

*Editor's Note*

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## Inside the Spring 2020 Issue

Welcome to the Spring 2020 issue of the *Journal of School Administration Research and Development* (JSARD), our fifth volume. JSARD is an open-access, peer-reviewed journal that supports the development and dissemination of research and scholarship in the area of K-12 school administration and leadership. In this new issue, we continue our efforts to maintain a balance between the practical and the theoretical. This Spring issue includes three research articles and concludes with two best practice articles. The articles span from best practices in leading positive behavioral reform efforts and blended learning in middle schools to reflections on first year superintendency, teacher salary schedules, and reflective writing in principal preparation.

Our issue begins with the work of Henry Tran and David G. Buckman in their study on the impact of salary structures on teacher staffing in “The Relationship Between Districts’ Teacher Salary Schedule Structures and the Qualifications of Their Teacher Staffing Profile. Well-known authors James Wright, Douglas Fisher, and Nancy Frey, in “Reflective Writing in a Principal Preparation Program,” present a fresh look on reflective writing in an administrative credential program as a tool to prepare equitable leadership in schools. The issue then presents the work of Jia “Grace” Liang, Donna Augustine-Shaw, and James Sottile in their research article, “An Exploration of New Superintendent Mentoring and Goal Setting.” The authors studied new superintendent mentoring practices in relation to national leadership standards in formal mentoring and induction programs.

For those interested in proven models of Positive Behavior Interventions and Supports (PBIS), notable author and speaker Jessica Djabrayan Hannigan and John Hannigan present, “Best Practice PBIS Implementation: Evidence Indicators in Each Tier of the PBIS Champion Model.” The study presents a practical resource that can guide successful systemic implementation of PBIS in each tier and can support student academic learning and behavior in those schools. The issue finishes with a 21st-century learning focus. From the best-practices article “Integrating Blended Learning in Middle School ELA Classrooms to Support Diverse Learners: Lessons Learned” authors Joseph John Morgan and Tracy G. Spies provide lessons learned from a professional development project focused on training middle school English language arts teachers in the integration of blended learning activities to support these diverse learners.

The Spring 2020 Issue would not be possible without the hard work and dedication of these authors, the JSARD peer reviewers, and the JSARD Editorial Board. Their efforts help JSARD 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.

We thank you for your interest in JSARD’s publication, and we invite you to join our quest in K-12 school improvement through the study of K-12 school leadership.

Sincerely,

Jason M. Hodgson  
JSARD Associate Editor