6
 immigration policy in, 1303–1305, 1308–1309
 leadership implications in, 1310–1313
 L/leadership and l/leadership in, 1312–1313
 MU fallout findings in, 1308–1310
 MU fallout in, 1306–1308
 politics and professionalism intersection in, 1310
 postmodern/ism in, C83.S21 n.1
 power of discourse in, 1302–1303
 professional development in, 1310
 racism in, 1307
 recalibration in, 1312
 reflections on, 1313–1314
 sacred and profane in, 1305
 schools as communities in, 1311–1312
 student support groups and, 1307–1308, 1311
 U.S. Constitution and, 1304, C83.S21 n.1
 U.S. presidential election 2016 and, 1307–1308
 violence related to, 1307
 White privilege in, 1303–1304, 1307, 1312
 pollution, 1476–1477, 1826–1827. *See also specific topics*
 Ponticell, J. A., 898, 900

Pontifical Catholic University of São Paulo (PUCSP),
 594–595, 599–600
 Pool, Jonathan, 1038
 Poor Law Amendment Act, 1635
 Popkewitz, Tom, 1327
 Popper, Karl, 1935–1936
 popular education, 593, 596
 populations. *See also specific topics*
 at-risk, 793–794
 indigenous, 686–687, 700–701
 “minoritized,” 1100–1101, 1113, 1115
 with physical health issues, 795
 research on, 798–799
 Porter, L. W., 1199
 Porter, M. E., 991
 Portner, H., 1068
 positionality, 737–738
 position-based leadership, 511
 positive development, 1663, 1663f
 positive interdependence, 768–769
 positive psychological interventions (PPIs), 788–795,
 797–798. *See also* hope interventions
 positive psychology interventions, 791–792
 positive school climates, 1647–1649, 1663, 1663f
 positivism, 179–184, 206, 248–249, 1540
 positivism and quantitative research, 1540
 positivism/empiricism, 1540
 positivist vs. constructionist, 346
 Posner, B., 86, 979, 989t, 1980
 post-colonial/de-colonial feminism, 667t, 668, 677, 679t
 postgraduate courses, 46
 Postman, Neil, 692–693
 post-modern and post-structural feminism, 667t,
 677–678, 679t
The Postmodern Condition (Lyotard), 1338
 postmodernism, 1334–1335, C85.P31 n.1, 1540
 postmodernist, 1542
 postmodernity, 596
 postmodern theory, 1932–1934
 post-structural feminism, 667t, 668–669, 677–678, 679t
 poststructuralism, 1334–1344, C85.S11 n.1
 “anti-theory” of, 1335
 binary categories disruption and, 1341–1342
 biopower in, 1340–1341
 capitalism related to, 1343
 conclusion on, 1343–1344
 context and, 1336–1337
 continental philosophical movement and, 1342–1343
 continental philosophy and, 1334–1335, 1339
 critique on, 1334–1336
 deconstruction and, 1336–1337
 definition of, 1334–1336

- of Derrida, 1336–1338
différance related to, 1337–1338
 “differend” related to, 1339
 discourse related to, 1340–1341
 education reforms and, 1335–1336
 education standards and, 1335–1336
 ethical subject and, 1341
 event related to, 1339
 feminist, 1341–1342
 of Foucault, 1339–1341
 “golden age” of, 1342–1343
 governmentality related to, 1340–1341
 grammatology of, 1336–1337
 humanist construction and, 1336
 introduction on, 1334
 “language games” in, 1338–1339
 limitations of, 1343
 of Lyotard, 1338–1339
 managerialism and, 1342
 metanarratives and, 1338
 new French philosophy and, 1342–1343
 performativity and, 1338–1339.
 perspectives of, 1337–1338
 “post,” 1342–1343
 postmodernism and, C85.P3 n.1, 1334–1336, 1338–1339
 power related to, 1339–1340
 representation in, 1338
 research related to, 1342
 of Stiegler, 1334
 structuralism and, 1334–1336
 subject related to, 1340
- potatoes, 1037, 1040–1041
 potential coaches, C12.S16
 Poth, C. N., 341
 Pounder, D. G., 868
 poverty, 106, 450–451, 1760, 1798–1799
 Powell, C., 1533
 power, 740, 1316. *See also* empowerment
 authority related to, 1324–1325
 for autonomy, 1711
 collegial relationships and, 784
 control and, 768
 of culture, 455
 definition of, 1323
 in democratic leadership, 319
 in diversity and multiculturalism, 394–395
 feminist frameworks for U.S. and, 676
 formal control, 762
 from hegemony, 1757
 institutional, 137–138, C10.S10
 knowledge, 1580
 leader-position, 232
 in leadership, 127, 128*t*, 1711–1712
 of MOE, 440
 in optimism, pessimism, realism in educational
 leadership, 1196–1199
 PDI, 218
 power resistance attractor, 1717
 referent, 1323–1324
 relations, 1626
 research on, 1707–1708
 reward, 1323–1324
 soft, 740
 theory, 1580
 in TLT, 1970–1971
*Power and Place in the Discourse of Global Citizenship
 Education* (Parmenter), 505–506
 power concentration or distribution, C19.S12, 853
 power delegation, 373
 power distance, 263–264, 528–529, 851, 1951–1953
 power distance index (PDI), 218
 power distribution, 383
 power sharing, 331, 331*f*, 333*f*
 power theory, 1707
 PPIs. *See* positive psychological interventions
 PPS. *See* Project for Public Spaces
 practical perspective, C86.S10
 practice/practices
 of accountability, 1577
 approaches, 245*t*, 541, 547–549
 architectures, 542–547
 beliefs and, 217
 best, 581
 core leadership, 267
 of DL, 512–513, 1734
 of educational change, 471–475
 educational leadership, 529–532, **539–550**
 for ELWB, 502–507
 employer practices, 1694
 everyday pedagogical practices, 595–598
 leadership, 221–222, 535
 leadership practices, 220–221
 learning practices, 544–547
 scholarship on, 779
 school leadership, 1899–1901
 in schools, 778
 for SJ, 497–498, 497*f*
 in SLPP, 1378–1379
 teacher core, 473–474
 teacher core practices, 473–474
 theory, 454–455, 539–542, 773–774
 theory compared to, 611–612
 turns, 540–542
 unjust, 507

Practice Standards for Educational Leaders (PSEL), 1450–1454, 1453t

pragmatic approach, 267, 855

pragmatic culture, C78.S14

pragmatic problematization, 1730

pragmatics, 265–266

pragmatic somaesthetics, 87

pragmatism, 24–25, 28, 865–866

Prandini, R., 1523, 1532–1533

Pratt, Richard Henry, 837

Prawat, R. S., 406–407

praxis, for refugees, 458–460, 459f

Preckler, M., 926

predetermined methodologies, 1750

predominant ethical decision-making models, 629t

Preferred Reporting Items for Systematic Reviews and Meta-analyses (PRISMA), 1065, 1066f

Prensky, M., 1182

Prentice, I. C., 1005

preparation, 167–168, **1697–1716**

presentations, 1917

pressure, 1832, C116.S6

Price, T. L., 989t

Priestley, M., 330–331

Prigogine, Ilya, 598

primary education, 438

principal agent theory, 1619–1620

Principal Component Analysis (PCA), 953–955, 954t, 958

principal leadership global research, **706–725**

BELMAS in, 718

collaboration in, 706–707, 711–712, 711f

conclusions in, C48.S30

context in, 722f, 723–725

countries in, 708, 713, 715, 718

expectations in, 710

findings on, 710–715, 711f, 714t, 717–718, 717f, 720–723

formation of, 708–709, C48.S8, 715

geography in, 713–715

heroic leadership in, 710

high-needs schools in, 718–721

integrity in, 710

international study of principals' preparation in, 712–715

interviews in, 713

ISLDN in, 707–708, 707t, 718–724, 722f

ISPP in, 707–708, 707t, 725

ISSPP in, 706–709, 707t, 711–712, 711f, 724–725

leadership conceptions in, 710

leadership for learning, 715–718

LfL in, 707–708, 707t, 715–718, 717f

mapping process in, 716

methodology in, 709, 713, 715–716, 718–719

models in, 711–712, 711f

multiple perspective approach in, 709

organizational learning in, 717f

outcomes in, 711–712, 711f

PALL in, 717–718, 724

personal qualities in, 710–711

publications on, C48.S5, C48.S10, C48.S15, 719–720

reflection on, 723–725

research strands in, 708, 724

SJ in, 718–721

survey in, 713

time management in, 713

UCEA in, 718

principals, 18. See also *specific topics*

accountability of, 270

administrative modeling by, 1775–1776

appraisal for, 533–534

in Canada, 1690

case study on, 214–215

communication for, 1779

Cooper as, 809

data on, 1693

diversity for, 1689

in feminist frameworks for U.S., 671, 674

ICT for, 1692–1693

as leaders, 524–525

leadership from, 213, 1898

leadership style of, 237

in Malaysia, 220

management for, 511

in Nigeria, 1665

novice, 712

Patterson, M. J. as, 808–811

policy context for, 1687–1688

race and, 807–809

recruitment of, C32.S18

research on, 456

rituals related to, 84

roles of, 258–260

selection of, 234–237

studies on, 1993–1995

success for, 298

teacher-principal trust, **1896–1908**

in transactional leadership, 1678

trust in, 1898–1899, 1901–1903, **1988–2002**

VAM for, 1887

willingness for, 240

Principals as Literacy Leaders (PALL), 717–718, 724

principles, Fayol, 754–755, 762

Principles for Responsible Management Education (PRME), 1003–1004, 1004f

- PRISMA. *See* Preferred Reporting Items for Systematic Reviews and Meta-analyses
- prisoners compared to students, 827
- Pritz, S. G., 1077
- private online charter culture, 826–827
- private school, 1636
- privatization, 814–815, 817, 822*t*, 823, 830
- privatizing American public education, **1251–1266**
- ALEC and, 1265–1266
 - Bush v. Gore* related to, 1264
 - centrists and, 1254–1255
 - charter schools in, 1258–1259
 - Clinton, B., and, 1255
 - conservatives on, 1252–1253
 - debate reframing on, 1252
 - distrust of government in, 1253
 - dropouts in, 1260
 - education management organizations in, 1255
 - education privatization theory in, 1256
 - effectiveness of, 1258
 - EMOs in, 1259
 - ESA in, 1260, 1262–1263, 1266
 - ESEA in, 1253
 - extent of, 1251–1252, 1259–1260
 - fiscal management of, 1258–1259
 - graduation rates in, 1259–1260
 - history of, 1252–1256
 - ineffectiveness of, 1258–1260
 - IRS on, 1260–1261
 - liberals on, 1252–1253
 - A Nation at Risk* and, 1254
 - NCLB in, 1255
 - neoliberals on, 1254
 - 1950s to 1980, 1252–1253
 - 1981 to 1989, 1254–1255
 - opposition to, 1252, 1262, 1266
 - persuasion in, 1263–1264
 - policy on, 1257, 1260
 - Reagan administration on, 1253–1254
 - research on, 1258, 1260, 1262–1264
 - school choice in, 1251–1252, 1256–1257
 - school closings in, 1262–1263
 - segregation in, 1258
 - semantics in, 1256–1257
 - spending in, 1251
 - state charter school laws in, 1258
 - state-level lobbying in, 1265–1266
 - strategic messaging in, 1264
 - student performance in, 1255, 1258
 - taxpayer dollars for, 1257, 1259–1260
 - TCS in, 1260–1261, 1263
 - TPS in, 1257, 1259, 1262–1263, 1266
- Trinity Lutheran Church of Columbia, Inc. v. Comer* in, 1264–1265
- virtual charter schools in, 1259–1260
- vouchers in, 1260
- Zelman v. Simmons-Harris* in, 1264–1265
- privilege, 395–396
- PRME. *See* Principles for Responsible Management Education
- proactivism/fatalism, 264–265
- probability of effect, 626
- problems, 441–443, 1837, 1844
- problem-solving, 182–184, 1015–1016, 1018, 1935–1937
- procedure, 635, C115.S4**
- process
- bottom up processes, 1692
 - of education, 609, 1988–1989
 - leadership as, 512–513, 517
 - learning, 145–146, 1809–1811
 - process-based networks, 1726–1727
 - teaching-learning process, 1813–1814
 - work processes, 1675–1676
- process and/or outcomes orientation, 265–266
- processing, in Earth education, 422
- process models, 468–469
- production systems, 182–183
- productivism, 1808
- productivity, 1751–1752
- productivity, economic, **1786–1803**
- professional accountability, 1577
- professional biographies, C18.S4**
- professional collaboration, 165
- professional criticality, 245–250
- professional culture, 1586–1587
- professional development, C79.S16**
- CPD, C4.S1
 - CPDL, 38–39
 - evaluations for, 1883
 - in garden-based education, 699
 - in Greece, **C110.S–C110.S22**
 - in leading through conflict with credibility, 970–971, 983, 985–986
 - for managing leadership dilemmas, 1031–1032
 - mentoring in, 85–86
 - in OCB, 1216
 - online, C69.S26
 - in online learning, 1187–1188
 - in politics of anti-immigration discourse and opportunities, 1310
 - for school desegregation leadership, 939–940, 942
 - for teachers, S05
 - of young academics, 172–173
- professional educators, 159–160

professionalism, 670–671
 accountability and, 1579
 bureaucracy compared to, 1676–1677
 collegial relationships and, 1885
 parochialism and, 265–266
 politics and professionalism intersection in, 1310
 for teachers, 144–145, 614
 Professional Learning Communities (PLCs), 363, 588–590
 professional organizations, 1579–1580
 professional pride, 1724
 professional reflection, 244
 professional responsibility, 613–614
 professional school culture, 1945–1946
 professional skills, 1744
 professional socialization in schools, **1425–1442**
 anticipatory socialization in, 1432, 1435–1436
 apprenticeship of observation in, 1435–1436
 autonomy in, 1439
chronological model of, C91.P223
 complexity of, 1426
 compliance in, 1436–1437
 conclusions on, 1441–1442
 context of, 1426, 1431
 core elements of, 1427
 definitions in, 1425–1426, 1429
 dimensions of, 1427
 disenchantment in, 1439
 eight-stage process in, 1439
 entry and encounter stages in, 1439–1440
 expectations in, 1434, 1440–1441
 five stages of, 1437–1438, 1438f
 formation stage in, 1438–1439
 four phases of, 1435–1436, 1435f
 four-stage framework of, 1434, 1434f, 1438–1439, 1439f
 framework of, 1428
 functional and interpretive viewpoints of, 1429, 1441, 1450
 functionalist perspective in, 1429–1430
 individualism in, 1429
 internalization of, 1425–1426, 1429, 1436–1437
 interpretive perspective in, 1430
 investiture socialization in, 1427–1428
 novice principals in, 1432–1433
 novice teachers in, 1429–1430, 1434–1436
 outcomes of, 1426, 1426f
 physical education teachers and, 1431
 preappointment of, 1437, 1441
 presocialization, formal socialization, and postsocialization in, 1434–1435
 for principals, 1426–1427, 1431–1433
 principals' challenges in, 1432

principals' stages of, 1437–1441
 purpose of, 1426–1427
 resistance in, 1430
 serial socialization in, 1427
 stability phase in, 1437–1438
 stages of, 1433–1435, 1433f, 1434f
 synthesis of, 1437
 tactics or strategies in, 1435
 teacher socialization in, 1429–1431
 teacher socialization stages in, 1435–1437
 theoretical foundation of, 1428–1429
 three social strategies of, 1436–1437
 three-stage process of, 1436
 timing of, 1428
 variability and, 1441
 professional standards, 569–570, **1447–1455**
 accreditation and program approval and, 1454
 CAEP in, 1451–1452, 1453t, 1454
 CCSSO in, 1449–1450
 conclusion on, 1454–1455
 criticism of, 1449–1450
 definition of, 1448–1449
 ELCC in, 1451–1454, 1453t
 history of, 1449–1452, 1453t
 from ISLLC, 1447–1454, 1453t
 licensure and relicensure and, 1452–1453
 NELP in, 1452–1454, 1453t
 NPBEA in, 1449–1452, 1453t
 preparation for, 1454
 PSEL in, 1450–1454, 1453t
 resistance to, 1448
 revision of, 1450–1452, 1453t
 for school leaders, 2012–2013
 SPA and, 1451, 1453t, 1454
 of states, 1448–1449, 1454
 support for, 1448
 Professional Standards for Educational Leaders (PSEL), 91
 professional training, 610–611
 professional willingness, 139
 proficiency, **287–299, 1911–1921**
 profiles, 613–616, 1824–1825
 profit motive and corruption, 827–828
 Program for International Student Assessment (PISA), 108, 1198–1199, 1322–1323, 1545–1546
 OECD for, 469–470, 1611–1612
 as policy, 1582–1583
 studies by, 1587–1588
 TIMSS with, 1724
 programmatic approach, 421
 Programme for International Assessment of Adult Competencies (PIAAC), 490–493

- programs. See also *specific programs*
 by AEI, 420–421
 for careers, 777
 Earth education, 423–424
 EPSCoR, 1794
 mentorship, 1802–1803
 for physical health, 797–798
 research for, 778
Sunship Earth, 423, 425–426, C30.S11
Sunship III, 422, 423, C30.S14
 supplemental instruction, 1802
training, C110.S15–C110.S16
 with U.S. SLPP, 1361–1366
- Progress in International Reading Literacy Study (PIRLS), 1198–1199, 1322
- Project for Public Spaces (PPS), 1293
- promotion, 86, 158–160, **788–799**
- property, 124–125, C54.P166–C54.P173**
- Prosser, J., 845
- protective OCBs, 1209
- provincial authority, C107.S3**
- provincial government, 444–445, 1686
- provisions, 1698–1700, C108.S6**
- proximity, 626
- Prümmer, C., von, 1182–1183
- Prussia, 496
- PSEL. See Practice Standards for Educational Leaders; Professional Standards for Educational Leaders
- psychology
 of diagnosis, 556
 research on, 527, 788–789
 of rules, 141
 SDT for, 523–525, 528
 social, 191
 of trust, 1905–1906, 1991–1992
- psychopathology, 798
- psychosocial phenomena, 518
- PTOs. See parent teacher organizations
- public accountability, 1691–1692
- public education, 250–251, 551–553
 behavior in, 557
 inequality in, 556
 leadership in, 554–555
 reputation of, 1838
 student enrollment in, 1833–1835
 technology in, 1761
- public expectations, of schooling, 1692
- Public Institute for Vocational Training of Plato Academy, 1386–1387
- Public Law 93-638. See Indian Self-Determination and Education Assistance Act
- public policy, 462
- public service governance, 1617
- PUCSP. See Pontifical Catholic University of São Paulo
- pupils, 276–278, 277t
- Pure Food and Drug Act, 819–820
- Pure Seeds Act, 819
- Purinton, T., 352
- purpose, of teacher evaluation, 1881, 1883–1884, 1891
- P* values, 337–339, 343–344
- Qayyum, A., 1188
- Qin Dynasty (China), 429–430
- Qing Dynasty (China), 430–431
- QTS. See Qualified Teacher Status
- qualifications, 1747–1748, 2007–2010
- Qualified Teacher Status (QTS), 1635
- qualitative research, **204–210**
- quality, 143–145, 259, 277, 1643–1645, 1889–1890
- quantum theory of trust, C120.S9**
- queer theory, 669, 1542. See also lesbian, gay, bisexual, transgender, and queer/questioning
- questioning nature and environmental ethics in schools, **1471–1484**
 adaptation for children in, 1483–1484
 alienation related to, 1480
Anthropocene and, 1475–1476, 1484
 capitalist societies and, 1472–1473
 classroom learning related to, 1471–1472
 consciousness related to, 1471–1472
 consumerism in, 1473
 contributions and aesthetics in, 1482–1483
 current trends and return to nature in, 1474–1475
 deep ecology and, 1475, 1478
 dimensions in, 1477
 domination over nature in, 1472–1473
 ecofeminism related to, 1478–1479
 ecological conscience of solidarity in, 1481
 education system challenges in, 1480–1481
 emergence in, 1476–1477
 environment affinity, moral value and status in, 1475–1480
 environmental ethics description in, 1475–1476
 environmental ethics models in, 1476
 final notes on, 1484
 holism, care, cooperation in, 1478–1480
 human relationship with nature in, 1472–1475
 interconnected systems in, 1472
 interdisciplinary focus in, 1483
 land ethic in, 1478
 macroeconomic growth model, globalization, domain over nature in, 1472–1473
 “nature-deficit disorder” in, 1483
 new education model in, 1480–1484

- questioning nature and environmental ethics in schools
(*continued*)
overexploitation in, 1473, 1480
pollution in, 1476–1477
publications related to, 1476–1478
religions related to, 1473–1474
self-realization and, 1475
Silent Spring and, 1476–1477
student evaluation processes in, 1481
trivialization in, 1480–1481
urban ecology in, 1474–1475
utilitarian approach and invisibility of nature in,
1473–1474
wisdom related to, 1473
- questionnaires, **1547**
for CEV, 279
on Greek primary school teacher union participation,
1399–1405, 1400*t*, 1402*t*, 1403*t*
LBDQ, 1924, 1928–1929
MLQ, 1924, 1927–1929
on museums and archaeological sites preservation,
1386, 1393
for research, 763–770, 1824–1827
in research methodology, 1547
questions, 288–290, 295–298, 1977
Quinn, Daniel, 618
- Rabenhorst, G. A., 1073
race, 805, 807–809, 838, 1327. *See also* critical race
theory
Race to the Top (RTT), 672–673, 822–823, 1255–1256,
1833
Racine (Wisconsin), 1596–1598
racism, 1113, 1307, 1327–1328
Radford Ruether, Rosemary, 1478–1479
radical feminism, 667*t*, 678, 679*t*
Raffo, D. M., 1150
Ragin, Charles, 205
Raizen, S., 1430–1431
Rak, R. C., 1074–1075
Ramsar Convention on Wetlands of International
Importance Especially as Waterfowl Habitat
(Ramsar Convention) (1971), 2062
Rand, Ayn, 816, 829
Randel, B., 1074
randomized controlled trials, 1546
Rangers of the Earth, C30.S13
Rani, Bhavna, 506–507
rapid assessment of teacher effectiveness (RATE) System
Model, 1884–1886
Rapoport, R., 43*t*
RATE System Model. *See* rapid assessment of teacher
effectiveness System Model
rationality, 178–179, 192, 473, 506–507
Ratz, Laszlo, 1803
Raven, Bertram, 1323–1324
Ravitch, D., 822–823, 829
Rawson, K. A., 12
Ray, J. L., 1136–1137
RDM. *See* robust decision making
reach, 778–779
reactions, 754
Reagan, E. M., 1069–1070
Reagan, Ronald, 817, 1193–1194
Reagan administration (1981–1989), 1253–1254
realistic approaches, 248–249, 251
reality, 676–677
real world classes, 560–561
Reason, P., 29–30
Reber, R., 1147
Reber, S., 941–942
Rebore, R. W., 402–405
recognition, of risk, 157
Reconstruction Era, 806
Reconstruction Era and pre-Brown, C53.P41 n.5,
806–807
recruitment, 86, 168, C32.S18, 1693–1694, 1716
Redecker, C., 1184, 1185*f*
redistribution, 925
Redondo, L. M., 2044–2045
Reed, C. J., 1454
Reese, J., 1070
Reeves, J., 1439, 1440*f*
Reeves-Weaver, A., 1076
referent power, 1323–1324
reflection, 45–46, 244, 246–247, 1069, 1072–1073, 1885
“reflection problem,” 1277
reflexivity, C15.S7
reform
in China, 443–445
for CNTE, 117
in education, 1941–1942, 2005–2007
educational, 436–437
from globalization, 455–456
from networks, 1723
research on, 429
school, 1941–1942
of socialism, 432–433
studies on, 454
refugee crisis, 447–448, 457–458
refugee education, 457
refugees, 458–462, 459*f*, 504–505
Regimes of Truth, 666, 671–672, 678

- Regini, M., 1050
- regional culture, C16.S13**
- regional government, C32.S13**
- regulation, C68.P44 n.6, 1579**
- law and, 280–281
 - regulative discourse, 1707–1708, 1710–1711
 - regulatory frameworks, 141–142
 - self-regulation, 147–148
- Reich, Robert, 1788
- Reigota, Marcos, 597–598, 617
- Reilly, M., 86
- reinforcement, of behavior, 181
- Reis, N., 1000–1001
- Reiser, R. A., 1181–1182
- Reisner, Edward, 1035
- relational trust, 769
- relationships, C124.S14**
- collegial, 278–279, 784**
 - co-mentoring in, 1108–1109**
 - communication in, 1901–1902**
 - human interactions in, 1731**
 - leadership as, 512–513**
 - in school communities, 1652**
 - for students, 1646**
 - superintendent relations, 1602–1603**
 - trust for, 1897–1898, 1906–1907**
- relativism, 633–634
- reliability, C79.S9**
- religion, 1473–1474
- Catholic Church, 593
 - charisma in, 123–124
 - collaboration with, 157–158
 - diversity of, 1686
 - leadership in, 125–126
 - in ME, 448–449
 - with nationality, 632–633
 - pedagogy with, 458
 - property and, 124–125
 - slavery and, 127–128
- Remarks on the International Coral Reef Initiative in Port Douglas, Australia* (Clinton, B.), 1477
- Renaie, A. J., 1235
- renewable energy, 1807–1808
- Renner, E., 820
- Renzulli, S., 2044
- “repairing the world” (“*Tikkun Olam*”), 816
- “Report Card on American Education,” 1265
- reproductionist approaches, 609
- Republicans, 675
- Rerup, C., 1136
- research. See also *specific topics*
- ADeC and, 172
 - on ADHD, 552–561
 - in anthropology, 206
 - on attitude, 515, 518
 - on autonomy, 1731–1732
 - on bureaucracy, 579–580
 - on cancer, 1800
 - on central systems, 761–763
 - on climate change, 155–158, 160–161
 - on collective teacher efficacy, 200–201
 - on communities, 154
 - comparative international, 1789
 - from comparative studies, 575
 - critical, 249–250
 - on data-based accountability, 1581
 - on Earth education, 424–426
 - on education, 136–140, 147–148, 1941
 - into education administration knowledge base, 868–869
 - on educational leadership, 517–518, 660–661
 - on effectiveness, 798–799
 - for EfS, 1806
 - empirical, 636
 - empirical evolution in, 1660–1661
 - empirical studies and, 263–264
 - environmental education, 598–602
 - EPSCoR, 1794
 - on evaluations, 1884
 - on family engagement, 647–648, 662
 - by GLOBE, 264
 - on graduate courses, 585–587
 - from Greece, 1741–1742, 1745–1749
 - in Hong Kong, 793–794
 - humanistic, 248–249
 - by ICF, 167–168
 - inconsistency in, 1650
 - by ISSPP, 221
 - on job characteristics, 516
 - on job satisfaction, 514–515
 - on leadership styles, 241
 - on learning, 1769
 - for ME, 461–463
 - methodologies of, 1823–1824
 - by NCSL, 784–786
 - on Ohio State University, 584
 - on organizational trust in schools, 1243–1246
 - pedagogy-research nexus, 1709–1710, 1712–1713
 - philosophy of, 554
 - on populations, 798–799
 - on poverty, 1760
 - on power, 1707–1708
 - on principals, 456
 - for programs, 778

- research (*continued*)
- on psychology, 527, 788–789
 - qualitative, **204–210**
 - questionnaires for, 763–770, 1824–1827
 - on reform, 429
 - scholarship and, 1981
 - on school climate, 1642–1643, 1651–1653, 1659–1660
 - on school governance, 1625–1626
 - on school trust, 1999–2000
 - science, 257–258
 - sharing of, 502–507
 - on **SLPP**, **1361–1366**, **C87.S40**
 - from South Africa, 1622
 - on students, 1649–1650
 - on sustainable development, 1821–1823, 1829
 - terminology in, 1649
 - theory and, 262, 449, 779
 - on transformational leadership, 1959–1961
 - trends, 452–455
 - from Turkey, 1822
 - from United Kingdom, 1625–1626
- research methodology, **1537–1552**
- action research in, 1546
 - administration in, 1537
 - analysis and interpretation in, 1548–1550
 - analysis types in, 1549
 - approaches and tools in, 1543–1548
 - case study in, 1546
 - coding in, 1550–1551
 - conclusions on, 1551–1552
 - critical stance in, 1542–1543
 - CRT in, 1542
 - development of, 1537–1538
 - diaries and blogs in, 1548
 - documentary analysis in, 1548
 - educational leadership theory in, 1538
 - ethics in, 1543–1544
 - ethnography in, 1546–1547
 - evaluative in, 1539
 - feminism in, 1542
 - focus groups in, 1548
 - “grand theory” in, 1537
 - humanistic in, 1539
 - interpretivism and qualitative research in, 1541
 - interpretivism in, 1541
 - interviews in, 1547
 - knowledge provinces in, 1538–1539
 - mixed methods in, 1541
 - narrative inquiry in, **C98.S40**
 - observation in, 1548
 - ontology and epistemology in, 1539–1540
 - paradigms in, 1540–1541
 - positivism and quantitative research in, 1540
 - positivism in, 1540
 - postcolonial in, 1543
 - postmodernist in, 1542
 - purpose of, 1538–1539
 - qualitative analysis in, 1550–1551
 - qualitative research in, 1546–1547
 - qualitative research tools in, 1547–1548
 - quantitative analysis, 1549–1550
 - quantitative approaches in, 1545–1546
 - queer theory in, 1542
 - questionnaires in, 1547
 - reliability and validity in, 1544
 - research stance in, 1539–1543
 - sampling in, 1545
 - scale in, 1539
 - school effectiveness in, 1537
 - systematic review in, 1545–1546
 - technology and, 1538
 - triangulation in, 1544
 - trustworthiness and authenticity in, 1544
 - variable types in, 1549
- research relational approaches, **1520–1533**
- adjectival in, 1523–1525, 1523*f*, 1528*t*, 1529–1531, 1530*t*, 1533
 - analytical dualism in, 1521, 1532
 - analytical processes in, 1524–1525
 - co-determinism in, 1523, 1523*f*, 1525–1526, 1528*t*, 1530*t*, 1531, 1533
 - common sense in, 1525
 - confirmation bias in, 1524
 - conflationism in, **1523*f***, **1529**, **1531**, **1533**, **1533**, **C97.S6**, **1528*t***, **1530*t***
 - criticisms on, 1527, 1532–1533
 - epistemological assumptions, 1527–1529, 1528*t*
 - Human Relations Movement in, 1522
 - introduction on, 1520–1521
 - measurement in, 1522, 1525–1526, 1532–1533
 - normative/ethical assumptions in, 1528*t*, 1529
 - ontological assumptions, 1527–1529, 1528*t*
 - organizations in, 1521–1522, 1524–1525
 - position shaped and shaping in, 1527–1532, 1528*t*, 1530*t*
 - productive theorizing in, 1532–1533
 - relational in, 1520–1521, 1523*f*, 1527, 1528*t*, 1530*t*, 1531–1533
 - relations, relationships, relationalism in, 1522–1527
 - structuralism in, 1520, 1532
 - substantialist notions in, 1521–1524
 - theory of the subject, **C97.P96**, **1528*t***
- resegregation, 825–826, 829
- resignations, 1843
- resilience, **150–161**
- resistance, 117

- resources
 for ADHD, 556
 conflict of, 556
 distribution of, 556
 HR, 174
 for inclusion, 1689–1690
 for industry, 1742
 personal, 268
 school, 1646, 1716
 strategies for, **C32.S17**
 in workplaces, 568–569
- respect, 267
- Response to Intervention (RTI), 976–977
- responsibility, **C32.S19, 613–614, 1808–1809**
- Ressler, J. D., 1431
- Rest, James R., 621–622, 1158
- restraint, 218
- retention, 1693–1694, 1837
- Rethinking Freire* (Bowers/Apple-Marglin), 603
- Retna, K., 1225–1226
- “El reto de la vida”* (The Challenge of Life)
 (Ángel-Maya), 305
- retrospection, 405
- revenue, **C101.S5**
- reverse mentoring, 1106
- revolution, 430–433, 447–448, 452, 457
- reward power, 1323–1324
- reward systems, 635
- Reyes, Aurora, 109–110, 110*f*, 118
- Reyes, Javier, 618
- Reynolds, A. L., 1454
- Reynosa, R., 1069–1070
- rhizome, **C22.S8 n.11**
- Ribbins, P., 844, 857, 1438–1439, 1538–1539, 1543
- Richards, K. A. R., 1431
- Richardson, M. K., 1071
- Richmond, G., 1068
- Riedlinger, B., 1432
- Rift Valley (eastern Africa), 883–884
- Riley, K. A., 1321–1322
- Rinke, C. R., 1074–1075
- Rio Conference, 1819–1820
- Rising Tide of Mediocrity* (1983), 814
- risk, 150–151, 155–158, 207–209, 1982
- Ritchhart, R., 1147–1148
- Ritchie, R., 376–377
- Rittel, H. W., 408–409
- rituals, 84
- Road to Serfdom* (Hayek), 817
- Robbins, S., 403
- Roberts, A., 328, 379
- Roberts, K. H., 1133
- Robertson, Susan, 1610–1611
- Robinette, J., 979
- Robinson, C. D., 344
- Robinson, J., 85
- Robinson, K., 720–721
- Robinson-O’Brien, R., 695
- robust decision making (RDM), 408–409
- Rocca, S. J., 1072
- Roche, M., 362
- Rodriguez, M. A., 1102
- Roegman, R., 1069–1070
- Roethlisberger, F. J., 1522, 1525
- Rogers, C., 2026
- Rogers, Everett, 1319
- Roget’s II The New Thesaurus*, 122
- Rohaya, T., 15
- role-based networks, 1726
- role modeling, 86
- roles, 165–167, 174–175, 258–260, 511–512, 568–569,
 1665
- Roller, S. A., 1068–1069
- Rolston, Holmes, 1479–1480
- romanticism, 134
- Romero, L. S., 1242–1243
- Roosevelt, Eleanor, 128*t*, 131
- Roosevelt, Theodore, 820
- roots, coaching, **C12.S3**
- Rosch, E., 1131
- Roseland, B. D., 8
- Rosenblatt, Louis, 1351
- Ross, S. M., 1181–1182
- Rossen, S., 1176
- Ross-Gordon, J. M., 896
- Rossi, T., 53–54
- Rothstein, R., 394, 1326–1327
- Roucaud, V., 1436
- Rouleau, L., 948–949
- Rousmaniere, K., 894
- Rousseau, Jean-Jacques, 687–688
- routines, 142–143
- Rowan, B., 947
- Roychoudhury, A., 2044
- RTI. *See* Response to Intervention
- RTI. *See* Race to the Top
- Rubenstein, G., 827
- Ruff, W. G., 840
- Rukundo, A., 16–17
- rules, 141–142
 administrative, 583
 in Ireland, 280
 for leadership, 758–759, **C123.S11**
 legal, 622–623
 psychology of, 141
 universal, **C123.S11**

Rumi (Jalal ad-Din Muhammad Balki), 1462–1463
 rural schools, 1691
 Russia, 277–278, 1371–1372
 Ryan, K., 1208

Sachs, B., 33
 Saclarides, E. S., 341
 SADTU. *See* South African Teacher Union
 safeguarding, 143–145
 safety, in schools, 572, 1643, 1666–1667, C116.S2
 Sagor, R., 30–31
 Sagri, M. T., 67
 Sahlberg, Pasi, 1800
 St. Pierre, E. A., 1342
 Saks, A. M., 1435
 Salina, C., 979, 982, 984
 Salleh, H., 53
 Salmon, G., 1183
 Samier, E., 1457
 Sammons, P., 944
 samples, data, 585, C115.S4
 sample size, 1550
 Samuelson, Paul, 1050
 sanction systems, 635
 Sands School, 325, 329–331
 Sanga, K., 855–856
 Santamaria, L. J., 1160
 Sapon-Shevin, M., 2049
 Sarason, S., 849
 Sartori, Giovanni, 1316
 satisfaction, 525–529, 770
 Sauv , Lucie, 618
 Savin-Baden, M., 29
 Sayani, A., 95, 1298
 SBA. *See* school-based assessment
 SBM. *See* school-based management
 scaffolding, 1295
 scale, 778–779, 1549
 scale variables, 1549
 Scalia, Antonin, 1264
 SCCs. *See* school community councils
 Scharmer, C. O., 1006
 Schatzki, Theodore, 541
 Schechter, C., 949, 979
 Schein, Edgar, 849, 1232–1233, 1427–1428
 aesthetics of leadership for, 82–83
 multilevel model of, 1674–1675
 Scheitle, C. P., 1321
 Schempp, P. G., 1435–1436, 1435f
 Schizzerotto, A., C81.S13 n.3
 Schleicher, Andreas, 1376–1377, 1481
 Schlichte, J., 1076

Schmidt, M., 1457
 Schmidt, W. H., 989f
 Schneider, B., 6–7, 1163–1164, 1238–1239
 Schneider, S., 696
 Schoeller, D. A., 696
 scholarship
 on accountability, 1588
 change for, 472–474, 479
 on conceptual issues, 474
 diversity in, 1672–1674
 on educational inequity, 1682–1683
 educational leadership, 547–549, 1757
 empiricism in, 1675
 on failed change initiatives, 476
 Makiguchi in, 2017
 on management, 1979
 on organizational change, 478
 on practices, 779
 research and, 1981
 on school climate, 1642
 on school performance, 1680–1681
 on self-efficacy, 195
 studies in, 207–208
 TLT and, 1972
 in Western education, 448–449

Scholl, H. J., 65
 Schon, C., 2026
 Sch n, D. A., 1019–1020, 1025–1026, 1025f, 1030–1031
 school accountability, 1575–1588
 school-based assessment (SBA), 14–15
 school-based management (SBM), 1927
 school-based networks, 1722–1725
 school belonging, 1648–1649
 school boards, 1610–1626, 1836, 1838, 1840–1844,
 1593–1607
 school choice, 1631–1640
 school climate, 1641–1653, 1658–1668
 school communities, 1652, 2000
 school community councils (SCCs), 1692
 school culture, 1665–1666, 1672–1683
 school desegregation leadership, 935–942
 Brown v. Topeka Board of Education and, 935–936,
 939, 941
 community collaboration with, 937, 941–942
 conflict avoidance in, 940
 consensus approach in, 937
 context of, 935–936
 de facto segregation and, 935
 Denver v. Keyes in, 936
 ESAA 1970s–1990s in, 936, 938–940
 ESAA 1990–2015 and resegregation in, 940–942
 funding for, 940–942

- limitations of, 939
- Little Rock Nine* and, 936–937
- Mendez v. Westminster* in, 935
- Milliken v. Bradley* in, 936, 941
- minimum compliance 1950s–1970s and, 936–938
- outcomes and, 938
- Plessy v. Ferguson* in, 935
- professional development for, 939–940, 942
- reassignment in, 937
- resegregation in, 939, 941–942
- resistance to, 940–942
- school characteristics in, 937–938
- special education programs in, 939–940, 942
- Swann v. Mecklenburg* in, 936
- 2015 and future in, 942
- school development, **1658–1668**, 1898–1899
- school districts, 1598–1599, 1598f
- school governance, 1583–1587
 - context of, 1610–1611
 - democracy in, 1622–1623
 - in differing systems, 1611–1613
 - in England, 1620–1622
 - history of, 1611–1613
 - issues in, 1610–1611
 - models of, 1619–1620
 - for OECD, 1611–1612
 - research on, 1625–1626
 - stakeholders in, 1617–1619
 - studies on, 1615–1617
 - in U.S., 1584–1585
- school heads, 1743, 1745–1751
- school improvement efforts, 1946–1947
- School Improvement Grants (SIGs), 1585
- schooling, public expectations of, 1692
- schooling perspectives, 1583–1588
- school leadership, 1665, **257–270**. See also *specific topics*
 - in action, **2005–2022**
 - basic need satisfaction and, 528–529
 - challenges, **1686–1697**
 - concepts of, 1677–1678
 - development, 780, **1697–1716**
 - effectiveness of, 2013–2018
 - efficiency, **1767–1780**
 - functions, 1777–1780
 - practices, 1899–1901
 - preparation, **1697–1716**
 - school culture and, 1677–1680
 - school leaders, **555–557**, **C110.S–C110.S22**, **1771–1774**, **2007–2013**
 - social media in, 1774–1775
- school leadership teams (SLTs), 777, 784–785
- School Leaders Licensure Assessment (SLLA), 1452–1453
- school leaders preparation programs (SLPP), **1360–1379**
 - in Africa, 1367
 - in Asia, 1369
 - commonalities and variations in, 1375
 - conclusions and recommendations in, 1376–1379
 - countries commonalities, 1375–1376
 - countries variations in, 1376
 - cross-national comparisons and trends, 1375–1376
 - in Europe, 1370–1375
 - indigenous knowledge base for, 1377–1378
 - international development in, 1366–1376
 - introduction on, 1360–1361
 - in Latin America, 1372
 - national and regional programs in, 1367–1370
 - in New Zealand, 1374–1375
 - partnerships in, 1363
 - practices in, 1378–1379
 - principal recruitment and selection in, 1361
 - recruitment and selection in, 1361
 - regulations and resources in, 1377
 - research on, **1361–1366**, **C87.S40**
 - technology in, 1365
 - in U.S., 1361–1366
- School Management Task Force (SMTF), 774–775
- School Mathematics Study Group, 1789
- school networks, **1717–1735**
- school organizations, 1992–2000
- school performance, 1680–1681
- school plants, 1664
- school reform, 1941–1942
- schools
 - activities in, 1653
 - behavior in, 297–298
 - branding for, 1772–1773
 - change in, 547–548
 - charter, 1636–1637
 - Christianity in, 559
 - climate change in, 158–160
 - collaboration in, 1645–1646, 1841
 - corporations compared to, 1959–1960
 - daily school routines, 142–143
 - DL in, 784–785
 - EC in, **273–285**
 - in England, 246
 - ethical decision-making in, **620–637**
 - experience in, 1660
 - funding for, 574–575
 - in Germany, 504–505
 - goals for, 533
 - harmony in, 529–530
 - high, 585–587, 586f, 1679–1680
 - history of, 774–776

- schools (*continued*)
- in Hungary, 280
 - ICT in, 492
 - inclusion in, 556–557
 - independent state, 1701
 - in India, 506–507
 - in-school life, 140–141
 - inspection of, 1622, 1633, 2010–2012
 - in Japan, 506–507
 - leadership in, 237, 1899
 - leaders in, 525
 - magnet, 1637
 - military and, 757–758
 - in New Zealand, 280
 - in Nigeria, 1659, 1662–1663
 - nuances of, 217
 - online presence for, 1776
 - organizations compared to, 1898
 - politics and, 262–263
 - practices in, 778
 - private, 1636
 - as professional organizations, 1579–1580
 - resources, 1646, 1716
 - rural, 1691
 - safety in, 572, 1643, C116.S2**
 - school administration, 267–269
 - school bureaucracy, 582, 583f
 - school bus routes boundaries, 2038
 - school culture, 216–217, 261, 1665–1666, **1672–1683**
 - school ecology, 472–473
 - school environments, 86–87
 - school improvement, 467–468
 - school mascots, 85
 - school safety, 1666–1667
 - school systems, 477
 - school to prison pipeline*, 2041–2042, 2044–2045
 - socialization in, 263
 - stakeholders for, 524–525
 - studies in, 284–285
 - TDA for, 781
 - trust in, 1899
 - types of, 1636–1637
 - in United Kingdom, 774–776
 - in U.S., 115, 280–281, 506–507, 1996–1997
 - violence in, 1650–1651, 1691, 1832
 - virtual, 1637
 - virtual charter, 1259–1260
 - virtual online, 825–826, 829–830
 - websites for, 1774
- school shootings, 1832
- school structure, **577–590**, 1675–1677, 1682
- Schubert, William, 1346–1347
- Schultz, Theodore W., C68.P44 n.1**
- Schumacker, R., 5–6
- Schunk, D. H., 1105
- Schuyler, K. G., 1150–1151
- Schwab, Joseph, 1353
- Schwandt, T. A., 346
- Schwartz-Barcott, D., 44
- science
- assumptions in, 1934–1935
 - cognitive, **177–192**
 - cognitive neuroscience, 187–188
 - context in, 1936
 - in HE, 171–172
 - management, 761
 - math and, 1798
 - methodologies for, 599
 - new, 1934–1935
 - new cognitive, 184–187
 - old, 1928–1930
 - political, 1593–1594, C120.S8**
 - positive, 248–249
 - research, 257–258
 - Science Development, 1793–1794
 - scientific-pedagogic expertise, 1747
 - social, 248
 - and technology, 1490
 - TIMSS, 1724
- science, technology, engineering, and mathematics (STEM), 470–471, **1786–1803**, 1791–1794, 1912
- Scotland, 1371–1372
- Scott, C. E., 1102
- Scott, C. M., 1110
- Scott, D., 1540
- Scott, J., 1317
- Scott, James C., 1356–1357
- Scott, S., 712–713, 714t
- SDGs. *See* UN Sustainable Development Goals
- SDT. *See* self-determination theory
- Seager, R. H., 1145
- Seaman, J., 1182–1183, 1187–1188
- Searby, L., 1157–1158, 1432–1433
- SEA region. *See* Southeast Asian region
- Sears, 818–819, 829
- Seashore-Louis, K., 804–805
- Sebring, P., 360
- SEC. *See* State Education Commission
- secondary education, 438, 444–445, 1789–1791, 1993–1994
- Secretariade Educación Pública (SEP), 110–115
- SECTIONS. *See* Students, Ease of use, Costs, Teaching
- functions, Interaction, Organizational issues, Networking, Security

- security, **C116.S2**
- sedentary lifestyle, 690
- segregation, 555–557, 1326–1327. *See also* inclusion
- selection boards, 1748–1749
- selection methods, of school leaders, C110.S–C110.S22**
- selective coding, 1550–1551
- self categorization theory, 1647–1648
- self-centered approaches, 764*t*
- self-correcting epistemology, 1935–1936
- self-critique, 403
- self-definition, 806*t*, 810
- self-determination theory (SDT), **523–536**, 1647
- Self-Determination Theory motivational model, 690
- self-efficacy, 4, 195, 1217
- models of, 198
- teacher, 195–196, 198–200, 515, 1647
- self-governance, 1689
- self-knowledge, 737–738
- self-marginalization, 143–144
- self-reflection, 246–247
- self-regulation, 147–148
- self-reporting, 1889
- Seligman, M. E. P., 1
- Seltzer, A., 848
- semantics, 1969–1970
- Seminole Nation v. United States*, 316 U.S. 286, 296–97 (1942), 834
- SEMs. *See* structural equation models
- Senge, P., 359–360, 1020
- Senker, P., 1005
- sensemaking, C29.S19**
- sensitivity, 268, 621
- SEP. *See* Secretaría de Educación Pública
- Sergi, V., 370–371
- Sergiovanni, T., 844, 856, 949
- servant leadership, 514, 517–518, 1150
- service status, 1747–1748
- SES. *See* socioeconomic status
- Sessions, Lucy Stanton Day, C53.P41 n.6**
- Severson, B., 1075
- sex education, 1321
- sexual identity, C107.S9**
- sexuality, 676
- sexual minority youth (SMY), 2047–2048, 2050
- sexual orientation, 2047–2048. *See also* lesbian, gay, bisexual, transgender, and queer/questioning
- SGPs. *See* student growth percentiles
- Shafritz, J. M., 1224
- Shah, N., 822
- Shaheen, M., 1213–1214
- Shaked, H., 979
- Shakeshaft, C., 2039
- Shang Dynasty (China), 429–430
- Shank, M. J., 1079
- Shanked, H., 949
- Shanker, Albert, 823
- Shannon, K., 1109
- Shapiro, J., 322, 1164–1166, 1169, 2040
- shared leadership. *See* distributed leadership
- shared threats, 156–157
- sharing, 172, 499
- Sharma, S., 1225, 1227
- Sheard, A. G., 373
- Sheats, P., 372–373
- Sheldon, D. L., 8
- Sherlock, B. J., 1433, 1433*f*
- Shi, Y., 992
- Shiau, J. Y., 1216
- Shields, C., 95, 289, 848, 926–927, 1298
- Shirley, D., 1419
- Shirley, V. J., 885–886
- Shockley, R., 1566
- Shoho, A. R., 1432, 1437
- short-term normative orientation, 218, 263–264
- Shouse, R. C., 2–4
- Shuangye, C., 405
- Shusterman, R., 79, 87
- Siegel, M., 937
- Siemens, G., 1180, 1186–1187
- sigmoid functions, 184–185
- SIGs. *See* School Improvement Grants
- Silent Spring* (Carson), 1476–1477
- Silfver, A. L., 49–50
- Silva, M. F. G., 1431
- Silveira, Eduardo, 601–602
- Simon, B., 65
- Simon, Herbert, 177–180, 192, 412–413, 1935–1936
- simple universal, 1949–1950
- Simpson, Joe, 1450
- Simpson, L. B., 878–879, 886–887
- Sims, R. L., 9
- Sindicato Nacional de Trabajadores en Educación (SNTE), 109–110, 112–114
- Singapore, 277
- Singapore action research as CPD, 52–54, 57–58
- Singh, S., 363–364
- Single, P. B., 1106
- Singleton, G. E., 1512
- site-based educational development, 548
- situational approaches, **226–241**
- situational leadership theory, 234–237, 1960
- situational urgency, 231
- Six Dimensions theories, C19.S12–C19.S13**
- SJ. *See* social justice

skills

in Africa, 1665
cooperative, 1744
development of, 174, 1745
digital, 1693
emotional, 1481
for experts, 234
for globalization, 568–569
intellectual, 1890
knowledge and, 1815
leadership, 229
life, 550
lifelong learning, 572–573
listening, 1843
of managers, 1744–1745
professional, 1744
resilience, 153–154
training and, 167
transferable, 1890
wisdom and, 231
SLANT (Sit up straight, Listen, Ask and answer questions, Nod if you understand, and Track the teacher), 826
Slater, C., 713, 715, 719, 904–905
Slater, Robert O., 1316
slavery, 127–128
Slee, R., 92–93, 93f
Sleegers, P. J., 1564
SLEs. *See* specialist leaders of education
SLLA. *See* School Leaders Licensure Assessment
Sloan, Timothy, 83
Slovenia, 278, 1822–1823
Slowiaczek, M. L., 648–649
SLPP. *See* school leaders preparation programs
SLTs. *See* school leadership teams
SMART Boards, 1919–1920
SMH. *See* somatic marker hypothesis
Smith, Adam, 1002, 1046, C68.P44 n.3
Smith, C. A., 1207
Smith, E. B., 1068–1069
Smith, E. M., 1435
Smith, Graham H., 885
Smith, L. T., 832–833, 881–882
Smith, M. P., 1298
Smith, P. A., 5, 8
SMTF. *See* School Management Task Force
SMY. *See* sexual minority youth
Snapchat, 1768. *See also* social media
Snow, President, 698–699
Snowden, D. J., 410
SNTE. *See* Sindicato Nacional de Trabajadores en Educación

Snyder, B. F., 1479–1480
Snyder's Hope Scale, 796
Snyder's hope theory, 789–790, 793
social, 550–553
social and emotional skills, 1481
social capital, 382–383, 1238, 1305–1306
social change, 106, 107t
social cognitive theory (Bandura), 198, 198f
social consensus, 626
social development, 445
social environments, 526–527
social epistemology, 189–191
social exchange theory, 1897
social facts, 181–182
social hegemony, 1328, C84.S17
social identities, 390
social identity theory, 1647–1648
social inequity, 1758–1759
social institutions, 550–553
social interactions, 1666–1667
socialism, 431–434
Socialist/Marxist feminism, 667t, 678, 679t
socialization, 258, 263, 1699
socialized charismatics, 129
social justice (SJ), 1113, 1115, 2048–2049
 against corruption, 117–118, 118f
 dimensions of, 924
 discourses of, 1756
 in education, 1699–1700
 frameworks for, 1757–1758
 leadership, 298–299, 1973, 1974f, **1756–1763**
 local action for, 501–502
 for marginalized populations, 113–114, 1797–1798
 in mentoring across teacher career stages, 1068
 practices for, 497–498, 497f
 in principal leadership global research, 718–721
 with STEM, **1786–1803**
 for sustainable development, 1825–1826
 theories for, 1972
 TLT for, 1968, 1971, 1981–1983
 transformative leadership for, 1988
 unjust practices for, 507
social justice (SJ) ethics, 402–403
social justice (SJ) leadership, **923–931**
 collaboration of, 929–930, 929t
 communal dimension in, 930
 debates on, 927
 definition of, 927
 dimensions of, 930
 diversity in, C16.T1t, 926, 928, 928, 929–930
 ecological dimension in, 930
 goal of, 925

- good leader compared to, 928–929, 929*t*
Greek mythology related to, 923–924
on inequalities, 928
interpersonal dimension in, 930
marginalized children and, 928–929, 929*t*, 931
personal dimension in, 930
praxes of, 928–930, 929*t*
quest for, 925–926
recognition in, 925
redistribution in, 925
responsibilities of, 927–928
Shields on, 926–927
socioeconomic injustice and, 924–925, 930–931
systemic dimension in, 930
understanding of, 924–925
- social media, 406, 411–412, 2032
challenges from, 1780
criticism of, 1780
in education, 1769–1771
in educational leadership, 1776–1777
effects, 1832–1833
ICT for, 1767–1769
information on, 1768, 1777
perspectives, 1774–1775
for school leaders, 1771–1774
in school leadership, 1774–1775
school leadership efficiency and, **1767–1780**
studies on, 1779
for teachers, 1770
technology, 411–412
in technology and adult pedagogy, 2032
tools, 1769, 1771, 1777–1780
- social mobility, 1610
social models, 497–498
social movements, 815–818
social organizations, 578, 1666
social-political arrangements, 543, 546
social psychology, 191
social relationships, 1988–1992, 1998. *See also* peer effects
social representation, 597–598
social resilience, **150–161**
social science, 248
Social Security, 817
social service delivery, C32.S13
social stratification, 291
social structure, 579–580, 580*f*
social systems, 498, 529
social value, 1633–1634
societal change, 550
societal culture, C19.S12, 573
society, 1615–1616
- Society for Research on Educational Effectiveness's Registry for Efficacy and Effectiveness Studies, 342–343
socio-ecological systems, 150–151
socioeconomic environment, 624–625
socioeconomic injustice, 924–925, 930–931
socioeconomics, 546, 1649–1651, 1975–1976, 2046–2047
socioeconomic status (SES), 198, 1238–1239
in academic optimism, 1–4, 8–9
in organizational trust in schools, 1238–1239
in U.S., 1759–1762
socioenvironmental issues, 1805–1806
sociological mindfulness, 1151
sociology, 122–124
Socrates, C9.P84 n.1, 1349–1350, 1513–1514
Socratic conversations, 1513–1514
soft power, 740
software, 412–413
Sogunro, O., 966–967
Soka Gakkai, 2005–2006
Solín, C., 857–858
somaesthetics, 87–88
somatic marker hypothesis (SMH), 191–192
Somech, A., 1211–1214, 1217
Somerville, Mary Fairfax, 1795–1796
Sommerville, J. C., 940
So Much Reform, So Little Change (Payne), 471–472
Sorbet, S. R., 1078
Sosik, J. J., 1076
sounding boards, 173
Sousa, Erundina de, 595
Sousa Santos, Boaventura de, 601–602
South Africa, 1368, 2063, 2065
case study of, 1623–1625
colleagues in, 278
CRPD in, 93
decentralization in, 1625–1626
democracy in, 1619
principal leadership global research in, 713–715, 714*t*
research from, 1622
South African Schools Act, 1623
South African Teacher Union (SADTU), 1624
South America, 1952
South East Asia, 1646–1647
Southeast Asian (SEA) region, 37
south-south, 302, C22.S8 n.3
Southwestern Indian Polytechnic Institute, 836
Southworth, G., 845
SPA. *See* specialized professional association
spaces, 1514–1516
Spady, W. G., 1324–1325

Spain, 618
 Spar, D., 740
 Sparkes, A., 845
 SPAs. *See* specialty professional associations
 Spearman, Charles, 1797
 special classrooms, 561
 special education (SPED), 90–92, 1562
 ADHD in, 552–561
 issues in, 552
special interest groups, C116.S13
 specialist leaders of education (SLEs), 1702
 specialization, 578
 specialized professional association (SPA), 1451, 1453*t*,
 1454
 special needs children, 1689–1690
 special teaching groups, 560–561
 specialty professional associations (SPAs), 908–909
 SPED. *See* special education
 Spencer, Herbert, 1347–1348
 Spero, R. B., 5
 Spillane, J. P., 371, 373–375, 379, 383–384, 542
 Spinath, B., 2044
 Spink, Mary Jane Paris, 600–601
 spreadsheets, 1917
 Spring, Joel, 1323, 1352, 1356
 SPSS. *See* Statistical Package for Social Sciences
 SQU. *See* Sultan Qaboos University
 Sri Lanka, 502–503
 staff, 240
Stages in Charismatic Leadership (Conger), 126–127
 Stake, Robert, 207
 stakeholders
 communication with, 1770
 in communities, 1688
 educational, 1889–1890
 expectations of, C116.S15
 feedback from, 1841–1842
 instructional leadership for, 1679
 in organizational culture, 1675
 perspectives of, 1682
 in school governance, 1617–1619
 for schools, 524–525
 standardization, 274, 571, 822*t*, 1581–1582, 1633,
 1675–1676
 standard of living, 745
 standards, 282, 1703–1705, 1746, 2007–2010
 standards, professional, 569–570
 Stanley, J., 1510
 Stapleford, T., 974, 979, 1511–1512
 Starratt, R., 2039
 cultural and cross-cultural analysis for, 856–857
 decision making dynamics for, 404–405

 democratic leadership for, 324
 moral dimensions of leadership for, 1159, 1162–1167
 stasis school, 1317–1318
 State Education Commission (SEC), 434
 Statement of Cooperative Identity, 329
 statistical analysis, 1824–1828
 Statistical Package for Social Sciences (SPSS), 342, 955,
 956*t*, 957*t*
 statistical significance, 1549–1550
 Staton, A. Q., 1430–1431, 1436
 status, of teachers, 277–278
 Stavredes, T., 2027, 2030
 Stecher, B. M., 12–13, 21
 Steele, Claude, 1797
 Steffy, B. D., 1428
 Steffy, B. E., 1063
 Stefkovich, J., 2040
 Stein, E. L., 1425–1426
 Steiner, Rudolf, 1354
 Steinmayr, R., 2044
 STEM. *See* science, technology, engineering, and
 mathematics
 Stengers, Isabelle, 598
 Stephens, J., 1429
 Stepkovich, J. A., 1164–1166, 1169
 stereotypes, 503
 Sternberg, Robert, 1797
 Stevenson, H., 365–366
 Steward, Susan Smith McKinney, 807
 stewardship theory, 1619–1620
 Stewart, B., 1186
 Stewart, Maria W. (Maria Miller), 811
 Stiegler, Bernard, 1334, 1342–1344
 Stiff-Williams, H. R., 2049
 Stigler, J., 363
 stimuli, 558–559, 558*f*
 Stogdill, R. M., 989*t*
 Stoics, 734–735
 Stoll, L., 359–360, 363, 849
 Stoner, J. B., 8
 Stöter, J., 1182–1183
 strategies
 appropriate learning, 138–139
 classrooms, 1885
 communication, 1776–1777
 for evaluations, 1884
 pedagogy, 557
 for resources, C32.S17
 strategic management, 1749–1751
 with TLT, 1977–1978
 Stratemeyer, Florence, 1350
 strict hierarchies, 770

- Strong, P., 85
- structural equation models (SEMs), 342
- structure
- follower-task, 232
 - hierarchical organizational structure, 753–771
 - hope and, 788–789
 - initiating, 1924–1925
 - network structures, 1725–1727
 - organizational, 578, 1677
 - in organizations, 579–580, 756–761
 - school, 577–590, 1675–1677, 1682
 - social, 579–580, 580f
 - for students, 587–588
- “Structure, Sign and Play in the Discourse of the Human Sciences” (Derrida), 1336
- Strum, Phillipa, 935
- Stuart Mill, John, 1046, C68.P44 n.6
- student growth percentiles (SGPs), 1886–1887
- students. See also *specific topics*
- academic success for, 1641–1643
 - assessment of, 1582–1583, 1890–1891
 - attention of, 1770–1771
 - behavior of, 1680
 - beliefs of, 197
 - of color, 1796–1797
 - communication with, 139
 - decision-making for, 637
 - digital divide for, 1761
 - as digital natives, 1769–1770
 - diversity for, 551
 - education for, 229
 - ELT for, 1814, 1814t
 - enrollment of, 1833–1835
 - enthusiasm for, 1651–1652
 - evaluations of, 1882, 1890–1891
 - exclusion for, 555–557
 - families for, 1760
 - features of, 136–137, 137t
 - in Finland, 1800
 - HEE, C115.S4–C115.S12
 - in-class life of, 142–143
 - in-school life for, 140–141
 - in Korea, 1797
 - Latinx, 1802
 - learning for, 1960
 - learning process for, 145–146
 - Millennials as, 163–165
 - misbehavior of, 139–140
 - needs of, 146
 - relationships for, 1646
 - research on, 1649–1650
 - stimuli for, 558–559, 558f
 - structure for, 587–588
 - student achievement, 1603–1604, C119.F2f, 1887, 1902–1903
 - student cultures, 1680–1682
 - student evaluation processes, 1481
 - student growth model, 1886–1887
 - student learning, 484
 - student outcomes, 1648, 1680, 1998
 - student performance, 145, 202, 1255, 1258
 - student-to-teacher confidence, 144–145
 - studies on, 200–201
 - support for, 1802–1803
 - teachers and, 142, 1880–1881, 1890–1891
 - technology for, 1759
 - technology proficiency among, 1919
 - transformational leadership for, 1960
 - university, 1821, 1824–1825
- Students, Ease of use, Costs, Teaching functions, Interaction, Organizational issues, Networking, Security (SECTIONS), 1182, 1186
- students compared to prisoners, 827
- student support groups, 1307–1308, 1311
- studies. See also *specific studies*
- on accountability policies, 1581
 - on authority, 527
 - on CEV, 276, 283–284
 - on children, 557–558, 1680–1681
 - comparative, 273
 - cross-cultural, 637, 1956–1959
 - cross-national, 273–285
 - on depression, 797
 - on Earthkeepers, 425
 - empirical, 634–635, 637, 763–767
 - on faculty trust, 2002
 - on high schools, 1679–1680
 - hypotheses for, 1823–1824
 - instruments in, C115.S5
 - from ISSPP, 213, 222
 - on job satisfaction, 514–515, 517–518, 1947–1948
 - knowledge from, 1820–1821
 - limitations of, 454
 - from Malaysia, 201, 1647, 1807
 - methodologies for, 554–555, 763, 2000–2001
 - in Nigeria, 1807
 - on organizations, 1995
 - on participatory leadership, 456
 - patterns in, 1681–1682
 - on perspectives, 502–503
 - by PISA, 1587–1588
 - on power distance, 1951–1953
 - on principals, 1993–1995
 - on reform, 454

studies (*continued*)
 on satisfaction, 770
 in scholarship, 207–208
 on school climate, 1663
 on school governance, 1615–1617
 in schools, 284–285
 on SDT, 532
 on social media, 1779
 on students, 200–201
 on training, 1742–1743
 on trust, 1900
 on university students, 1821
 variables in, 2001–2002

study groups, 1789, 1802

Stumpf, S. A., 988–989

Styles, L., 713

subaltern counterpublics, 1311–1312

submissive children, 826

sub-networks, 1725–1726

subordinates, 240, 753, 767–768

success
 educational, 1611–1612
 in HE, 175
 with hope interventions, 797–798
 leadership for, 230, 1734
 for management, 239
 for principals, 298
 sustaining, 268

Success Academies, 829

Success Academy attrition rate, 827

Sufi Muslims, 1462–1463, C93.S18 n.2

Sugerman, Stephen, 1252–1253

Sullivan, A. M., 1565–1566

Sullivan, B., 362

Sultan Qaboos University (SQU), 893

summative classroom assessment, 1882–1883, 1882*t*, 1890–1891

Sunship Earth program, 423, 425–426, C30.S11

Sunship III program, 422, 423, C30.S14

superintendents, 298. *See also* educational management
 accountability for, 1839–1840
 criticism for, 1839
 departures by, 1835–1840
 effectiveness, 1841–1844
 retention of, 1837
 for school boards, 1597, 1836, 1838, 1840–1844
 superintendent relations, 1602–1603
 sustainable superintendent leadership, **1832–1845**

supervision history, 894–895

supplemental instruction programs, 1802

support
 in coaching, 168–169
 from educational leadership, 532–535

formal, 1996–1997
 from government, 1741
 in HE, 167
 informal, 1996–1997
 student, 1802–1803

Supreme Council for Civil Personnel Selection (ASEP), 1491, 1494–1496, 1498

Supreme Court, U. S., 935–945, 1264–1265
 surveys, 170, C12.S11, 172–173, 713, 1545–1546

suspensions, 805

sustainability, 493–494, 572, 1658–1659, **1805–1816**, 1828–1829

sustainable development, 309–310, 1819–1826, 1829

sustainable development goals, 616

sustainable development integration, **1819–1829**

sustainable development or cultural change (*Desarrollo Sostenible o Cambio Cultural*) (Ángel-Maya), 304–305

sustainable leadership, 1841–1844

sustainable superintendent leadership, **1832–1845**

sustenance, for environmental education, 609–610

Sutcliffe, K. M., 413–414

Sutherland, R., 1179

Suwanmonkhaa, S., 54

Swann v. Mecklenburg (1971), 936

Swanson, R. A., 2030

Sweden, 279, **550–565**, 1371–1372, 1635

Sweetland, S. R., 5. *See also* enabling school structure

Swift, Jonathan, 740

syllabi, 141, C110.S13

symbolism, 85

symbols, 84–85

Symes, C., 1532–1533

synthesis integrated model of ethical decision-making in business, C44.S10

synthetic school, 1317–1318

systematic barriers, 291–293

systematic behavioral universal, 1949–1950

systematic conditions, of leadership, 1709–1710

systematic equity, 1758

systematic review, 1545–1546

system change, 1700–1702

systemic oppression, 291, 293*t*

system performance error, 1141. *See also* mindfulness and school leadership

systems theory, 1619–1620

Systems Theory and Ecology, 304–305

systems thinking, 409–410

Szilard, Leo, 1803

Taba, Hilda, 1351

Tabachnick, B. R., 1429, 1437

tacit knowledge, 189

Tait, A., 1187

- Taiwan, 1369
- talent management, 173–174
- Tan, W. K., 53–54
- tangata whenua* (Indigenous people of the land), 883
- Tannenbaum, R., 989*t*
- Tanzania, 491
- Tarozzi, M., 743
- Tarter, C. J., 2–3
- Tarter, J., 1, 402
- Tasdan, M., 1211–1212
- tasks
- beliefs and, 196–197
 - follower-task structure, 232
 - for leadership, 759–760, 1990–1991
 - school board, 1595–1596
 - task analysis, 198–200
 - task and/or person orientation, 265–266
 - teaching, 199*f*
- Tatnall, A., 73
- tax credits, 1637–1638
- tax credit scholarships (TCS), 1260–1261
- Tay, W., 53
- Taylor, A., 1177, 1187–1188
- Taylor, D. L., 24, 1365
- Taylor, Frederick, 111, 401, 671–672, 865, 894, 1224
- Taylor, K., 938–939
- TBL. *See* triple bottom-line approach
- TCS. *See* tax credit scholarships
- TDA. *See* Training and Development Agency
- teacher behavior, 1885–1886, 1886*t*
- teacher collective efficacy, **195–202**
- teacher demographics, 1995
- teacher effectiveness, **136–148**
- teacher evaluation, **1880–1892**
- teacher instruction, 259
- teacher leadership, 201, 510–511, 1902
- Teacher Led Development Work (TLDW), 1710
- teacher organizational citizenship behavior (TOCB), 1206–1207. *See also* organizational citizenship behavior
- teacher-parent communication, 145
- teacher-principal trust, **1896–1908**
- teacher profiles, 613–616
- teachers
- accountability for, 1578*t*
 - appraisal of, 531–532
 - approaches for, 517
 - associations, 1693–1694
 - authenticity of, 1994–1995
 - authority for, 145–147, 557–558
 - autonomy for, 532–533
 - CEV and, 278
 - change for, 488
 - classrooms for, **C32.S20**
 - codes of ethics for, 275
 - collective teacher efficacy, 1946–1947
 - core practices of, 473–474
 - curriculum for, 240, 511–512
 - development of, 531, 1901–1902
 - digital divide for, 1761–1762
 - EALD for, 545–547
 - effective, 1790–1791
 - ELT for, 1815
 - in England, 279
 - ethics for, 276–281
 - evaluations by, 558–559
 - expectations of, **C104.P**
 - experience of, 239, 617
 - features of, 136–137, 137*t*
 - field dependent, 622
 - in Germany, 1585–1586
 - head, 247, 1701, 1703–1705
 - in HEIs, 432–433
 - hierarchies for, 581
 - INEE for, **C8.P40**
 - information for, 145
 - inspiration for, 1901
 - institutional power of, **137–138, C10.S10**
 - job satisfaction for, 515–516
 - knowledge for, 1790
 - learning for, 243–244, 1913
 - in Malaysia, 201–202, 221–222
 - mentoring for, 531
 - in México, 111–112, 112*f*
 - observation by, 144
 - pedagogy of, 1914
 - planning for, 1885
 - professional development for, 505
 - professionalism for, 144–145, 614
 - protecting, 581
 - PTOs, 1601
 - recruitment of, 1716
 - reflection for, 1885
 - SADTU, 1624
 - SDT for, 534–535
 - self-regulation by, 147–148
 - social media for, 1770
 - special teaching groups, 560–561
 - standards for, 2007–2010
 - status of, 277–278
 - students and, 142, 1880–1881, 1890–1891
 - student-to-teacher confidence, 144–145
 - technology proficiency among, 1917–1919
 - top characteristics of, 613–616
 - TTA, 775–776, 781–782
 - willingness of, 144

teacher self-efficacy, 195–196, 198–200, 515, 1647
 Teachers' Federation of Greece (TFG), 1395–1396,
 C89.S10 n.1
 Teachers' Test Administration Handbook (TTAH), 20
 teacher technology integration professional development
 (TTIPDM), 1919
 teacher training, **605–619**, 2019
 Teacher Training Agency (TTA), 775–776, 781–782
 teacher unions, 1601–1602
 Teach For America, 826
 teaching, 1809–1811, 1813–1814, **1911–1921**
 teaching competence, 145
 teaching methodologies, 164
 teaching school alliances (TSAs), 1701–1702
 teaching tasks, 199f
 team coaching, 1106
team culture, C16.S15
 teamwork, 1841–1844
 Technical and Vocational Education and Training
 (TVET), 1806–1809
 technical education, **1805–1816**
 technological pedagogical content knowledge (TPACK),
 1912–1915
 technology, 366, 732–733, 916, 1184–1187, 1185f, 1490.
See also online learning; science, technology,
 engineering, and mathematics
 access to, 1759–1762
 action research related to, 25–26
 anxiety, 2028, 2030–2032
 challenges with, 1693
 change in, 1911–1913
 for children, 2031
 for communication, 1758–1759
 culturally relevant, 1762
 digital, 1772
 for disruption, 571–572
 diversity in, 1773
 effects of, 1771
 efficiency from, 1912
 ETs, 1773
 in garden-based education, 689
 high-tech digital revolution, 1786–1789
 ISTE, 1779, 1915
 for learning, 1762
 online learning related to, 1177, 1181, 1184–1187,
 1185f
 proficiency, **1911–1921**
 in public education, 1761
 in research ethics, 1544
 research methodology and, 1538
 in SLPP, 1365
 social media, 411–412

for students, 1759
 technical tools, 1637–1638
 technology and adult pedagogy, **2025–2032**
 adult learning theories in, 2026–2027
 back-up plan ready in, 2029
 collaboration in, 2031–2032
 commonalities in, 2027
 constructivism in, 2026–2027
 content in, 2027
 diversity recognition in, 2029
 dropout rate in, 2030
 empathy in, 2029–2030
 enthusiasm in, 2029
 Google Hangout in, 2032
 humility in, 2029
 instructor traits in, 2028–2031
 interaction in, 2025–2026
 know yourself in, 2029
 learning contract in, 2030
 learning process reflection in, 2031
 location in, 2025
 making learning manageable in, 2030
 motivations in, 2028
 one-sentence summaries in, 2029
 overcoming resistance in, 2028
 self-development in, 2027
 self-directed learning in, 2026–2027
 “situated cognition” in, 2026
 social media in, 2032
 teacher as student in, 2029–2030
 technology anxiety in, 2028, 2030–2032
 technology best practices in, 2028–2032
 technology failures in, 2027–2029
 technology for learning process in, 2027–2028
 television in, 2027
 timing in, 2025
 transformative learning in, 2026
 trust-building in, 2028–2029
 visual learning styles in, 2030–2031
 technology anxiety, 2028, 2030–2032
 teenagers, 1798
 Tejeda, A., 2044
 teleological views, 633–634
 Teller, Edward, 1803
 temporal immediacy, 626
 Tenuto, P. L., 1160, 1168
 Terenzini, P. T., 1211
 TERFs. *See* trans-exclusive radical feminists
 Terrell, Raymond, 287–288
 testing, 342–343, 364, 571, 643, 822
 tests post hoc, 340
 TFG. *See* Teachers' Federation of Greece

- Thailand, 277, 529–530, 574
Thailand action research as CPD, 54–55
Tharp, R. G., 1109–1110
Thatcher, Margaret, 1193–1194
Theater of the Oppressed, 601–602
thematic networks, 1726
Themis (earth goddess), 923–924
Theoharis, G., 90–91
 administrator cultural consciousness for, 1506–1508, 1511, 1513
 SJ leadership for, 927–929
Theory Movement, 180–184, 187–188, 248, 865–866, 1932
theory of human caring and transformational learning, C82.SP21
therapy, 793–794
Third International Mathematics and Science Study (TIMSS), 1724, 1789
third world countries, 1658–1659
Thoma, S. J., 1157–1158
Thomas, S., 363
Thompson, B., 343–344
Thompson, C. C., 1070
Thompson, S., 1448
Thoreau, Henry David, C93.S18 n.3, 1476, 1794
Thornton, R., 1434, 1434f
Thoroughgood, C. N., 1201
Thorpe, R., 378
threats, 152, 156–157, 1838
The Three Ecologies (Guattari), 598
three-layer feedforward net, 185f
Thurman, J., 1037–1038
Tian, M., 380
Tierney, W. G., 1335
“*Tikkun Olam*” (“repairing the world”), 816
Tillich, Paul, 1155
Tillman, L. C., 805, 927, 1563
time, 792–793
time management, 713
Timm, Marco, 504–505
Timor Leste action research as CPD, 55, C4.S14
TIMSS. *See* Third International Mathematics and Science Study; Trends in International Mathematics and Science Study
Tippeconnic, J. W., III, 834
Tiscornia, D., 67
Title IV, 835
Title IX, 2044
Titman, W., 701–702
TLDW. *See* Teacher Led Development Work
TLT. *See* transformative leadership theory
TMT. *See* top management team
Tobeluk v. Lind, 836
TOCB. *See* teacher organizational citizenship behavior
Todaro, M. P., 746
Tohono O’odham people, 1036–1037, 1039–1040
Tonatiuh Ramírez, Rafael, 618
Tong, F., 1070
tools
 conceptual, 539–540
 for interrelatedness, 290–291, 292t
 methodological, 606–607
 social media, 1769, 1771, 1777–1780
 technical, 1637–1638
top-down approaches, 1728
top management team (TMT), 993t
Torres, C. A., 743
TOT. *See* training of trainers
total quality management (TQM), 1643–1645
Totterdell, M., 1555
Towards an Environmental Society (*Hacia una Sociedad Ambiental*) (Ángel-Maya), 304–305
town hall, 1308–1309
Townsend, T., 716
TPACK. *See* technological pedagogical content knowledge
TPS. *See* traditional private schools
TQM. *See* total quality management
Trabichet, L., 403
tradition, 401–402
traditional communication, 1774
traditional knowledge, 883
traditional private schools (TPS), 1257, 1259, 1262–1263
training
 of citizens, 616
 for coaching, 168
 data, 185
 development through, 1745
 formal, 1745
 in globalization, 612
 in Greece, 1742–1743
 with MOOCs, 488–489
 objectives, C110.S12
 professional, 610–611
 programs, C110.S15–C110.S16
 skills and, 167
 studies on, 1742–1743
 teacher, **605–619**, 2019
 theory for, 611
 WIT, 1110
Training and Development Agency (TDA), 781
training of trainers (TOT), 47
trait approach, 1924

transactional leadership, 511–512, 517, 1678, 1942–1944, 1943t

trans-exclusive radical feminists (TERFs), 669

transferable skills, 1890

transformational leadership, 131–134, 259–260, 870, 1970–1971

- change and, **1941–1962**
- charismatic-transformational leadership, 1927–1928
- concepts of, 1678–1679, 1930, 1942–1944
- other leadership models compared to, 511–512
- research on, 1959–1961
- transactional leadership and, 517
- trust in, 1900
- variables in, 764t

transformative leadership theory (TLT), **1966–1988**

transformative learning, 1974–1975

transitions, 177–178

transversal comparison, 209–210

trauma, intergenerational, 1688–1689

Trayectoria de la cultura en México (Reyes), 109–110, 110f, 118

treaties and, 731–732

Treaty of Versailles (1918), 731–732

Treaty of Waitangi, 1979

Treaty of Westphalia, 731–732

Treisman, Philip Uri, 1801–1802

Trends in International Mathematics and Science Study (TIMSS), 1198–1199, 1322

Trethewey, A., 407–408

Trevino, Linda Klebe, 403, 622–623, 1001–1002

Tribally Controlled Grant Schools Act, 836

Trillo, V. M., 2044–2045

Trinity Lutheran Church of Columbia, Inc. v. Comer (2017), 1264–1265

triple bottom-line approach (TBL, 3BL), 995–999, 998f

Trompenaars, F., 852–853

Truman, Harry S., 131

Trumbull, E., 1076

Trump, Donald, 1256, 1313–1314

- D/discourse of*, 1304–1305, 1313
- immigration policy of, 1302–1303, C83.S21 nn.3–4**, 1317–1319
- U.S. presidential election for, 1302–1306

Truong, T., 855–856

trust, 1137. *See also* organizational trust in schools

- concepts of, 1990–1992
- in cross-school professional learning community development, 360, 363–364
- faculty, 1995–2000
- in groups, 196
- in HE, 171–172
- of knowledge, 1992

- in leadership and supervision, 898
- in leading through conflict with credibility, 977–980, 982–983
- with LMX theory, 1897, 1906–1907
- mentors related to, 85
- moral dimensions of leadership related to, 1162–1164, 1164f, 1168–1169
- in organizations, 1897–1898
- in principals, 1898–1899, 1901–1903, **1988–2002**
- psychology of, 1905–1906, 1991–1992
- relational, 769
- for relationships, 1897–1898, 1906–1907
- respect and, 267
- in school development, 1898–1899
- in school leadership practices, 1899–1901
- in schools, 1899
- studies on, 1900
- teacher-principal, **1896–1908**
- in transformational leadership, 1900

trust and respect, 914

trust-building, 2028–2029

trustworthiness and authenticity of research, 1544

TSAs. *See* teaching school alliances

Tschannen-Moran, M., 7, 710, 898, 1163–1164

Tsoukas, H., 699–700

TTA. *See* Teacher Training Agency

TTAH. *See* Teachers' Test Administration Handbook

TTIPDM. *See* teacher technology integration professional development

Tuana, N., 2039–2040

Tuck, E., 876–879, 881, 889

Tuckman, B. W., 716

tuition tax credit programs. *See* tax credit scholarships

Tule-Kuna (indigenous people of Panama and western Colombia), 302

Turkey, 714t, 1418–1419

- education in, 489–492
- research from, 1822
- school choice in, 1635–1636
- Sufi Muslims in, 1462–1463, C93.S18 n.2**
- U.S. and, 484–485

Turner, C., 405

turnover costs, 1835–1836

turnover problems, 1837, 1844

Tuska, S., 1429

TVET. *See* Technical and Vocational Education and Training

Twain, Mark, 1593

Twale, D. J., 1425–1426

Twitter, 1767–1768, 1774, 1778. *See also* social media

Two Major Environmental Values (2-MEV) model, 425

two-stage spatial least-squares estimators, 1290

- Tyler, Ralph, 1351, 1353
 Tyler, W., 869
Type 2 diabetes, C67.S4, 1039–1040
- UAI. *See* uncertainty avoidance index
 UCEA. *See* University Council for Educational Administration
 UCLG. *See* United Cities and Local Governments
 Uganda, 16–19, 491
 Uganda National Examination Board (UNEB), 16–17
 Uldarvi-Solvner, A., 2042–2043
 Uline, C. L., 325
 uncertainty avoidance index (UAI), 218, 263–264
 UNCTD. *See* United Nations Conference on Trade and Development
 UNEB. *See* Uganda National Examination Board
 UNEP. *See* United Nations Environment Programme
 UNESCO. *See* United Nations Educational, Scientific, and Cultural Organization
 unethical decisions, 620–621, 625, 627
 UNGC. *See* United Nations Global Compact
 unions, 129, 1601–1602, 1624
 United Arab Emirates, 280, 1822–1823, 1958–1959
 United Cities and Local Governments (UCLG), 739
 United Kingdom
 education in, **773–786**
 group-based self-management intervention in, 794–795
 leadership in, 1705
 networking in, 1722, 1735
 research from, 1625–1626
 school networks in, 1734
 schools in, 774–776
 terminology in, 775–776
 United Nations (U.N.), 451, 2058–2061, 2065. *See also specific topics*
 United Nations Conference on Trade and Development (UNCTD), 744–745
 United Nations Educational, Scientific, and Cultural Organization (UNESCO), 38, 1322
 ELT for, 1809–1810
 for environmental education, 607–609
 inclusion related to, 93–94, 99
 TVET for, 1806–1809
 water conservation in schools and, 2060
 United Nations Environment Programme (UNEP), 607
 United Nations Global Compact (UNGC), 999–1000, 1003–1004
 United Nations Sustainable Development Goals, 995–996, 995f
 United States (U.S.)
 African Americans in, 1796–1797
 American dream, 1791
 Australia and, 775, 1950
 Constitution, 1596
 curriculum in, 1789–1791
 educational leadership in, 110–111
 Embrace Hope in, 794–795
 Europe compared to, 1632, 1636, 1723–1724
 hegemony of, 1949
 Italy compared to, 1638
 managerial accountability in, 1588
 mentoring in, 1559–1561
 México and, 111–112
 policy in, 570–571
 school boards in, 1593–1595, 1598, 1604–1606
 school choice in, 1637–1638
 school governance in, 1584–1585
 schooling perspectives in, 1583–1585
 schools in, 115, 280–281, 506–507, 1996–1997
 school types in, 1636–1637
 secondary education in, 1993–1994
 for SEP, 115
 SES in, 1759–1762
 Turkey and, 484–485
 United Kingdom and, 777
 World War II for, 1792
 United States Agency for International Development (USAID), 46–48
 United States (U.S.) SLPP, 1361–1366
 admission criteria in, 1362
 alternate providers, 1363
 cohort models, 1363
 curriculum, 1364
 delivery models, 1362
 district-based models in, 1363–1364
 entrepreneurial models in, 1363–1364
 internships in, 1365–1366
 pedagogy, 1364–1365
 professional models in, 1363–1364
 programs and research, 1361–1366
 recruitment and selection, 1361
 university-based programs, 1362–1363
 university-district partnerships in, 1361–1362
 Universal Declaration of Human Rights, 131, 739, 744–745
universal rules, C123.S11
 universal values, 569
 universities, 1308–1309, 1828–1829
 University Council for Educational Administration (UCEA), 1362–1364
 University of Chicago, 1351
 University of São Paulo (USP), 598–600
 University of Waikato, 1374–1375

unjust practices, 507
 UN PRME, 1003–1004
 UN Sustainable Development Goals (SDGs), 995–996, 995f, 1007
 urban ecology, 1474–1475
 urban education, 1691
 urban resilience, 154–155
 USAID. *See* United States Agency for International Development
US and Cross-National Policies, Practices and Preparation (Ylimaki/Jacobson), 267–269
 USP. *See* University of São Paulo
 U.S. presidential election, 2016, 1302–1303

Vakesky, 656–657
 validity, 251–252
 Valk, C., 39–40
Valle de México (Velasco), 103–106, 104f
 value, 209–210, 1633–1634, 1677–1678
 value-added model (VAM), 1884–1887
 value creating participation, 506–507
Value-Creating Pedagogy (Makiguchi), 2005–2010, 2013, 2015–2020
 “Value of Comparison” (Morgan, L. H.), 208–210
 values, 528, 569
 values-based leadership and inclusive organizational practices, **2035–2050**
 affirming in, 2039
 authenticity in, 2039
 care and caring in, 2039–2040
 changing perspectives in, 2036
 conclusion and implications in, 2048–2050
 context-based decision making in, 2036–2038
 critical in, 2039
 critique in, 2040
 cultural values in, 2037
 decision making in, 2036
 delinquency and, 2041–2042
 disabilities in, 2042–2043
 “do the right thing” decision making in, 2036–2038, 2041
 dropout risk in, 2041
 ELL in, 2043–2044
 emotion in, 2039–2040
 enabling in, 2039
 ethical behavior, inclusion, social justice
 intersectionality in, 2048
 ethical dilemmas resolution in, 2040
 foster care in, 2045–2047
 gender equity and inequity in, 2044–2045, 2049
 “inclusive” practices operationalization in, 2036, 2042–2043

justification in, 2038
 LGBTQ in, 2042–2043
 moral-based decision making in, 2038–2039
 positionality in, 2040–2041
 presence in, 2039
 relevance of, 2036
 sexual orientation in, 2047–2048
 socially-constructed values in, 2035–2036
 standpoint theory in, 2040–2041
 turbulence exploration in, 2040–2041
 underrepresentation in American context in, 2041–2042
 VAM. *See* value-added model
 Van, E., 47
 Vander Putten, J., 33
 Van der Vliert, E., 1019–1020
 Van Dyne, L., 1209
 Van Houtte, M., 1238–1239
 Van Maanen, J., 1427–1428
 Van Maele, D., 1238–1239
 Van Matre, Steve, 419–421, 426–427
 variables, 1824, 2001–2002
 variform universal, 1949–1950
 Veer, Peter van der, 208
 Vegas, E., 823
 Velasco, José, 103–106, 104f, 105f
 Veracruz (México), 151, 155–158
Verbal Behavior (Skinner), 179–180
 verbal communication, 146
 vertical comparison, 209–210
 vertical hierarchies, 754–755
 Vienna Circle, 180–184
Vietnam action research as CPD, 55–56, C4.S15
 Villegas, A. M., 398
 violence, in schools, 1650–1651, 1691, 1832
 virtual charter schools, 1259–1260
 virtual networks, 1727
 virtual online schools, 825–826, 829–830
 virtual professional development (VPD), 1070
 virtual schools, 1637
 vision building, 1946
 Vistamar School, 1799
 Vitell, S., 623–624
 Vitruvius, 86–87
 vocational education, **1805–1816**
A Voice from the South by a Black Woman from the South (Cooper), 809
 Volante, L., 12
 Voltaire, 414
 voluntariness, 1576
 voluntary change, 156
 von Neumann, John, 1803

- voter suppression, 1982
voting, 808, 811
voucher movement, 823, 1638–1639
voucher movement and charter school industry, 823–824
vouchers, C68.P44 n.4
VPD. *See* virtual professional development
Vroom, V. H., 402, 989*t*
Vroom, Yetton, and Jago decision-making model of leadership, 230
vulnerability, 151–152, 155–158
Vygotsky, L. S., 1295, 2045
- Wade, R. C., 925–926
Wagner, C. A., 9
Wahl-Alexander, Z., 1431
Wahlstrom, K., 804–805
Waite, D., 866
Waitoller, F., 92
Waldman, D. A., 993, 993*t*
Wales, 777
Walker, A., 1375–1376
 cross-cultural leadership model by, 265–267
 cultural and cross-cultural analysis for, 852–855
 decision making dynamics for, 405, 408–409
Walker, Vanessa Siddle, 803–804
Walker, W. G., 741, 867
Wallace, J., 4–5
Wallace, M., 363, 849
Wallin, D., 1527
Walti, C., 1187
Walton Family Foundation, 828
Wang, H. H., 1216
Wang, L., 1002
Wang, Q., 1071, 1432–1433
Wang, Y., 1525–1526
Warren, Donald, 1324
Warren, R. L., 1429
Warren, S. H., 1079
Wasburn, M. H., 1078
Wasburn-Moses, L., 1078
Washburn, S. G., 1072
Washington, Booker T., 810
water conservation in schools, **2057–2065**
 agriculture and, 2059
 basic information about, 2059–2060
 body in, 2063, 2064*t*
 Cape Town and, 2063
 city in, 2063, 2064*t*
 conclusion on, 2065
 Conference on Climate Change and, 2058–2059
 country in, 2063, 2064*t*
 Earth and, 2059–2060
 Earth Summit and, 2061–2062
 ecological debt and, 2062–2063
 ecology definition in, 2057
 ecosystem challenges related to, 2058–2059
 ecosystems services in, 2057–2058
 environmental ethics in, 2062
 environments in, 2063–2065, 2064*t*
 FAO and, 2060
 fresh water and, 2059–2060
 house in, 2063, 2064*t*
 international agreements related to, 2060–2062
 lifestyle related to, 2058–2059
 Millennium Development Goals and, 2061
 planet in, 2063, 2064*t*
 pollution and, 2059–2060
 Ramsar Convention and, 2062
 rivers and, 2059–2060
 role of education in, 2062–2065, 2064*t*
 school in, 2063–2065, 2064*t*
 solidarity in, 2062–2063
 UNESCO and, 2060
 water's forms and, 2059
 water's indispensability and, 2059
 work space in, 2063, 2064*t*
Waterman, R., 844
Waters, C. L., 1068–1069, 1074–1075
Watlington, E., 1566
Watson, J., 1296
Watters, J., 408
WBCSD. *See* World Business Council on Sustainable Development
WBSCSB. *See* World Business School Council of Sustainable Business
Weare, K., 1147–1148
Weaver, B. L., 1071
Weaver, G. R., 1001–1002
Web 2.0, 1767
Webber, C. F., 712–713, 714*t*, 715
Webber, M. M., 408–409
Weber, Max, 1050, 1196–1197, 1224, 1323, 2035–2036
 decision making dynamics for, 401
 On Charisma and Institution Building, 122–123
websites, for schools, 1774
Webster, E., 2044
Weekes, Y. N., 1432
Weick, K. E., 413–414, 1129, 1133
Weidman, J. C., 1425–1428
Weil, C., 51
Weil, M., 2
Weindling, D., 1432, 1439–1440, 1440*f*
Weistroffer, H. R., 412
welcoming policy, 458–461

well-being, **788–799**
 Weller, M., 1186
 Wellmon, C., 1113
 Wellner, L., 984
Weltanschauung, 746
 Wenger, E., 1515
 West, D. M., 412
 Western education
 definitions of, C32.P68 n.1
 for Eastern cultures, 529–532
 for ME, 448–449, 454–455
 networking in, 471–472
 school boards in, 1625–1626
 theory in, 453, 574
 Western leadership, 575
 Western nations, 1631, 1944
 Western philosophy, 262, 269–270, 1953–1956
 Western societies, 1819–1820
 Western values, 453
 wetlands, 2062
What is Environmental Education (Reigota), 597–598
 What's App, 1774
 wheel and spoke networks, 1726
 Wherry, 647–648
 whirling dervish, 1462–1463, C93.S18 n.2
 Whitaker, S. D., 1074
 White, Kenneth, C22.S8 n.5
 White, R., 81–82, 989*t*
 Whitehead, J., 34, 43*t*
 Whitehead, P., 366
 Whiteman, R. S., 1365–1366
 White people, 838
 White privilege, 1303–1304, 1307, 1312
 Whitley, R., 864
 Whitman, Walt, 744
 widely shared context, 220
 Wiggin, A., 828
 Wiggins, K. P., 1071–1072
 Wigner, Eugene, 1803
 Wikipedia, 1767–1768
 Wikispaces, 1777
 Wilches, Usma, 209
 Wildy, H., 713, 714*t*, 1376–1377
 Wilkins, J. L. M., 5
 Wilkins, R., 363, 366
 Wilkinson, J., 383–384
 Williams, D., 86, 692, 695–696
 Williams, Harry T., 129–130
 Williams, P., 1079, 1327–1328
 willingness
 behavior and, 291–293
 knowledge and, 291

 in leadership, 233–235
 for principals, 240
 professional, 139
 to share, C26.S11
 of teachers, 144
 Willis, Margaret, 1351
 Willis, Paul, 1680–1681
 Willower, D. J., 867
 Wills, Gary, 127
 will to change, 174
 Wilson, A., 992–993
 Wilson, Bobby, 1803
 Wilson, E. O., 1474–1475
 Wilson, P. P., 1110
 Wilson, Woodrow, 688–689, 731–732
 Windchief, S., 1101
 Winn, J. A., 1072
 Winter, R., 54–55
 Winthrop, John, 730–731
 Wisconsin, 1596–1598
 wisdom, 231, 247–248
 Wise, C., 379–380
 Wisniewski, M., 912
 WIT. *See* Writers in Training
 Witziers, B., 804
 WLE. *See* Women Leading in Education
 womanism, 668
 women, 497, 503, 1350, 1795–1796, 1800–1801
 women leaders, 2039
 Women Leading in Education (WLE), 1698
 women's ways, 677
 Wong, H. K., 1106
 Wongwanicha, S., 54
 Wood, D. R., 39–40
 Woodroffe, L., 1555
 Woods, A. M., 1431
 Woods, P. A., 328, 376–377, 379–380, 383
 Woodward, C. V., 392
 Woolfolk Hoy, A., 1, 8–9
 workload intensification, 1693–1694
 work processes, 1675–1676
 work-related employee outcomes, 1996
 workshops, 171
 World Bank, 48, 457–458
 World Business Council on Sustainable Development
 (WBCSD), 995–996, 1005, 1007
 World Business School Council of Sustainable Business
 (WBSCSB), 1004
 world-class education systems, 567
 worldlization, 304, C22.S8 n.2
World of Warcraft, 1768
 World's Congress of Representative Women, 807, 811

- World Trade Organization (WTO), 732–733, 737
 World War I, 688–689
 World War II, 1792
 Wortley, A., 1560
 Wright, B., 1429
 Wright, Richard, 1313
 Writer, J. H., 1101
 Writers in Training (WIT), 1110
 written communication, 1772
 Wrobel, K., 1209
 WTO. *See* World Trade Organization
 Wynn, S. R., 1566
- Xia Dynasty (China), 429–430
- Yang, C., 1216
 Yang, K. W., 878, 881, 889
 Yasuni National Park and Biosphere Reserve, 882
 Yauch, W. A., 1520
 Ye, M., 992
 Yeomans, R., 845
 Yetton, P. W., 402, 989*t*
 Yilmaz, K., 1211–1212
 Ying Zheng, 429–430
 Ylimaki, R., 267–269
 Youdell, D., 1342
 Young, Ella Flagg, 671–672, 680, 1350
 Young, I. M., 991
 Young, Jon, 692–693
 Young, M., 96, 931, 1454, 1506–1509
- Young, Michelle, 1327, 1451
 Young, R. W., 1071
 young academics, **163–175**
 Youngs, P., 1561
 youth. *See* children
 YouTube, 1767, 1774, 1777–1778. *See also* social media
 Yssel, N., 1076
 Yu, J., 1069–1070
 Yuan, G. E., 428–429
 Yurtseven, M. K., 409
- Zand, Dale, 1905–1906
 Zawacki-Richter, O., 1182–1184, 1187–1188
 Zeichner, K. M., 1429–1430, 1435–1437
 Zeitzoff, T., 1510
Zelman v. Simmons-Harris (2002), 1264–1265
 Zelnick, E., 1072–1073
 Zepeda, J., 1432
 Zepeda, S. J., 897–898, 900
 zero-tolerance discipline policies, 1135–1136
 Zhang, J., 857
 Zhao, G., 1119
 Zhou Dynasty (China), 429–430
 Zientek, L. R., 1565
 Zimmerer K., 1037
 Zone for Employment and Economic Development (ZEDE), 819
 zones of authority, 1605
 zones of discretion, 1596–1598
 Zuber-Skerritt, O., 54

