

## **Suggested Follow-Up Professional Learning Opportunities**

In professional learning communities (PLCs), study a selection of the following:

### **Books & Monographs:**

Billingsley, B., McLeskey, J., & Crockett, J. B. (2014). *Principal leadership: Moving toward inclusive and high-achieving schools for students with disabilities* (Document No. IC-8). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website:

<http://cedar.education.ufl.edu/tools/innovation-configurations/>

Crockett, J., Billingsley, B., & Boscardin, M. L. (Eds.). (2012). *Handbook of leadership & administration for special education*. New York, NY: Taylor & Francis.

Theoharis, G., & Brooks, J. S. (Eds.). (2012). *What every principal needs to know to create equitable and excellent schools*. New York, NY: Teachers College Press.

### **Articles & Book Chapters:**

Batsche, G. (in press). Multi-tiered system of supports for inclusive schools. In J. McLeskey, N. L. Waldron, F. Spooner, & B. Algozzine (Eds.), *Handbook of research and practice for inclusive schools*. New York, NY: Routledge.

Bays, D. A., & Crockett, J. B. (2007). Investigating instructional leadership for special education. *Exceptionality*, 15(3), 143-161. doi:10.1080/09362830701503495

Billingsley, B. (2007). Recognizing and supporting the critical roles of teachers in special education leadership. *Exceptionality*, 15(3), 163-176. [In special issue, titled, *The Changing Landscape in Special Education Administration*].

Cook, B. G., & Smith, G. J. (2012). Leadership and instruction: Evidence-based practices in special education. In J. B. Crockett, B. S. Billingsley, & M. L. Boscardin (Eds.), *Handbook of leadership & administration for special education* (pp. 281-296). New York, NY: Taylor & Francis.

Deshler, D. D., & Cornett, J. (2012). Leading to improve teacher effectiveness: Implications for practice, reform, research, and policy. In J. B. Crockett, B. S. Billingsley, & M. L. Boscardin (Eds.), *Handbook of leadership & administration for special education* (pp. 239-259). New York, NY: Taylor & Francis.

Dyson, A., Farrell, P., Polat, F., Hutcheson, G., & Gallannaugh, F. (2004). *Inclusion and pupil achievement* (Research Report No. 578). Retrieved from National Archives website:  
<http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eOrderingDownload/RR578.pdf>

Holdheide, L. R., Goe, L., Croft, A., & Reschly, D. J. (2010). *Challenges in evaluating special education teachers and English language learner specialists*. Washington, DC: National Comprehensive Center for Teacher Quality.

Johnson, S. M., Kraft, M. A., & Papay, J. P. (2012). How context matters in high-need schools: The effects of teachers' working conditions on their professional satisfaction and their students' achievement. *Teachers College Record*, 114(10), 1-39.

Lake, B. J., & Stewart, A. (2012). Building trust and responding to conflict in special education. In J. B. Crockett, B. S. Billingsley, & M. L. Boscardin (Eds.), *Handbook of leadership & administration for special education* (pp. 223-236). New York, NY: Taylor & Francis.

Vannest, K. J., & Hagan-Burke, S. (2010). Teacher time use in special education.

*Remedial and Special Education, 31*(2), 126-142.

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<http://cedar.education.ufl.edu/tools/innovation-configurations/>

Bishop, A. G., Brownell, M. T., Menon, S., Galman, S., & Leko, M. (2010). Understanding the influence of personal attributes, preparation, and school environment on beginning special education teachers' classroom practices during reading instruction. *Learning Disability Quarterly, 33*(2), 75-93.

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- Crockett, J., Billingsley, B., & Boscardin, M. L. (Eds.). (2012). *Handbook of leadership & administration for special education*. New York, NY: Taylor & Francis.
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