

SUGGESTED READINGS

Berliner, D. C., & Glass, G. V. (2014). *50 myths that threaten America's public schools*. New York, NY: Teachers College Press. Berliner and Glass take a stark look at some of the worst ideas being promoted by school reformers as ways to improve public education.

Bolman, L. G., & Deal, T. E. (2008). *Reframing organizations: Artistry, choice, and leadership* (4th ed.). San Francisco, CA: Jossey-Bass. In this updated version of their best-selling classic, the authors explain how the powerful tool of “reframing”—appraising situations from diverse perspectives—can be used to build high-performing, responsive organizations.

Fullan, M. (2015). *The new meaning of educational change* (5th ed.). New York, NY: Teachers College Press. Fullan makes clear his meanings for collaboration, partnership, deep learning, educational changes, and the changes necessary for whole system improvements.

Glickman, C., & Mette, I. M. (2020). *The essential renewal of America's schools: A leadership guide for democratizing schools from the inside out*. New York, NY: Teachers College Press. Glickman and Mette provide a practical framework for creating schools that are purposeful, moral, and successful.

Leithwood, K., Aitken, R., & Jantzi, D. (2006). *Making schools smarter: Leading with evidence*. Thousand Oaks, CA: Corwin Press. Achieve a workable model for effectively reshaping today's school districts for positive outcomes by addressing three of the most central challenges in district and school leadership.

Morgan, G. (2006). *Images of organization* (Updated ed.). Thousand Oaks, CA: Sage. Since its first publication in 1986, *Images of Organization* has become a classic in the canon of management literature. The book is based on a simple premise—that all theories of organization and management are based on implicit images or metaphors that stretch our imagination in a way that can create powerful insights, but at the risk of distortion.

Sarason, S. B. (2006). *Letters to a serious education president* (2nd ed.). Thousand Oaks, CA: Corwin Press. In this new edition of his original collection of letters, education luminary Seymour B. Sarason details how school reformers still have difficulty examining the differences between contexts of productive and unproductive learning. Sarason's acute insight into why school reforms fail forces us to ask how we teach all students.

Do not copy, post, or distribute