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Nota di contenuto	Contents; Prologue to Revolution; Acknowledgments; PART I: FOUNDATIONAL KNOWLEDGE FOR TRANSFORMING SCHOOL SYSTEMS; Chapter 1: Honoring the Past While Moving toward the Future; Chapter 2: Strapping Wings on a Caterpillar and Calling It a Butterfly: When Systemic Change Is Not Systemic; Chapter 3: Leadership for Transformational Change; Chapter 4: Chaos Theory and the Sciences of Complexity: Foundations for Transforming Education; PART II: MASTERING AWARENESS; Chapter 5: Paradigms, Mental Models, and Mind-Sets: Triple Barriers to Transformational Change in School Systems Chapter 6: Scanning the External EnvironmentPART III: MASTERING DELIBERATE INTENTION; Chapter 7: The Power of Deliberate Intention; Chapter 8: Shaping the Future of Your School System; Chapter 9: The Learner-Centered Paradigm of Education; PART IV: MASTERING METHODOLOGY; Chapter 10: Systemic Transformation in Public School Systems; Chapter 11: Learning Management Systems; Chapter 12: The School System Transformation Protocol; Chapter 13: Seven Common

Objections to Transformational Change and How to Respond; PART V:  
THE FUTURE OF LEADERSHIP FOR TRANSFORMATIONAL CHANGE  
Chapter 14: The AECT FutureMinds Initiative: Transforming American  
School SystemsChapter 15: A National Framework of Professional  
Standards for Change Leadership in Education; Epilogue: A Call to  
Action: Join the Revolution to Transform America's School Systems;  
Appendix A: Comparative Analysis of Change Leadership Competencies  
and Traits; Appendix B: A National Framework of Professional  
Standards for Change Leadership in Education; Appendix C: An  
Innovative Design for a Thirty-Credit Education Specialist Degree  
Program in Change Leadership in Education  
Appendix D: Using Technology to Implement the Learner-Centered  
Paradigm of Teaching and LearningReferences; Index; About the Author  
and Contributors

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### Sommario/riassunto

This book provides change leaders in education with essential  
concepts, principles, strategies, and tactics for how to create and  
sustain whole-system change in their school systems.

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