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| Nota di bibliografia | Includes bibliographical references. |
| Nota di contenuto | Cover; Preface; Contents; Figures; Tables; Summary; Acknowledgments; Abbreviations; CHAPTER ONE - Introduction; CHAPTER TWO - Data Sources and Analytic Approach; CHAPTER THREE - Policies and Initiatives Taken to Improve Leadership; CHAPTER FOUR - Variations in State and District Roles in Improving School Leadership; CHAPTER FIVE - Building Cohesion Across Policies and Initiatives; CHAPTER SIX - Effective Strategies for System-Building; CHAPTER SEVEN - Prospects for Sustainability; CHAPTER EIGHT - Support for the CLS Hypothesis; CHAPTER NINE - Recommendations APPENDIX A - Background Information on Study States and Districts APPENDIX B - Indicators of Leadership Policy Initiatives, Factors of Cohesion, Conditions, and Effective Leadership Practices; APPENDIX C - Principal Survey Technical Notes; APPENDIX D - Principal End-of-Day-Log Technical Notes; APPENDIX E - Index Construction for the Analyses in Chapter Eight; APPENDIX F - Methodology and Elaborated Results for Analyses inChapter Eight; References |
| Sommario/riassunto | This study documents actions of Wallace Foundation grantees to create more-cohesive policies and initiatives to improve instructional |

leadership in schools; describes how states and districts have worked together to forge such policies and initiatives; and examines the hypothesis that cohesive systems improve school leadership. Such efforts appear to be a promising approach to developing school principals engaged in improving instruction.
