

*Editor's Note*

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## Inside the Summer 2019 Issue

I am pleased to present the Summer 2019 issue of the *Journal of School Administration Research and Development* (JSARD), our fourth volume. JSARD publishes scholarly research articles, essays and best practices articles, and commentaries on educational leadership for an audience of K-12 educators, university researchers, and policy makers from around the world. In this new issue, we continue our efforts to maintain a balance between the practical and theoretical – this time in the form of one research article, two essays, one best practice article, and one commentary. These articles address various elements of educational leadership from multiple perspectives, but they all address methods of leading a school community to increase student learning.

This issue begins with a research article by Rebeca Mireles-Rios, John A. Becchio, and Shadi Roshandel on teacher evaluations and potential connections to teacher self-efficacy. The qualitative study includes suggestions for effective teacher feedback from administrators. Next, authors Haim Shaked and Chen Schechter present an essay directed toward school principals on the theory and practice of systems thinking with a focus on student learning. Hailing from separate Israeli institutions, the authors have produced multiple publications on this topic over the past five-plus years. This is followed by a thorough and heavily-cited essay entitled “Benefits of Teacher Diversity: Leading for Transformative Change” by Carlos Nevarez, Sarah M. Jouganatos, and J. Luke Wood. The authors describe the benefits of teacher diversity in the form of six different themes – each of which is discussed in the context of relevant literature.

For those interested in grading reform, the best-practice article “Standards-based Grading: Challenges for Secondary School Leaders” may prove helpful in their work. Written by Matt Townsley, a professor and grading researcher from Northern Iowa University specializing in standards-based grading (SBG), the article explains the SBG concept, reviews some relevant literature, and addresses multiple obstacles administrators often face in SBG implementation. This issue finishes with a commentary article from the director of the Doctorate Program in Educational Leadership at California State University, Bakersfield, John Stark. In this article, Dr. Stark discusses the decision-making process in choosing a doctoral program along with the benefits of the EdD degree program.

The Summer 2019 Issue would not be possible without the hard work and dedication of these authors, the JSARD peer reviewers, and the JSARD Editorial Board. I sincerely thank them for their efforts, as it is because of these people that JSARD is able to remain an open-access academic journal.

Finally, I truly hope that this issue is of use to you regardless of your position or connection to educational leadership. I invite you to explore our website at [JSARD.org](http://JSARD.org), where you can find our newest issue, look through our archives, subscribe to the journal, or submit a manuscript for review.

Sincerely,

Joshua Kunnath, Ed.D  
*JSARD Editor*