

CURRICULUM VITAE
February 2009

Name: Kenneth Arthur Leithwood

Position: Professor, Educational Leadership and Policy
Ontario Institute for Studies in Education
University of Toronto

Status: Tenured

Date of Birth: February 22, 1942

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Degrees: B.A. University of Toronto, 1964 (English)
B.P.E. McMaster University, 1966
M.P.E. University of British Columbia, 1967
Ph.D. University of Toronto, 1969 (Applied Psychology and
Curriculum Development)

EMPLOYMENT

July 2004 – present Professor, Educational Leadership and Policy
OISE/UT

July 2001 – 2004 Professor, Educational Leadership and Policy
Associate Dean for Research
OISE/UT

1987 – 2001 Professor, Educational Leadership and Policy
The Ontario Institute For Studies in Education (OISE)

Head, Centre for Leadership Development, OISE

1985 – 1987	Professor, Educational Leadership and Policy, OISE Head, Centre for Principal Development, OISE Division Head, Field Centres, OISE
1983 – 1985	Professor, Curriculum Department, OISE
1976 – 1982	Chairman and Associate Professor, Curriculum Department, OISE
1972 – 1976	Head, Trent Valley Centre, OISE Associate Professor, Curriculum Department, OISE Visiting Professor, Psychology Department, Trent University
1970 – 1972	Development Officer, Trent Valley Centre, OISE Assistant Professor, Curriculum Department, OISE Research Consultant, School of Physical and Health Education, University of Toronto
1969 – 1970	Assistant Professor, School of Physical and Health Education, University of Toronto
1967 – 1969	Graduate Assistant (part time); Curriculum Department, OISE
1964 – 1965	Secondary School Teacher

AWARDS AND HONORS

Fellow of the Royal Society of Canada

Delivered invitational annual R.W.B. Jackson Lecture, OISE, University of Toronto, 2006

University of Toronto's inaugural award for Impact on Public Policy, 2006 (The Carolyn Tuohy Award).

Highly Commended Award, the Literati Club. For paper published in the *Journal of Educational Administration*, 38, 2, 2000 (The effects of transformational leadership on organizational conditions and student engagement with school).

Appointed *Special Professor* (an honorary position), University of Nottingham, 2001 to present.

Highly Commended Award, the Literati Club. For paper published in the *Journal of Educational Administration*, 35, 4, 1998 (Explaining variation in teachers' perceptions of principals' leadership: A replication).

Canadian Education Association's Whitworth Award for outstanding contributions to research in Canada, 1994.

Phi Delta Kappan Educator-of-the-Year Award (1994, University of Toronto Chapter)

R. W. B. Jackson award presented by the Canadian Educational Research Association for excellence in research: for the outstanding article in the Volume 14 (1989) of the *Canadian Journal of Education* (Draining the swamp: A case study of school system design).

William J. Davis award presented by the (U.S.) University Council for Educational Administration: for the outstanding article in the 1989 Volume of the *Educational Administration Quarterly* (Expertise in principals' problem solving).

PROFESSIONAL ACTIVITIES

Executive Positions

Co-editor, *Leadership and Policy in Schools*

Program Chair, American Educational Research Association, Division A

President, Canadian Educational Leadership Network.

President, Canadian Association for Curriculum Studies.

Associate Editor, *Canadian Journal of Education*.

Memberships

Canadian Society for Studies of Educational Administration

American Educational Research Association

Association for Supervision and Curriculum Development

Member of Research Journal Editorial Boards

Current

Journal of School Effectiveness and School Improvement

Journal of Personnel Evaluation in Education

Curriculum Inquiry

Leadership and Policy in Schools (co-founding editor)

Journal of School Leadership and Management

International Journal of Leadership in Education

Past

Educational Administration Quarterly

Canadian Journal of Education

Consulting, Training & Advising (Examples of organizations in past 5 years)

Member, Ministry of Education, Ontario, Educational Futures Think Tank.

Member, Task Force for the Revisions of the *Interstate School Leadership Consortium* (ISSLC) Leadership Standards.

Ohio State Department of Education (development of leadership standards)

University of Houston (development of national leadership centre)

Saskatchewan Learning/Department of Education (task force on improving student achievement)

Saskatchewan School Boards Association (policy paper on educational accountability)

British Columbia Auditor Generals Office (consultation in the development of standards)
 Hechinger Institute, Teachers College Columbia (training media in educational issues)
 Calgary Board of Education (evaluation of the board's structure)
 National Crime Prevention Centre (external evaluation of a funded program)
 Halifax District School Board (development of a school district monitoring system)
 University of Northern Florida / Duval School District (development of human resource development strategies)
 University of Virginia (consultation concerning the establishment of two new research centers)
 Jacksonville University (improvement of masters and doctoral administrator preparation programs)
 York Region Separate School District (leadership development program: ongoing)
 Waterloo Public School District (development of school district monitoring system)
 Centre for the Advanced Study of Educational Leadership, Vanderbilt University (leadership development programs).
 Danforth Foundation (summative assessment of Foundation grants on the improvement of leadership development programs in 21 Universities)
 British Columbia Ministry of Education (policy implementation and evaluation)
 Manitoba Ministry of Education (policy implementation and evaluation)
 Ontario Ministry of Education (policy implementation and evaluation)
 British Columbia Trustees Association (leadership development)

TEACHING

Graduate Supervision (Committee Chair)

	<u>Masters</u>	<u>Doctorate</u>
Completed	6	42
In Progress	2	5

Graduate courses taught during the last five years:

TPS1047	Managing Changes in Classroom Practices
TPS1048	Leadership and School Improvement
TPS3047	Research Seminar on the Management of Educational Change (now a course focused primarily on organizational learning processes)

RESEARCH FUNDING (Since 1984)

Funded Research

- 2007 – 2009 Successful leadership for turnaround schools, Social Sciences and Humanities Research Council, \$84,000 over two years.
- 2006 – 2009 The effects of school leadership on student learning, funded by the UK Department for Education and Skills, (with four British colleagues), £750,000.

- 2004 – 2006 Patterns of successful school and district leadership, Social Sciences and Humanities Research Council, \$114,493 over three years.
- 2004 – 2009 Learning from district efforts to improve student learning, Funded by the Wallace Foundation (New York) and undertaken in collaboration with colleagues here and at the University of Minnesota (Co-Principal Investigator), \$4,675,000.
- 2001 – 2004 Effective school leadership in turbulent external environments and challenging internal conditions, Social Sciences and Humanities Research Council, \$153,000 over three years.
- 1999 – 2004 External evaluation of the Literacy and Numeracy Strategies in the United Kingdom, UK Department for Education and Employment (with L. Earl and M. Fullan), approximately \$1,189,000 over four years.
- 1998 – 2001 Schools as self organizing systems, Social Sciences and Humanities Research Council, \$100,000 over three years.
- 1998 – 2000 State-of-the-art of educational accountability in developed countries, Bertelsmann Foundation (Germany), \$48,000 first year.
- 1996 – 1999 Leadership and high performance schools, Johann Jacobs Foundation (Switzerland), \$180,000 over three years.
- 1995 – 1998 Leadership for school restructuring, Social Sciences and Humanities Research Council, \$150,000 over three years
- 1994 – 1995 Assessment of university administrator preparation programs, Danforth Foundation, \$25,000
- 1989 – 1994 Development of administrative expertise, Social Sciences and Humanities Research Council, \$240,000 over three years.
- 1988 – 1989 Problem solving strategies of school administrators, Social Sciences and Humanities Research Council, \$56,000 per year.
- 1987 – 1988 Understanding school system administration, Social Sciences and Humanities Research Council, \$76,000.
- 1987 – 1988 Problem solving strategies of school administrators, Social Sciences and Humanities Research Council and OISE, \$66,000.
- 1984 – 1987 Effective principals: What they do and how they think, Social Sciences and Humanities Research Council, \$60,000.

Provincial Governments/Agencies

- 2007 – 2008 Teacher working conditions: A comparison of elementary and secondary schools, Elementary Teachers Federation of Ontario, \$50,000.
- 2005 – 2008 Principal learning project, Ontario Ministry of Education, \$183,000.
- 1997 – 1999 Leadership and accountability in secondary schools, Ontario Ministry of Education, \$50,000.
- 1995 – 1996 The knowledge base for school reform, Ontario Ministry of Education, \$85,000.
- 1991 – 1992 A review and analysis of pilot projects investigating issues in the transition years, Ontario Ministry of Education, \$320,000.
- 1989 – 1991 School administrator's role in policy implementation, British Columbia Ministry of Education, \$80,000.
- 1987 – 1988 Student retention and transition, Ontario Ministry of Education, \$72,000.
- 1986 – 1987 The development and evaluation of a prototype pre-service education program for principals, Ontario Ministry of Education, \$10,000.
- 1985 – 1986 Development and initiation of "OSIS", Ontario Ministry of Education, \$65,000.
- 1984 – 1985 The role of the secondary school principal in program improvement, Ontario Ministry of Education, \$50,000.
- 1983 – 1984 The development and use of performance appraisal of certified education staff in Ontario school boards, Ontario Ministry of Education, \$120,000.

PUBLICATIONS

Life Time Summary

Books (edited/fully authored)	33
Chapters in books	76
Papers in Refereed Journals	90
Papers in Refereed Conference Proceedings	15
Technical Reports	45
Abstracts and/or Papers Read	150+
Others (i.e., workshops)	200+

Books

- Leithwood, K., Mascall, B., & Strauss, T. (Eds.) (2009). *Distributed leadership according to the evidence*. New York, NY: Routledge
- Leithwood, K., & Beatty, B. (2007). *Leading with teacher emotions in mind*. Thousand Oaks, CA: Corwin.
- Day, C., & Leithwood, K. (Eds.), (2007). *Successful school principalship in times of change: An international perspective*. Dordrecht, The Netherlands: Springer.
- Leithwood, K. (2006). *Teacher working conditions that matter: Evidence for change*. Toronto, ON: Elementary Teachers' Federation.
- Leithwood, K., Jantzi, D., & Aitken, R. (2006). *Making schools smarter* (3rd edition). Thousand Oaks, CA: Corwin.
- Leithwood, K., McAdie, P., Bascia, N., & Rodrigue, A. (Eds.). (2006). *Teaching for deep understanding: What every educator should know*. Thousand Oaks, CA: Corwin.
- Bascia, N., Datnow, A., Cumming, A., Leithwood, K., & Livingstone, D. (Eds.). (2005). *International handbook of educational policy*. Dordrecht, The Netherlands: Springer.
- Mulford, W., Silins, H., & Leithwood, K. (2004). *Educational leadership for organizational learning and student outcomes*. Dordrecht, The Netherlands: Kluwer.
- Leithwood, K., & Hallinger, P. (Eds.). (2003). *Second international handbook on educational leadership and administration*. Dordrecht, The Netherlands: Kluwer
- Leithwood, K., (Ed.) (2000). *Understanding schools as intelligent systems*. Stamford, CT: JAI.
- Leithwood, K., Jantzi, D., & Edge, K. (1999). *Educational accountability: The state-of-the-art*. Gutersloh, Germany: Bertelsmann.
- Leithwood, K., Jantzi, D., & Steinbach, R. (1999). *Changing leadership for changing times*. Buckingham, UK: Open University Press.
- Leithwood, K., & Louis, K., (Eds.). (1999). *Organizational learning in schools*. Dordrecht, The Netherlands, Swets & Zeitlinger.
- Leithwood, K. (Ed.). (1996). *International handbook on educational leadership and administration*. Dordrecht, The Netherlands: Kluwer Academic Publishers.
- Leithwood, K. (Ed.). (1995). *Effective school district leadership: Transforming politics into education*. Albany, NY: State University of New York Press.

- Leithwood, K., & Steinbach, R. (1995). *Expert problem solving processes: Evidence from principals and superintendents*. Albany, NY: State University of New York Press.
- Hallinger, P., Leithwood, K., & Murphy, J. (Eds.). (1993). *Cognitive perspectives on educational leadership*. New York, NY: Teachers College Press.
- Leithwood, K., Begley, P., & Cousins, B. (1992). *Developing expert leadership for future schools*. London, UK: Falmer.
- Leithwood, K., & Musella, D. (Eds.). (1991). *Understanding school system administration*. London, UK: Falmer.
- Boich, J., Farquhar, R. & Leithwood, K. (Eds.). (1989). *The Canadian superintendent*. Toronto, ON: OISE Press.
- Hickcox, E., Lawton, S., Leithwood, K., & Musella, D. (Eds.). (1988). *Making a difference through performance appraisal*. Toronto, ON: OISE Press.
- Holmes, M. , Leithwood, K., & Musella, D. (Eds.). (1989). *School system policies for effective schools*. New York, NY: Teachers College Press.
- Leithwood, K. (1987). *Improving classroom practice using innovation profiles*. Toronto, ON: OISE Press.
- Leithwood, K. (Ed.). (1986). *Planned educational change through the processes of review, development and implementation*. Toronto, ON: OISE Press.
- Leithwood, K., & Montgomery, D. (1986). *Improving principal effectiveness: The principal profile*. Toronto, ON: OISE Press.
- Leithwood, K., Rutherford, W., Van der Vegt. R. (1986). *Preparing principals for school improvement*. London, UK: Croom Helm.
- Leithwood, K. (Ed.). (1982). *Studies of curriculum decision-making*. Toronto, ON: OISE Press.
- Leithwood, K., & Hughes, A. (Eds.). (1981). *Curriculum Canada III*. Vancouver, BC: Centre for the Study of Curriculum and Instruction, University of British Columbia.
- Leithwood, K., Clipsham, J., Maynes, F., & Baxter, R. (1976). *Planning curriculum change: A model and case study*. Toronto, ON: OISE Press.
- Leithwood, K., Clipsham, J., & Davies, C. (1974). *The individualized system: Courses and patterns of student choice*. Toronto, ON: OISE Press.
- Regan, E., & Leithwood, K. (1974). *Effecting curriculum change: Experiences with the conceptual skills project*. Toronto, ON: OISE Press.

Russell, H., Leithwood, K., & Baxter, R. (1973). *The Peterborough project: A case study of educational change and innovation*. Toronto, ON: OISE Press.

Chapters

Leithwood, K. (in press). Transformational school leadership. In E. Baker, B. McGraw & P. Peterson (Eds.) *International encyclopedia of education (3rd edition)*. Oxford, UK: Elsevier.

Leithwood, K., & Levin, B. (in press). Understanding how leadership influences student outcomes. In E. Baker, B. McGraw & P. Peterson (Eds.) *International encyclopedia of education (3rd edition)*. Oxford, UK: Elsevier.

Leithwood, K. & Massey, L. (in press). Using leadership development to improve student achievement on a large scale: Lessons from Ontario's LSA project. In B. Davies & M. Brundett (Eds.) *Developing successful leadership*

Leithwood, K. & Sun, J.-P. (in press). Transformational school leadership effects on schools, teachers and students. In W. Hoy, & M. DiPaola (Eds.) *Theory and research in educational administration*. Greenwich, CT: IAP

Hallinger, P., & Leithwood, K. (in press). Instructional leadership. In E. Baker, B. McGraw & P. Peterson (Eds.) *International encyclopedia of education (3rd edition)*. Oxford, UK: Elsevier.

Mascall, B., Leithwood, K., Moore, S. & Walker, K. (in press). Changing leaders: Leadership turnover in American schools. In R. White, (Ed.), *Principals of succession: Transfer and rotation in educational administration*. Toronto, ON: University of Toronto Press.

Mascall, B. Leithwood, K. Strauss, T. & Sacks, R. (in press). The relationship between distributed leadership and teacher academic optimism. In A. Harris (Ed.) *Distributed leadership: Different perspectives*. Dordrecht, The Netherlands: Springer.

Sleegers, P., & Leithwood, K. (in press). School development for teacher learning and change. In E. Baker, B. McGraw & P. Peterson (Eds.) *International encyclopedia of education (3rd edition)*. Oxford, UK: Elsevier.

Leithwood, K., Mascall, B., & Strauss, T. (2009). Distributed leadership: New perspectives on an old idea (Introduction). In K. Leithwood, B. Mascall & T. Strauss (Eds.) *Distributed leadership according to the evidence* (pp. 1-14). New York, NY: Routledge.

Leithwood, K., Mascall, B., & Strauss, T. (2009). What we have learned and where we go from here. In K. Leithwood, B. Mascall & T. Strauss (Eds.) *Distributed leadership according to the evidence* (pp. 267-282). New York, NY: Routledge.

Leithwood, K., Mascall, B., Strauss, T., Sacks, R., Memon, N., & Yashkina, A. (2009). Distributing leadership to make schools smarter. In K. Leithwood, B. Mascall & T.

- Strauss (Eds.) *Distributed leadership according to the evidence* (pp. 223-252). New York, NY: Routledge.
- Leithwood, K., & Levin, B. (2008). Understanding and assessing the impact of leadership development. In J. Lumby, G. Crow & P. Pashiardis (Eds.). *International handbook on the preparation and development of school leaders* (pp. 280-302). New York, NY: Routledge.
- Leithwood, K. (2007). The emotional side of school improvement: A leadership perspective. In T. Townsend (Ed.) *The International handbook on school effectiveness and improvement* (pp. 615-634). Dordrecht, The Netherlands: Springer.
- Leithwood, K. (2007). Organizational conditions to support teaching and learning. In W. Hawley (Ed.), *The keys to effective schools: Education reform as continuous improvement*. Thousand Oaks, CA: Corwin.
- Leithwood, K., Bauer, S., & Riedlinger B. (2007) Developing and sustaining school principals: Lessons from the Greater New Orleans School Leadership Center. In B. Davies (Ed.), *Sustaining and developing leaders*. London, UK: Sage.
- Leithwood, K., & Day, C. (2007). Starting with what we know. In C. Day & K. Leithwood (Eds.), *Successful principal leadership in times of change: An international perspective* (pp. 1-15). Dordrecht, The Netherlands: Springer.
- Leithwood, K., & Day, C. (2007). What we learned: A broad view. In C. Day & K. Leithwood (Eds.), *Successful principal leadership in times of change: An international perspective* (pp. 189-203). Dordrecht, The Netherlands: Springer.
- Belchetz, D., & Leithwood, K. (2007). Successful leadership: Does context matter and if so, how? In C. Day & K. Leithwood (Eds.), *Successful principal leadership in times of change: An international perspective* (pp. 117-137). Dordrecht, The Netherlands: Springer.
- Day, C., & Leithwood, K. (2007). Building and sustaining successful principalship: Key themes. In C. Day & K. Leithwood (Eds.), *Successful principal leadership in times of change: An international perspective* (pp. 171-188). Dordrecht, The Netherlands: Springer.
- Leithwood, K. (2006). Transformational school leadership in a transactional world. In *the Jossey-Bass reader on educational leadership (2nd edition)* (pp. 183-196). San Francisco, CA: John Wiley and Sons.
- Leithwood, K., McAdie, P., Bascia, N., Rodrigue, A., & Moore, S. (2006). Deep understanding for all students: The central purpose for Ontario's curriculum. In K. Leithwood, P. McAdie, N. Bascia & A. Rodrigue (Eds.), *Teaching for deep understanding: What every educational leader should know* (Chapter 1). Thousand Oaks, CA: Corwin.

- Leithwood, K., McAdie, P., Bascia, N., Rodrigue, A., & Moore, S. (2006). Summary and recommendations. In K. Leithwood, P. McAdie, N. Bascia & A. Rodrigue (Eds.), *Teaching for deep understanding: What every educational leader should know* (Chapter 20). Thousand Oaks, CA: Corwin.
- Leithwood, K. (2005). Accountable schools and the leadership they need. In N. Bascia, A. Datnow, A. Cummins, K. Leithwood & D. Livingstone (Eds.), *International handbook of educational policy* (pp. 439-456). Dordrecht, The Netherlands: Springer.
- Leithwood, K., & Levin, B. (2005). Assessing leadership effects on student learning: Selected challenges for research and program evaluation. In W. K. Hoy & C. Miskel (Eds.), *Educational leadership and reform*. Greenwich, CT: IAP.
- Leithwood, K. & Riehl, C. (2005). What we already know about successful school leadership. In W. A. Firestone & C. Riehl (Eds.), *A new agenda: directions for research on educational leadership*. New York, NY: Teachers College Press.
- Leithwood, K., & Jantzi, D. (2003). Transformational leadership effects on student engagement with school. In M. Wallace & L. Poulson (Eds.), *Educational leadership and management* (pp. 194-212). London, UK: Sage.
- Leithwood, K., Jantzi, D., & Steinbach, R. (2003). Fostering teacher leadership. In N. Bennett, M. Crawford & M. Cartwright (Eds.), *Effective educational leadership* (pp. 186-200). Buckingham, UK: Open University Press.
- Leithwood, K., Jantzi, D., & Steinbach, R. (2003). Future schools and leaders' values. In M. Preedy, R. Glatter & C. Wise (Eds.), *Strategic leadership and educational improvement* (pp. 19-32). Milton Keynes, UK: Open University Press.
- Leithwood, K., & Steinbach, R. (2003). Leadership for especially challenging schools. In B. Davies & J. West-Burnham (Eds.) *Handbook of educational leadership and management*. London, UK: Pearson.
- Leithwood, K., (2002). School leadership and educational accountability: A distributed perspective. In the annual *National association for professors of education yearbook*.
- Leithwood, K. (2002). Teacher leadership. In M. Brundett, N. Burton & R. Smith (Eds.), *Leadership in education*. Thousand Oaks, CA: Sage.
- Leithwood, K., & Jantzi, D. (2002). Thoughts behind "Transformational leadership effects on school organization and student engagement with school". In M. Wallace (Ed.), *Learning to read critically in educational management*. Thousand Oaks, CA: Sage.
- Leithwood, K., Jantzi, D., & Steinbach, R. (2002). School leadership and the new right. In K. Leithwood & P. Hallinger (Eds.), *Second international handbook on educational leadership and administration*. Dordrecht, The Netherlands: Kluwer

- Leithwood, K., & Prestine, N. (2002). Unpacking the challenges of leadership at the school and district level. In J. Murphy (Ed.), *Challenges of school leadership (NSSE Yearbook)*. Chicago, IL: University of Chicago Press.
- Leithwood, K. (2001). Standards for a second generation of school leadership standards. In P. Hallinger (Ed.), *Global trends in leadership development*. Dordrecht, The Netherlands: Swets & Zeitlinger.
- Leithwood, K., & Huber, S. (2001) Leadership preparation in Canada. In S. Huber (Ed.), *Preparing school leaders for the twenty first century: An international comparison of development programmes in 15 countries*. Dordrecht, The Netherlands: Swets & Zeitlinger.
- Leithwood, K. (2000). Conclusions: what have we learned about schools as intelligent systems. In K. Leithwood (Ed.), *Understanding schools as intelligent systems*. Greenwich, CT: JAI.
- Leithwood, K. (2000). Introduction: understanding schools as intelligent systems. In K. Leithwood (Ed.), *Understanding schools as intelligent systems*. Greenwich, CT: JAI.
- Coffin, G., & Leithwood, K. (2000). District contributions to principals' situated learning. In K. Leithwood (Ed.), *Understanding schools as intelligent systems*. Greenwich, CT: JAI.
- Leithwood, K. & Jantzi, D. (2000). The effects of different sources of leadership on student engagement in school. In K. Riley & K. Louis (Eds.), *Leadership for change and school reform*. New York, NY: Falmer.
- Leithwood, K., Leonard, L., & Sharratt, L. (2000). Conditions fostering organizational learning in schools. In K. Leithwood (Ed.), *Understanding schools as intelligent systems*. Greenwich, CT: JAI.
- Leithwood, K., (1999). An organizational perspective on values for leaders of future schools. In P. Begley (Ed.), *Values and educational leadership* (pp. 25-51). Albany, NY: State University of New York.
- Leithwood, K. (1999). Team learning processes. In K. Leithwood & K. Louis (Eds.), *Organizational learning in schools*. Lisse, The Netherlands: Swets & Zeitlinger.
- Leithwood, K., & Duke, D. (1999). A century's quest to understand school leadership. In J. Murphy & K. Louis (Eds.), *Handbook of research on educational administration*. San Francisco, CA: Jossey-Bass.
- Leithwood, K., Jantzi, D., & Steinbach, R. (1999). Leadership and other conditions which foster organizational learning in schools. In K. Leithwood & K. Louis (Eds.), *Organizational learning in schools*. Lisse, The Netherlands: Swets & Zeitlinger.

- Leithwood, K., & Louis, K. (1999). Organizational learning in schools: An introduction. In K. Leithwood & K. Louis (Eds.), *Organizational learning in schools*. Lisse, The Netherlands: Swets & Zeitlinger.
- Leithwood, K., Menzies, T., Jantzi, D., & Leithwood, J. (1999). Teacher burnout: A critical challenge for leaders of restructuring schools. In R. Vandenberghe & M. Huberman (Eds.), *Understanding and preventing teacher burnout*. Cambridge, UK: Cambridge University Press
- Louis, K., & Leithwood, K. (1999). From organizational learning to professional learning communities. In K. Leithwood & K. Louis (Eds.), *Organizational learning in schools*. Lisse, The Netherlands: Swets & Zeitlinger.
- Leithwood, K. (1996). Doing business in restructuring schools: What is team learning anyway? In J. Burdin (Ed.), *1996 yearbook of the National Association of Professors of Educational Administration*. Lancaster, PA: Technomics.
- Leithwood, K., Tomlinson, D., & Genge, M. (1996). Transformational school leadership. In K. Leithwood et al (Eds.), *International handbook on educational leadership and administration*. Dordrecht, The Netherlands: Kluwer.
- Leithwood, K. (1995). Teachers' professional growth. In P. Grimmet & P. Ruohotie (Eds.), *Professional growth and vocational education: Directions, delivery and dilemmas*. Tampere, Finland: Career Development Finland KY, Publisher.
- Leithwood, K. (1995). Toward a more comprehensive appreciation of effective school district leadership. In K. Leithwood (Ed.), *Effective school district leadership: Transforming politics into education*. Albany, NY: State University of New York Press.
- Leithwood, K. (1995). Transforming politics into education. In K. Leithwood (Ed.), *Effective school district leadership: Transforming politics into education*. Albany, NY: State University of New York Press.
- Leithwood, K., Jantzi, D., & Steinbach, R. (1995). Centrally-initiated school restructuring in Canada. In B. Creemers & D. Reynolds (Eds.), *An international perspective on school effectiveness and school improvement*. Dordrecht, The Netherlands: Swets and Zeitlinger.
- Leithwood, K., Steinbach, R., & Raun, T. (1995). Prospects for organizational learning in expertly managed group problem solving. In K. Leithwood (Ed.), *Effective school district leadership: Transforming politics into education*. Albany, NY: State University of New York Press.
- Leithwood, K., Jantzi, D., & Fernandez, A. (1994). Transformational leadership and teachers' commitment to change. In J. Murphy & K. Louis (Eds.), *Reshaping the principalship: Insights from transformational reform efforts*. Newbury Park, CA: Corwin.

- Leithwood, K., & Steinbach, R. (1994). Improving the problem-solving expertise of school administrators: Theory and practice. In P. Ruohotie & P. Grimmet (Eds.), *New themes for education in a changing world*. Tampere, Finland: Career Development Finland KY, Publisher. (published first as article in *Education and Urban Society*).
- Leithwood, K., Jantzi, D., & Dart, B. (1993). Toward a multi-level conception of policy implementation processes based on commitment strategies. In R. Ogawa & S. Bacharach (Eds.), *Advances in research and theory of school management and educational policy*. Greenwich, CT: JAI.
- Leithwood, K., & Steinbach, R. (1993). The consequences for school improvement of differences in principals' problem-solving processes. In C. Dimmock (Ed.), *School-based management and school improvement*. New York, NY: Routledge.
- Leithwood, K., & Steinbach, R. (1993). The relationship between variation in patterns of school leadership and group problem-solving processes. In P. Hallinger, K. Leithwood & J. Murphy (Eds.), *Cognitive perspectives on educational leadership*. New York, NY: Teachers College Press.
- Leithwood, K., & Raun, T. (1993). Pragmatism, participation and duty: Values used by superintendents in their problem solving. In P. Hallinger, K. Leithwood & J. Murphy (Eds.), *Cognitive perspectives on educational leadership and administration*. New York, NY: Teachers College Press.
- Leithwood, K. (1992). The principals' role in teacher development. In M. Fullan & A. Hargreaves (Eds.), *Teacher development and educational change*. New York, NY: Teachers College Press.
- Leithwood, K., Steinbach, R., & Begley, P. (1992). Socialization experiences: Becoming a principal in Canada. In G. Hall & F. Parkay (Eds.), *Becoming a principal*. (pp. 284-307). Boston, MA: Allyn & Bacon.
- Leithwood, K., & Musella, D. (1991). A framework for understanding school system administration. In K. Leithwood & D. Musella (Eds.), *Understanding school system administration*. New York, NY: Falmer.
- Leithwood, K., & Musella, D. (1991). Preparation for becoming a chief education officer. In K. Leithwood & D. Musella (Eds.), *Understanding school system administration*. New York, NY: Falmer.
- Leithwood, K., & Steinbach, R. (1991). Components of chief education officers' problem solving processes. In K. Leithwood & D. Musella (Eds.), *Understanding school system administration* (pp. 127-153). New York, NY: Falmer Press.
- Musella, D., & Leithwood, K. (1991). The influence of chief executive officers on school effectiveness. In K. Leithwood & D. Musella (Eds.), *Understanding school system administration*. New York, NY: Falmer.

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- Leithwood, K., Sun, J., & Memon, N. (2007, November). *How successful leadership influences student learning: The search for mediators and moderators that matter*. Paper presented to the annual meeting of the University Council for Educational Administration, Washington, DC.
- Leithwood, K., & Mascall, B. (2007, April). *Collective leadership effects on student achievement*. Paper presented to the annual meeting of the American Educational Research Association, Chicago, IL.
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- Leithwood, K., & Strauss, T.(2006, October). *How districts influence school leader efficacy*, Paper presented to the annual meeting of the University Council for Educational Administration, San Antonio, TX.
- Leithwood, K., & Jantzi, D.(2006, April). *“Linking” leadership to student learning: the contributions of leader efficacy*. Paper presented to the annual meeting of the American Educational Research Association, San Francisco, CA.
- Leithwood, K., & Jantzi, D. (2005, April). *A review of transformational school leadership: 1996-2005*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, QC.
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- Leithwood, K. (2004, November). *Leadership at Richfield Secondary School*. Paper presented at the University Council for Educational Administration, Kansas City, MO.
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- Leithwood, K. (1995, April). *School restructuring in British Columbia: Summarizing the results of a four-year study*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
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- Leithwood, K. (1994, January). *Educational leadership*. Invited address. International Congress on School Effectiveness and School Improvement, Melbourne, Australia.
- Leithwood, K. (1993, October). *Contributions of transformational leadership to school restructuring*. Invited address, annual conference of the University Council for Educational Administration, Houston, TX.
- Leithwood, K., Jantzi, D., & Fernandez, A. (1993, April). *Secondary school teachers' commitment to change: Contributions of transformational leadership*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.
- Leithwood, K., & Steinbach, R. (1993, April). *Total quality leadership: Expert thinking plus transformational practice*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.
- Leithwood, K., Steinbach, R., Ross, P., & Hamilton, D. (1991, June). *The nature and role of socialization experiences in the development of administrative expertise*. Paper presented at the annual meeting of the Canadian Educational Researchers' Association, Kingston, ON.
- Leithwood, K., & Steinbach, R. (1990, June). *Can expertise in administrative problem solving be improved through formal training?* Paper presented at the annual meeting of the Canadian Association for the Study of Educational Administration, Victoria, BC.
- Leithwood, K., & Steinbach, R. (1989, June). *A comparison of processes used by principals in solving problems individually and in groups*. Paper presented at the annual meeting of the Canadian Association for the Study of Educational Administration, Quebec City, QC.
- Leithwood, K. (1988, April). *The contribution of the chief education officer to school effectiveness*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Leithwood, K. (1988, April). *The nature causes and consequences of principals' practices*. Paper presented at the annual meeting of AERA, New Orleans, LA.
- Leithwood, K. (1988, April). *Cognitive flexibility and inflexibility in principals' problem solving*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.