



Glossary: Organizing Schools for Improvement

Longitudinal Investigation	<p>A longitudinal study is an observational research method in which data is gathered for the same subjects repeatedly over a period of time.</p> <p>Longitudinal research projects can extend over years or even decades. In a longitudinal cohort study, the same individuals are observed over the study period.</p>
Principals as Instructional Leaders	Principals are expected to be experts in teaching and learning and spend the majority of their time in the classroom to support the development of instruction.
Technical Core of Instruction	<p>The “instructional triangle.” Involves the classroom dynamics of:</p> <ul style="list-style-type: none"> - a teacher - engaging students - in subject matter
“Baking a Cake” Analogy	Describes the working together of four of the five organizational supports as analogous to the ingredients to bake a cake. If one of the core ingredients is missing, the finished product “just isn’t a cake”.
Interocular Effects	So big that they hit you right between the eyes (the researchers focuses on effects that consistent and large in size)

Relational Trust	Principal orchestrates the collaborative processes of school transformation
Dynamics of Student learning	Student's motivation to learn + Student's school participation
Connecting school organization to classroom culture	Major improvements in student learning cannot occur without fundamental changes in the way students interact with teachers around the subject matter. Furthermore, it is difficult to improve instruction without the 5 supports being strong. The organization of the school has a profound impact on the quality of instruction.
5 Essential Supports for School Improvement	<ol style="list-style-type: none"> 1. Instructional Guidance 2. Parent-community ties 3. Professional capacity 4. Student-centered learning climate 5. Leadership drives change
Tools for Inquiry	<p>theoretical ideas and analytical methods</p> <p>Melding social science theory that deepened the conceptualization of the organizations of schools, social science methods that powered analysis and disciplined how they inquired, and extensive direct experiences in day-to-day reform activity.</p> <p>Applied social research of this sort is a creative act of identifying the best tools for inquiry: both theoretical ideas and analytic methods.</p>
Laissez-faire Orientation	a policy or attitude of letting things take their own course, without interfering.
Student Learning	It is inconceivable to the researcher that improvements in student learning can occur without fundamental changes in the way students interact with teachers around subject matter.
Principal	Orchestrates the collaborative process of school transformation.

	Constructivist/Polis	Non-Constructivist/Market
Deborah Stone (Polis/ Market)	<p>Position that society is a political community where the general will of the people is creating shared meaning and collective action that achieves that shared meaning.</p> <p>Synthesis: Everyone brings their own</p>	Position that individuals have relatively fixed, independent preferences for goods, services, and policies.

	perspectives to a larger community, where the best course of action is then identified.	Synthesis: Everyone's out for them self.
Willy McCourt (Constructivist/ Non-Constructivist)	Position maintains that while there is an objective world, we know it only through our senses which inevitably filter the sense data which they receive and impose their own structures upon it. Synthesis: Everyone views the world through their own perspectives and life experiences.	Position maintains that there is an objective world which we know in an unproblematic way through the direct evidence of our senses. Individual preferences are pursued in an effort to maximize one's self-interest. Synthesis: Every man for himself.
Byrk	- Aligns with Constructivist/ Polis viewpoint; work done in collaboration with others for what is in best interest of the school	

	Griffiths	Bryk
Principal Leadership	Administration is; - The process of directing and controlling life in a social organization The administrator; - Works with groups or with individuals with a group referent, not with individuals as such	- Responsible for driving change in schools - Principal's primary focus should be on instructional leadership and supporting the improvement of instruction within the organization



Josh: "Has anyone seen the Witch?"

Everyone (all in unison): "No, Josh"