References

- Anderson, L. W. & Krathwohl, D. R. (Eds.). (2001a). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives* (Complete edition). New York, NY: Longman.
- Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001b). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives* (1st ed. Abridged). New York, NY: Pearson.
- The Australian Society for Evidence Based Teaching. (n.d.). *Nurturing deep learning*. Retrieved March 20, 2019, from http://www.evidencebasedteaching.org.au
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191–215.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bandura, A. (2000). Cultivate self-efficacy for personal and organizational effectiveness. In E. A. Locke (Ed.), *Handbook of principles of organizational behavior* (pp. 9–35). New York, NY: Oxford University Press.
- Bandura, A. (2011). Cultivate self-efficacy for personal and organizational effectiveness. In E. A. Locke (Ed.), *The handbook of principles of organizational behavior: Indispensable knowledge for evidence-based management* (2nd ed., pp. 120–136.), New York, NY: Oxford University Press.
- Bartlett, J. D., Smith, S., & Bringewatt, E. (2017). *Helping young children who have experienced trauma: Policies and strategies for early care and education*. New York, NY: National Center for Children in Poverty, Columbia University. http://www.nccp.org/publications/pdf/text_1180.pdf
- Biggs, J., & Tang, C. (2007). *Teaching for quality learning at university: What the student does* (3rd ed.). Buckingham, UK: Open University Press.
- Bloom, B. S. (Ed.). (1956). *Taxonomy of educational objectives: The classification of educational goals*. New York, NY: D. McKay & Co.
- Brookhart, S. M., & Guskey, T. R. (2019, May). Are grades reliable? Lessons from a century of research. *ASCD Education Update*, *61*(5). Retrieved from http://www.ascd.org/publications/newsletters/education-update/may19/vol61/num05/Are-Grades-Reliable%C2%A2-Lessons-from-a-Century-of-Research.aspx

- Burns, M. (2019, February 19). I'm a neuroscientist. Here's how teachers change kids' brains. *EdSurge*. https://www.edsurge.com/news/2019-02-19-i-m-a -neuroscientist-here-s-how-teachers-change-kids-brains
- Bush, A. J., Kennedy, J. J., & Cruickshank, D. R. (1977). An empirical investigation of teacher clarity. *Journal of Teacher Education*, 28(2), 53–58. https://doi.org/10.1177/002248717702800216
- Centre for Innovation and Excellence in Learning, Vancouver Island University. (n.d.). *Ten metacognitive teaching strategies*. Nanaimo, BC, Canada: Author. Retrieved April 9, 2019, from https://ciel.viu.ca/teaching-learning-pedagogy/designing-your-course/how-learning-works/ten-metacognitive-teaching-strategies
- Chief Council of State School Officials (CCSSO). (2015). *Interstate School Leaders Licensure Consortium's (ISLLC) standards for school leaders*. Retrieved February 13, 2019, from https://ccsso.org/resource-library/professional-standards-educational-leaders
- Claxton, G. (2007). Expanding young people's capacity to learn. *British Journal of Educational Studies*, 55(2), 115–134. doi:10.1111/j.1467-8527.2007.00369.x
- Coates, H. (2005). The value of student engagement for higher education quality assurance. *Quality in Higher Education*, 11 (1), 25–36.
- Coates, H. (2009). Engaging students for success: Australasian student engagement report—Australasian Survey of Student Engagement. Victoria, Australia: Australian Council for Educational Research. https://research.acer.edu.au/cgi/viewcontent.cgi?article=1017&context=higher_education
- Collaborative for Academic, Social, and Emotional Learning. (2013a). *CASEL* schoolkit: A guide for implementing schoolwide academic, social, and emotional learning. Chicago, IL: Author.
- Collaborative for Academic, Social, and Emotional Learning. (2013b). 2013 CASEL guide: Effective social and emotional learning programs—Preschool and elementary school edition. Chicago, IL: Author.
- Day, C., Gu, Q., & Sammons, P. (2016). The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies to make a difference. *Educational Administration Quarterly*, 52(2), 221–258. https://doi.org/10.1177/0013161X15616863
- DeWitt, P. (2011, October 7). No testing week. *Peter DeWitt's Finding Common Ground* [blog]. *Education Week*. Retrieved from http://blogs.edweek.org/edweek/finding_common_ground/2011/10/no_testing_week.html
- DeWitt, P. (2012, September 25). Advisory groups: Creating a positive school community. *Peter DeWitt's Finding Common Ground* [blog]. *Education Week*. Retrieved from http://blogs.edweek.org/edweek/finding_common_ground/2012/09/advisory_groups_creating_a_positive_school_community.html
- DeWitt, P. (2014a, August 24). Help! My principal says he's an instructional leader! Peter DeWitt's Finding Common Ground [blog]. Education Week. Retrieved from http://blogs.edweek.org/edweek/finding_common_ground/2014/08/help _my_principal_says_hes_an_instructional_leader.html

- DeWitt, P. (2014b, November 9). Four obstacles to implementation. Peter DeWitt's Finding Common Ground [blog]. Education Week. Retrieved from http://blogs .edweek.org/edweek/finding_common_ground/2014/11/4_obstacles_to_ implementation.html
- DeWitt, P. (2016a). Collaborative leadership: Six influences that matter most. Thousand Oaks, CA: Corwin Press.
- DeWitt, P. (2016b, April 19). The myth of walkthroughs: Eight unobserved practices in schools. Peter DeWitt's Finding Common Ground [blog]. Education Week. Retrieved from https://blogs.edweek.org/edweek/finding_common_ground/2016/04 /the_myth_of_walkthroughs_8_unobserved_practices_in_classrooms.html
- DeWitt, P. (2017). School climate: Leading with collective efficacy. Thousand Oaks, CA: Corwin Press.
- DeWitt, P. (2018a). Coach it further: Using the art of coaching to improve school leadership. Thousand Oaks, CA: Corwin Press.
- DeWitt, P. (2018b). Educators need mindfulness. Their mental health may depend on it. Peter DeWitt's Finding Common Ground [blog]. Education Week. Retrieved from http://blogs.edweek.org/edweek/finding_common_ground/2018/08 /educators_need_mindfulness_their_mental_health_may_depend_on_it.html
- DeWitt, P. (2019, January 20). Four reasons educators use research and four reasons they don't. Peter DeWitt's Finding Common Ground [blog]. Education Week. Retrieved from https://blogs.edweek.org/edweek/finding_common_ground /2019/01/4_reasons_educators_use_research_and_4_reasons_they_dont.html
- DiNapoli, P. P. (2016). Implementation science: A framework for integrating evidence-based practice. American Nurse Today, 11, 40-41.
- Donohoo, J., Hattie, J., & Eells, R. (2018, March). The power of collective efficacy. Educational Leadership, 75(6, "Leading the Energized School"), 40-44. Retrieved from http://www.ascd.org/publications/educational-leadership/mar18/vol75 /num06/The-Power-of-Collective-Efficacy.aspx
- Edmonds, R. (1979). Effective schools for the urban poor. Educational Leadership, 37, 15-24.
- Education Week Research Center. (2014). Engaging students for success: Findings from a national survey. Bethesda, MD: Author. https://secure.edweek.org/media/ewrc _engagingstudents_2014.pdf
- Elmore, R. F. (2000). Building a new structure for school leadership. Washington, DC: Albert Shanker Institute. http://www.shankerinstitute.org/sites/shanker/files /building.pdf
- Erickson, H. L. (2008). Stirring the head, heart, and soul: Redefining curriculum, instruction and concept-based learning. Thousand Oaks, CA: Corwin Press.
- Fendick, F. (1990). The correlation between teacher clarity of communication and student achievement gain: A meta-analysis. (PhD dissertation). Gainesville: University of Florida.
- Fixsen, D. L., Naoom, S. F., Blasé, K. A., Friedman, R. M., & Wallace, F. (2005). Implementation research: A synthesis of the literature. Tampa: University of South Florida, National Implementation Research Network.

- Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive developmental inquiry. American Psychologist, 34(10), 906-911. http://dx.doi.org /10.1037/0003-066X.34.10.906
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. Review of Educational Research, 74 (1), 59–109.
- Fullan, M. (2007). Leading in a culture of change. San Francisco, CA: Jossey-Bass.
- Fullan, M. (2019). Nuance: Why some leaders succeed and others fail. Thousand Oaks, CA: Corwin Press.
- Fullan, M., & Quinn, J. (2016). Coherence: The right drivers in action for schools, districts, and systems. Thousand Oaks, CA: Corwin Press; Ontario, CA: Ontario Principals' Council.
- Fuller, E. J., Young, M. D., Richardson, M. S., Pendola, A., & Winn, K. M. (2018). The pre-K-8 school leader: A 10-year study. Alexandria, VA: National Association of Elementary School Principals. https://www.naesp.org/sites/default/files /NAESP%2010-YEAR%20REPORT_2018.pdf
- Glasgow Centre for Population Health. (2018). Family and child poverty. Retrieved from https://www.gcph.co.uk/children_and_families/family_and_child_poverty
- Goddard, R., Hoy, W. K., & Hoy, A. W. (2004). Collective efficacy beliefs: Theoretical developments, empirical evidence, and future directions. Educational Researcher, 33(3), 3–13. https://doi.org/10.3102%2F0013189X033003003
- Gonzalez, J. (2015, October 15). The big list of class discussion strategies. Cult of Pedagogy [blog]. Retrieved April 9, 2019, from https://www.cultofpedagogy.com /speaking-listening-techniques/
- Guskey, T. R., & Brookhart, S. M. (Eds.). (2019). What we know about grading: What works, what doesn't, and what's next? Alexandria, VA: ASCD.
- Guskey, T. R., & Link, L. J. (2019, March). The forgotten element of instructional leadership: Grading. Educational Leadership, 76(6). Retrieved from http://www .ascd.org/publications/educational-leadership/mar19/vol76/num06/The-Forgotten-Element-of-Instructional-Leadership@-Grading.aspx
- Hallinger, P. (2005). Instructional leadership and the school principal: A passing fancy that refuses to fade away. *Leadership and Policy in Schools*, 4, 1–20.
- Hallinger, P., & Heck, R. (1996). The principal's role in school effectiveness: A review of methodological issues, 1980-1995. In K. Leithwood, J. Chapman, D. Corson, P. Hallinger, & A. Hart (Eds.), International handbook of educational leadership and administration (pp. 723-784). Kluwer International Handbooks of Education, Vol. 1. Dordrecht, the Netherlands: Springer.
- Hargreaves, A., & Fink, D. (2006). Redistributed leadership for sustainable professional learning communities. Journal of School Leadership, 16(5), 550–565. https:// doi.org/10.1177/105268460601600507
- Hattie, J. (2012). Visible Learning for teachers: Maximizing impact on learning. London, England: Routledge.
- Hattie, J. (2015). What doesn't work in education: The politics of distraction. London, UK: Pearson. https://visible-learning.org/wp-content/uploads/2015/06/John -Hattie-Visible-Learning-creative-commons-book-free-PDF-download-What -doesn-t-work-in-education_the-politics-of-distraction-pearson-2015.pdf

- Hattie, J., & Donoghue, G. (2016). Learning strategies: A synthesis and conceptual model. NPJ Science of Learning, 1. doi:10.1038/npjscilearn.2016.13
- Hattie, J., & Yates, G. (2014). Visible Learning and the science of how we learn. New York, NY: Routledge.
- King's College London. (2019, February 22). Troubling extent of trauma and PTSD in young people. Retrieved from https://www.kcl.ac.uk/news/troubling-extent-of -trauma-and-ptsd-in-young-people
- Koball, H., & Jiang, Y. (2018). Basic facts about low-income children: Children under 18 years, 2016. New York, NY: National Center for Children in Poverty, Columbia University. http://www.nccp.org/publications/pdf/text_1194.pdf
- Krishnamurti, J. (n.d.). Introduction (Life Ahead). Retrieved March 10, 2019, from https://jkrishnamurti.org/content/introduction
- Krüger, M. L., Witziers, B., & Sleegers, P. (2007). The impact of school leadership on school level factors: Validation of a causal model. School Effectiveness and School Improvement, 18(1), 1-20. doi:10.1080/09243450600797638
- Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). Review of research: How leadership influences student learning. New York, NY: The Wallace Foundation.
- Leithwood, K., & Mascall, B. (2008, October). Collective leadership effects on student achievement. Educational Administration Quarterly, 44(4), 529-561.
- Louis, K. S., Leithwood, K., Wahlstrom, K., & Anderson, S. (2010). Learning from leadership: Investigating the links to improved student learning. New York: The Wallace Foundation.
- Mau, R. Y. (1989). Student alienation in a school context. Research in Education, 42(1), 17-28.
- Odetola, T. O., Erickson, E. L., Bryan, C. E., & Walker, L. (1972). Organizational structure and student alienation. Educational Administration Quarterly, 8(1), 15–26.
- Odom, S. L., Duda, M. A., Kucharczyk, S., Cox, A. W., & Stabel, A. (2014). Applying an implementation science framework for adoption of a comprehensive program for high school students with autism spectrum disorder. Remedial and Special Education, 35(2), 123-132.
- Quaglia, R. J. (2016). School voice report 2016. N.p.: Quaglia Institute for School Voice and Aspirations. In partnership with the Quaglia Institute for Student Aspirations, Teacher Voice and Aspirations International Center, and Corwin Press. http://quagliainstitute.org/dmsView/School_Voice_Report_2016
- Ratcliffe, C. (2015). Childhood poverty and adult success. Washington, DC: Urban Institute. https://www.urban.org/sites/default/files/publication/65766/2000369 -Child-Poverty-and-Adult-Success.pdf
- Rigby, J. (2014). Three logistics of instructional leadership. Educational Administration Quarterly, 50(4), 610-644.
- Robinson, V. M. J. (2010). From instructional leadership to leadership capabilities: Empirical findings and methodological challenges. Leadership and Policy in Schools, 9(1), 1-26. doi:10.1080/15700760903026748
- Robinson, V. M. J., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of differential effects of leadership types. Educational Administration Quarterly, 44, 635-674.

- Salo, P., Nylund, J., & Stjernstrøm, E. (2015). On the practice architectures of instructional leadership. *Educational Management Administration and Leadership*, 43(4), 490–506.
- Smith Family. (2018, June 21). Disadvantaged Australian children are three years behind in school. Here's how you can help. *The New Daily*. Retrieved from https://thenewdaily.com.au/sponsored/2018/06/21/australian-children-poverty-line
- Social Metrics Commission. (2018). *A new measure of poverty for the UK: The final report of the Social Metrics Commission*. London, England: Author. https://socialmetricscommission.org.uk/MEASURING-POVERTY-FULL_REPORT.pdf
- Southworth, G. (2002). Instructional Leadership in Schools: Reflections and empirical evidence. *School Leadership and Management*, 22(1), 73–91.
- Stern, J., Lauriault, N., & Ferraro, K. (2018). Tools for teaching conceptual understanding, elementary: Harnessing natural curiosity for learning that transfers. Thousand Oaks, CA: Corwin Press.
- Tobin, M. (2016, July). Childhood trauma: Developmental pathways and implications for the classroom. *Changing Minds: Discussions in Neuroscience, Psychology and Education*, no. 3, 1–17. https://research.acer.edu.au/cgi/viewcontent.cgi?article=1019&context=learning_processes
- Trowler, V. (2010). *Student engagement: A literature review*. Heslington, York, England: The Higher Education Academy. https://www.heacademy.ac.uk/system/files/StudentEngagementLiteratureReview_1.pdf
- Tschannen-Moran, M. & Barr, M. (2004). Fostering student learning: The relationship of collective teacher efficacy and student achievement. *Leadership and Policy in Schools*, 3(3), 189–209.
- Tschannen-Moran, M., & Gareis, C. R. (2004). Principals' sense of efficacy: Assessing a promising construct. *Journal of Educational Administration*, 42, 573–585.
- Weissberg, R. P., & Cascarino, J. (2013). Academic learning + social-emotional learning = national priority. *Phi Delta Kappan*, 95(2), 8–13. https://doi.org/10.1177/003172171309500203
- Wilcox, G., McQuay, J., Blackstaffe, A., Perry, R., & Hawe, P. (2018). Supporting academic engagement in boys and girls. *Canadian Journal of School Psychology*, 33(3), 179–192. https://doi.org/10.1177/0829573517703239
- Witherspoon, M., Sykes, G., & Bell, C. (2016). Leading a classroom discussion: Definition, supporting evidence, and measurement of the ETS® National Observational Teaching Examination (NOTE) Assessment Series. Princeton, NJ: Educational Testing Service. https://www.ets.org/Media/Research/pdf/RM-16-09.pdf