Preface

The constantly changing landscape of Educational Leadership and Administration makes it challenging for experts and practitioners to stay informed of the field’s most up-to-date research. That is why Information Science Reference is pleased to offer this four-volume reference collection that will empower students, researchers, and academicians with a strong understanding of critical issues within Educational Leadership and Administration by providing both broad and detailed perspectives on cutting-edge theories and developments. This reference is designed to act as a single reference source on conceptual, methodological, technical, and managerial issues, as well as provide insight into emerging trends and future opportunities within the discipline.

_Educational Leadership and Administration: Concepts, Methodologies, Tools and Applications_ is organized into seven distinct sections that provide comprehensive coverage of important topics. The sections are:

1. Fundamental Concepts and Theories;
2. Development and Design Methodologies;
3. Tools and Technologies;
4. Utilization and Applications;
5. Organizational and Social Implications;
6. Critical Issues and Challenges; and

The following paragraphs provide a summary of what to expect from this invaluable reference tool.

Section 1, “Fundamental Concepts and Theories,” serves as a foundation for this extensive reference tool by addressing crucial theories essential to the understanding of Educational Leadership and Administration. Introducing the book is _Educational Management Leadership: High School Principal’s Management Style and Parental Involvement in School Management in Israel_ by Maciej Brzozowski and Ilan Ferster; a great foundation laying the groundwork for the basic concepts and theories that will be discussed throughout the rest of the book. Section 1 concludes, and leads into the following portion of the book with a nice segue chapter, _Aligning and Valuing Data-Based Wisdom Projects_ by Brandon Olson.

Section 2, “Development and Design Methodologies,” presents in-depth coverage of the conceptual design and architecture of Educational Leadership and Administration. Opening the section is _Teacher Effect Model for Impacting Student Achievement_ by Tina L. Heafner. Through case studies, this section lays excellent groundwork for later sections that will get into present and future applications for
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Educational Leadership and Administration. The section concludes with an excellent work by Reenay R.H. Rogers, Jodie Winship, and Yan Sun, titled *Systematic Support for STEM Pre-Service Teachers: An Authentic and Sustainable Four-Pillar Professional Development Model*.

Section 3, “Tools and Technologies,” presents extensive coverage of the various tools and technologies used in the implementation of Educational Leadership and Administration. Section 3 begins where Section 2 left off, though this section describes more concrete tools at place in the modeling, planning, and applications of Educational Leadership and Administration. The first chapter, *Technology-Enabled Learning Opportunities* by Amir Manzoor, lays a framework for the types of works that can be found in this section. The section concludes with *Distributed Cognition: Teachers’ Perceptions and Implications for Learning Outcomes and Instructional Technology* by Sherah Betts Carr, Nneka Johnson, and Lucy Bush. Where Section 3 described specific tools and technologies at the disposal of practitioners, Section 4 describes the use and applications of the tools and frameworks discussed in previous sections.

Section 4, “Utilization and Applications,” describes how the broad range of Educational Leadership and Administration efforts has been utilized and offers insight on and important lessons for their applications and impact. The first chapter in the section is titled *An Investigation of a Computer Training Company’s Migration to a New Distance Learning Platform and the Implementation of an Online Professional Development Program* written by Denis Rudd and Carianne Bernadowski. This section includes the widest range of topics because it describes case studies, research, methodologies, frameworks, architectures, theory, analysis, and guides for implementation. The breadth of topics covered in the chapter is also reflected in the diversity of its authors, from countries all over the globe. The section concludes with *Assessing Experience: Performance-Based Assessment of Experiential Learning Activities* by Erik Jon Byker.

Section 5, “Organizational and Social Implications,” includes chapters discussing the organizational and social impact of Educational Leadership and Administration. The section opens with *Cultivating Community in Online and Blended Learning Environments* by Tracy W. Smith and Emory Maiden III. Where Section 4 focused on the broad, many applications of Educational Leadership and Administration technology, this section focuses exclusively on how these technologies affect human lives, either through the way they interact with each other, or through how they affect behavioral/workplace situations. The section concludes with *Educational Leadership for Enhancing Quality in Teacher Education* by Neeta Baporikar.

Section 6, “Critical Issues and Challenges,” presents coverage of academic and research perspectives on Educational Leadership and Administration tools and applications. The section begins with *Pedagogical Challenges in Cross-Cultural Chinese Language Teaching: Perceptions and Experiences of Chinese Immersion Teachers in the U.S.* by Wenying Zhou and Guofang Li. Chapters in this section will look into theoretical approaches and offer alternatives to crucial questions on the subject of Educational Leadership and Administration. The section concludes with *What 21st Century Students Want: Factors that Influence Student Selection of Educational Leadership Graduate Programs* by Lesley F. Leach, Pam Winn, Susan Erwin, and Liza P. Benedict, a great transitional chapter into the next section.

Section 7, “Emerging Trends,” highlights areas for future research within the field of Educational Leadership and Administration, opening with *Joint Professional Development of Teacher Candidates and Mentoring Teachers in Using Project-Based Learning for 21st Century Learning Outcomes* by Neal Shambaugh. This section contains chapters that look at what might happen in the coming years that can
extend the already staggering amount of applications for Educational Leadership and Administration. The final chapter of the book looks at an emerging field within Educational Leadership and Administration, in the excellent contribution, *Becoming Teacher Researchers: Using English Learners’ Linguistic Capital to Socially Re-Organize Learning* by Aria Razfar et al.

Although the primary organization of the contents in this multi-volume work is based on its seven sections, offering a progression of coverage of the important concepts, methodologies, technologies, applications, social issues, and emerging trends, the reader can also identify specific contents by utilizing the extensive indexing system listed at the end of each volume. As a comprehensive collection of research on the latest findings related to using technology to providing various services, *Educational Leadership and Administration: Concepts, Methodologies, Tools and Applications*, provides researchers, administrators and all audiences with a complete understanding of the development of applications and concepts in Educational Leadership and Administration. Given the vast number of issues concerning usage, failure, success, policies, strategies, and applications of Educational Leadership and Administration in countries around the world, *Educational Leadership and Administration: Concepts, Methodologies, Tools and Applications* addresses the demand for a resource that encompasses the most pertinent research in technologies being employed to globally bolster the knowledge and applications of Educational Leadership and Administration.