

Peer Reviewed Scholarly Books:

Note: * indicates graduate student co-author.

1. Michalsky, T., & **Schechter, C.** (Eds. equal contributors). *Self-regulated learning: Conceptualization, contribution, and empirically based models for teaching and learning. Yearbook of the NSSE (National Society for the Study of Education), Teachers College (TC), Columbia University*, New York, U.S. Date of publication: April 2017. *Initiated by John Dewey in 1904. Foreword by Prof. Barry Zimmerman.*
2. Shaked, H.*, & **Schechter, C.** (2016). *Systems thinking for school leaders: Holistic leadership for excellence in schools. Springer: New York, Dordrecht, London. Foreword by Prof. Michael Fullan.*
3. **Schechter, C.** (2015). *Let us lead! School principals at the forefront of reforms.* Ramot: **Tel-Aviv University Press.**

Peer Reviewed Refereed Publications:

Note: * indicates graduate student co-author.

1. Feldman, N.*, & **Schechter, C.** (2017). Exploring the professional learning community in a special education school serving pupils with autism. *International Journal of Special Education.*
2. Shaked, H., & **Schechter, C.** (2016). Systems thinking as an instructional leadership enabler. *NASSP Bulletin, 100(4), 177-202.*
3. **Schechter, C.**, & Shaked, H. (in press). Leaving fingerprints: Principals' considerations while implementing education reforms. *Journal of Educational Administration.*
4. Shaked, H.*, & **Schechter, C.** (in press). Leading wholes: Development of systems thinking among school leaders. *Teachers College Record.*

5. Benoliel, P., & **Schechter, C.** (in press). Promoting the school learning processes: Principals as learning boundary spanners. *International Journal of Educational Management*.
6. **Schechter, C.**, Shaked, H.*, Ganon, S.*, & Goldratt, M. (in press). Leadership metaphors: Principals' sensemaking of an educational reform. *Leadership and Policy in Schools*.
7. Shaked, H.*, & **Schechter, C.** (in press). School principals as mediating agents in education reforms. *School Leadership and Management*.
8. Ganon, S.*, **Schechter, C.** (in press). Making sense of school leaders' sense-making. *Educational Management, Administration and Leadership*.
9. **Schechter, C.**, & Qadach, M.* (2016). Promoting learning in schools: Principals' learning mechanisms. *Leadership and Policy in Schools*, 15(2), 141-167.
10. Shaked, H.*, & **Schechter, C.** (in press). System thinking among school middle leaders. *Educational Management, Administration and Leadership*.
11. Shaked, H.*, **Schechter, C.**, & Michalsky, T. (in press). Collaborative learning from personal cases in a principal preparation program. *International Journal of Leadership in Education*.
12. Shaked, H.*, & **Schechter, C.** (2016). The sources of systems-thinking in school leadership. *Journal of School Leadership*, 26(3), 468-494.
13. **Schechter, C.** (2015). Toward collective learning in schools: Exploring U.S.A. and Israeli teachers' perceptions of collective learning from success. *International Journal of Educational Reform*, 24(2), 160-184.
14. **Schechter, C.**, & Firuz, F.* (2015). How mentor principals interpret the mentoring process using metaphors. *School Leadership and Management*, 35(4), 365-387.
15. **Schechter, C.**, & Ganon, S.* (2015). Reforming schoolwork: The collective doubting perspective. *International Journal of Educational Management*, 29(1), 62-72.

16. **Schechter, C.** (2014). Mentoring prospective principals: Determinants of productive mentor-mentee relationship. *International Journal of Educational Reform*, 23(1), 52-65.
17. **Schechter, C., & Atarchi, L.*** (2014). The meaning and measure of organizational learning mechanisms in secondary schools. *Educational Administration Quarterly*, 50(4), 577-609.
18. **Schechter, C., & Michael, O.** (2014). Intern teachers' and mentor teachers' perceptions regarding learning from success during the internship year. *Educational Practice and Theory*, 36(1), 57-81.
19. **Schechter, C., & Michalsky, T.** (2014). Juggling our mindsets: Learning from success as a complementary instructional framework in teacher education. *Teachers College Record*, 116(2), 1-48.
20. Shaked, H.*, & **Schechter, C.** (2014). Systems school leadership: Exploring an emerging construct. *Journal of Educational Administration*, 52(6), 792-811.
21. Michalsky, T., & **Schechter, C.** (2013). Preservice teachers' self-regulated learning: Integrating learning from problems and learning from successes. *Teaching and Teacher Education*, 30(1), 60-73.
22. **Schechter, C.** (2013). Collective learning in schools: Exploring the perceptions of leadership trainees. *International Journal of Educational Management*, 27(3), 273-291.
23. **Schechter, C., & Feldman, N.*** (2013). Professional learning community in special education schools: The principal's role. *Educational Research and Reviews*, 8(12), 785-791.
24. **Schechter, C., & Haviv, O.*** (2013). School networks: From idea to practice. *Studies in Educational Administration and Organization*, 33, 75-96.
25. **Schechter, C., & Qadach, M.*** (2013). From illusion to reality: Schools as learning organizations. *International Journal of Educational Management*, 27(5), 505-516.
26. Shaked, H.*, & **Schechter, C.** (2013). Seeing wholes: The concept of system thinking and its implementation in school leadership. *International Review of Education*, 59(6), 771-791.

27. **Schechter, C.** (2012). Developing teachers' collective learning: Collective learning from success as perceived by three echelons in the school system. *International Journal of Educational Research*, 56, 60-74.
28. **Schechter, C.** (2012). The professional learning community as perceived by Israeli school superintendents, principals, and teachers. *International Review of Education*, 58(6), 717-734.
29. **** Schechter, C., & Asher, N.*** (2012). Principals' sense of uncertainty and organizational learning mechanisms. *International Journal of Educational Management*, 26(2), 138-152.
**** Translated into Chinese and published in *Higher Education Press***
30. **Schechter, C., & Ganon, S.*** (2012). Learning from success: Exploring the sustainability of a collaborative learning initiative. *Journal of Educational Administration*, 50(6), 732-752.
31. **Schechter, C., & Qadach, M.*** (2012). Toward an organizational model of change in elementary schools. *Educational Administration Quarterly*, 48(1), 116-153.
32. ****Schechter, C.** (2011). Collective learning from success as perceived by school superintendents. *Journal of School Leadership*, 21(5), 478-509.
**** Selected by the Editor to be reprinted in the *Journal of School Leadership* 25th Anniversary Special Issue. Volume 25, Issue 3, May 2015**
33. **Schechter, C.** (2011). Switching cognitive gears: Problem-based learning and success-based learning as an instructional framework in leadership education. *Journal of Educational Administration*, 49(2), 143-165.
34. **Schechter, C.** (2011). Towards communal negotiation of meaning in schools: Principals' perceptions of collective learning from success. *Teachers College Record*, 113(11), 2415- 2459.
35. **Schechter, C.** (2010). Learning from success as a leverage for professional learning community: Exploring a school improvement process. *Teachers College Record*, 112(1), 180-224.

36. **Schechter, C., & Feldman, N.*** (2010). Exploring organizational learning mechanisms in special education. *Journal of Educational Administration*, 48(4), 490-516.
37. **Schechter, C.** (2008). Exploring success-based learning as an alternative instructional framework in principal preparatory programs. *Journal of School Leadership*, 18(1), 62-95.
38. **Schechter, C.** (2008). Organizational learning mechanisms: Its meaning, measure, and implications for school improvement. *Educational Administration Quarterly*, 44(2), 155-186.
39. **Schechter, C., Sykes, I., & Rosenfeld, J.** (2008). Learning from success as leverage for school learning: Lessons from a national program in Israel. *International Journal of Leadership in Education*, 11(3), 301-318.
40. Harari, I., Eldar, E., & **Schechter, C.** (2007). Significant events in teaching as perceived by novice teachers. *Movement*, 8(3-4), 335-360.
41. **Schechter, C.** (2007). Learning mechanisms in schools: Conceptualization and empirical evidence. *Educational Theory and Practice*, 29(1), 47-59.
42. **Schechter, C.** (2007). Perspectivism: An alternative research epistemology for the 21st century schools. *Interchange – Quarterly Review of Education*, 38(1), 1-13.
43. **Schechter, C.** (2007). Towards a professional learning community: A critical discourse perspective. *International Journal of Educational Reform*, 16(2), 114-126.
44. **Schechter, C., & Tischler, I.** (2007). Organizational learning mechanism and leadership succession: Key elements for a planned school change. *Educational Planning*, 16(2), 1-7.
45. **Schechter, C.** (2006). Doubt, doubting and the principal's role: Exploring an emerging perspective for school change. *International Journal of Educational Reform*, 15(1), 2-12.
46. **Schechter, C.** (2006). Doubting schoolwork: Exploring an emerging concept. *Teachers College Record*, 108(12), 2517-2539.

47. **Schechter, C.,** & Tschannen-Moran, M. (2006). Teachers' sense of collective efficacy: An international view. *International Journal of Educational Management, 20*(6), 480-489.
48. **Schechter, C.** (2005). Communal deliberation: The art of learning schools. *International Journal of Educational Management, 19*(3), 197-206.
49. **Schechter, C.** (2005). Organizational learning mechanisms: Exploring a conceptual framework for organizational learning in schools. *Journal of School Leadership, 15*(5), 571-600.
50. **Schechter, C.** (2004). Teachers' perceived need to doubt: School conditions and the principal's role. *International Journal of Educational Management, 18*(3), 172-179.
51. **Schechter, C.,** Sykes, I., & Rosenfeld, J. (2004). Learning from success: A leverage for transforming schools into learning communities. *Planning and Changing, 35*(3&4), 154-168.
52. Eldar, E., Nabel, N., **Schechter, C.,** Talmor, R., & Mazin, K. (2003). Anatomy of success and failure: The story of three novice teachers. *Educational Research, 45*(1), 29-48.
53. **Schechter, C.** (2002). Authentic leadership in school communities. *Studies in Educational Administration and Organization, 26,* 69-92.
54. **Schechter, C.** (2002). Deliberation: Communal negotiation of meaning in schools. *Planning and Changing, 33*(3&4), 155-170.
55. **Schechter, C.** (2002). Marching in the land of uncertainty: Transforming school culture through communal deliberative process. *International Journal of Leadership in Education, 5*(2), 105-128.
56. **Schechter, C.** (2001). The transition of retired military officers to a second career in education: The Israeli perspective. *International Journal of Educational Reform, 10*(3), 236-244.
57. **Schechter, C.** (2001). Is this dialogue falling upon deaf ears? Exploring the deliberative process among school administrators. *Journal of School Leadership, 11*(6), 468-492.

Manuscripts Submitted for Peer-Reviewed Refereed Publication:

Note: * indicates graduate student co-author.

1. Berger, H., & **Schechter, C.** *Leadership presence in education.*
2. Benoliel, P., & **Schechter, C.** *Is it personal? Teacher's personality and the principal's role in professional learning communities.* 27 pages.
3. Michalsky, T., & **Schechter, C.** *Teachers' SRL pedagogical beliefs, teaching self-efficacy, and lesson design: Integrating learning from problems and successes.* 51 pages.
4. Shaked, H., & **Schechter, C.** *School middle leaders' implementation of generally-outlined education reforms.* 37 pages.
5. Shaked, H., & **Schechter, C.** *Integrating learning from problems and learning from successes in a principal preparation program.* 25 pages.
6. **Schechter, C.**, & Feldman, N. *The principals' role in in special education schools serving pupils with autism.* 37 pages.