

CHEN SCHECHTER

Bio:

Chen Schechter, Full Professor, Leadership, Organizational Development and Policy in Education, School of Education, Bar-Ilan University. Aiming to integrate theory with empirical evidence and practice, his research areas include reform implementation, educational change, professional learning communities, organizational learning, collaborative learning from success, educational leadership, leadership development, and systems thinking for school leaders. Prof. Schechter earned his Ph.D. in K12 Educational Administration from The Ohio State University. He is currently the Editor-in-Chief (co) of the *Journal of Educational Administration (JEA)*, the oldest and most respected leading international journal in the field of educational leadership and management. He also serves on the editorial boards of the *Journal of School Leadership* and *Policy and Leadership in Schools*. In his role as Co-Editor of the 2017 *NSSE Yearbook* (National Society for the Study of Education) of Columbia University's Teachers College, Schechter is one of the few international editors since John Dewey initiated the NSSE yearbooks in 1904. Currently, he is co-editor of the upcoming *Leading Holistically: How Schools, Districts, and States Improve Systemically* (Routledge, 2018). He recently co-authored *Systems-Thinking for School Leaders: Holistic Leadership for Excellence in Schools* (Springer, 2017) and also authored *School Principals at the Forefront of Reforms* (Tel-Aviv University Press, 2015). He has published his research extensively in a wide range of highly ranked scholarly journals (e.g., *Educational Administration Quarterly*, *Journal of Educational Administration*, *Teachers College Record*, *Journal of School Leadership* and others). His own empirical pursuits (as Principal or Co-Principal Investigator) have garnered external funding from prestigious grants like the Spencer Foundation, Israel Science Foundation (3 projects), and Ministry of Education Chief Scientist (2 projects). His administrative roles have included Vice Director of the School of Education, Head of the Teacher Education Department, and Director of the Principal Preparation Program. He currently serves as Chair of the Board of Directors for the university's Institute for the Advancement of Teaching, Learning and Social Integration in Education, while also acting as committee member and academic and professional advisor in numerous Ministry of Education projects. He is the Chair of AERA Organizational Theory SIG. Schechter advises PhD students from diverse religious and cultural backgrounds in their research dissertations. Most notably, he was an Israeli swimming champion and butterfly record holder, member of the Israeli National Swimming Team, and selected for the All-America Team in the U.S. National Collegiate Athletic Association (NCAA) Swimming Championship.

Contact Information:

Address: Department of Educational Leadership, Administration and Policy
School of Education, Room 505, Bar-Ilan University, Ramat Gan, Israel
Telephones: Office: 972-3-5318708; Cell: 972-54-810-1999
E-mail: chen.schechter@biu.ac.il

Education:

2000 Doctor of Philosophy
Educational Administration & Leadership;
Cognate in Qualitative Research: Research Philosophy, Design, Analysis
The Ohio State University
Dissertation: *The Deliberative Processes of Urban Secondary Principals*

1998 Master of Arts
Teacher Education, Cognate in Special Education
The Ohio State University

1997 National Teaching Licensure; Student Teaching Internship
Zinman College of Education

1997 Bachelor of Education
Zinman College of Education
Graduated First in College; Outstanding Academic Achievements

Research Interests:

Leadership/Leadership Development/Preparation - Mentoring
Organizational Learning – Professional Learning Community
Collaborative Learning from Success/Reflective Practices
Policy Reform in Accountability Systems
System Thinking Leadership
Organizational Theory and Practice/Innovative Organizational Frameworks
Educational Change
Collaborative Learning Strategies

Teaching Interests:

Leadership and Leadership Development
Organizational Theory and Practice/Innovative School Organization
Research Methods
System Thinking Leadership
Organizational Learning & Professional Learning Community
Team Building & Collaborate Decision Making
Learning from Success
Reform Implementation and Sustainability/Educational Change Processes

Academic Affiliations/Appointments:

2016-present	Full Professor with Tenure, Department of Educational Leadership, Administration & Policy, School of Education, Bar-Ilan University
2012-2016	Associate Professor with Tenure, Department of Educational Leadership, Administration & Policy, School of Education, Bar-Ilan University
2011-2017	Adjunct Professor, The Executive Leadership M.A Program, School of Education, Tel-Aviv University
Summer 2009	Guest International Professor, Graduate School of Education, Michigan State University. Teaching Online Course 991 – <i>Learning from Success as Leverage for School Learning</i>
2007-2012	Senior Lecturer, Department of Educational Leadership, Administration & Policy, School of Education, Bar-Ilan University
2005-2007	Lecturer, Department of Educational Leadership, Administration & Policy, School of Education, Bar-Ilan University
2001-2004	Adjunct Lecturer, Department of Educational Administration, School of Education, Hebrew University of Jerusalem

Peer Reviewed Scholarly Books:

Note: * indicates graduate student co-author.

1. Shaked, H., **Schechter, C.**, & Daly, A. (2018) (Eds.). *Leading holistically: How schools, districts, and states improve systemically*. **Routledge, New-York**. Foreword by Prof. Michael Fullan.
2. Michalsky, T., & **Schechter, C.** (2017). (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. Initiated by John Dewey in 1904. One of the few international editors. Foreword by Prof. Barry Zimmerman.
3. Shaked, H.,* & **Schechter, C.** (2017). *Systems thinking for school leaders: Holistic leadership for excellence in schools*. **Springer Press**: New York, Dortrecht, London. Foreword by Prof. Michael Fullan.
4. **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. **Schechter, C.** (2018). Enacting President Trump's leadership contract with educators: Toward a communal leadership perspective. *Journal of Educational Administration and History*, 50(1), 32-40. (invited article for a special issue).
2. Shaked, H.,* & **Schechter, C.** (2018). Leading wholes: Development of systems thinking among school leaders. *Teachers College Record*, 120(2).
3. Ganon-Shilon, S.,* & **Schechter, C.** (in press). Principals' sense-making of their leadership role during an educational reform implementation. *International Journal of Leadership in Education*.
4. Shaked, H., & **Schechter, C.** (in press). Systems thinking among enrollees in a principal preparation program. *Journal of Research on Leadership Education*.
5. **Schechter, C.**, Shaked, H.,* Ganon, S.,* & Goldratt, M. (2018). Leadership metaphors: Principals' sensemaking of an educational reform. *Leadership and Policy in Schools*, 17(1), 1-26.
6. Shaked, H., & **Schechter, C.** (in press). Exploring systems thinking in school principals' decision-making. *International Journal of Leadership in Education*.
7. Shaked, H., & **Schechter, C.** (in press). School middle leaders' implementation of generally-outlined education reforms. *Leadership and Policy in Schools*.
8. Shaked, H.,* **Schechter, C.**, & Michalsky, T. (2018). Collaborative learning from personal cases in a principal preparation program. *International Journal of Leadership in Education*, 21(4), 479-490.
9. Ganon-Shilon, S.,* & **Schechter, C.** (2017). Making sense while steering through the fog: Principals' metaphors within a national reform implementation. *Educational Policy Analysis Archives*, 25.
10. **Schechter, C.**, & Feldman, N.* (in press). Professional learning community in a special education school serving pupils with autism: The principal's role. *Journal of Special Education Leadership*.
11. Shaked, H., & **Schechter, C.** (in press). Integrating learning from problems and learning from success in a principal preparation program. *Planning and Changing*.

12. Cohen, R.,* & **Schechter, C.** (in press). The transition from teaching to vice-principalship: Examining the determinants in entering the role. *Studies in Educational Administration and Organization*.
13. Michalsky, T., & **Schechter, C.** (2018). Teachers' self-regulated learning lesson design: Integrating learning from problems and successes. *The Teacher Educator*, 53(2), 101-123.
14. Benoliel, P., & **Schechter, C.** (2017). Is it personal? Teacher's personality and the principal's role in professional learning communities. *Improving Schools*, 20(3), 222-235.
15. Feldman, N.,* & **Schechter, C.** (2017). Exploring the professional learning community in a special education school serving pupils with autism. *International Journal of Special Education*, 32(1), 2-36.
16. **Schechter, C.**, & Shaked, H. (2017). Leaving fingerprints: Principals' considerations while implementing education reforms. *Journal of Educational Administration*, 55(3), 242-260.
17. Benoliel, P., & **Schechter, C.** (2017). Promoting the school learning processes: Principals as learning boundary spanners. *International Journal of Educational Management*, 31(7), 878-894.
18. Shaked, H.,* & **Schechter, C.** (2017). School principals as mediating agents in education reforms. *School Leadership and Management*, 37(1&2), 19-37.
19. Ganon-Shilon, S.,* **Schechter, C.** (2017). Making sense of school leaders' sense-making. *Educational Management, Administration and Leadership*, 45(4), 682-698.
20. Shaked, H.,* & **Schechter, C.** (2017). System thinking among school middle leaders. *Educational Management, Administration and Leadership*, 45(4), 699-718.
21. Shaked, H., & **Schechter, C.** (2016). Systems thinking as an instructional leadership enabler. *NASSP Bulletin*, 100(4), 177-202.
22. **Schechter, C.**, & Qadach, M.* (2016). Promoting learning in schools: Principals' learning mechanisms. *Leadership and Policy in Schools*, 15(2), 141-167.
23. Shaked, H.,* & **Schechter, C.** (2016). The sources of systems-thinking in school leadership. *Journal of School Leadership*, 26(3), 468-494.

24. **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.
25. **Schechter, C., & Firuz, F.*** (2015). How mentor principals interpret the mentoring process using metaphors. *School Leadership and Management*, 35(4), 365-387.
26. **Schechter, C., & Ganon, S.*** (2015). Reforming schoolwork: The collective doubting perspective. *International Journal of Educational Management*, 29(1), 62-72.
27. **Schechter, C.** (2014). Mentoring prospective principals: Determinants of productive mentor-mentee relationship. *International Journal of Educational Reform*, 23(1), 52-65.
28. **Schechter, C., & Atarchi, L.*** (2014). The meaning and measure of organizational learning mechanisms in secondary schools. *Educational Administration Quarterly*, 50(4), 577-609.
29. **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.
30. **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.
31. Shaked, H.,* & **Schechter, C.** (2014). Systems school leadership: Exploring an emerging construct. *Journal of Educational Administration*, 52(6), 792-811.
32. 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.
33. **Schechter, C.** (2013). Collective learning in schools: Exploring the perceptions of leadership trainees. *International Journal of Educational Management*, 27(3), 273-291.
34. **Schechter, C., & Feldman, N.*** (2013). Professional learning community in special education schools: The principal's role. *Educational Research and Reviews*, 8(12), 785-791.

35. **Schechter, C., & Haviv, O.*** (2013). School networks: From idea to practice. *Studies in Educational Administration and Organization*, 33, 75-96.
36. **Schechter, C., & Qadach, M.*** (2013). From illusion to reality: Schools as learning organizations. *International Journal of Educational Management*, 27(5), 505-516.
37. 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.
38. **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.
39. **Schechter, C.** (2012). The professional learning community as perceived by Israeli school superintendents, principals, and teachers. *International Review of Education*, 58(6), 717-734.
40. **** 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***

41. **Schechter, C., & Ganon, S.*** (2012). Learning from success: Exploring the sustainability of a collaborative learning initiative. *Journal of Educational Administration*, 50(6), 732-752.
 42. **Schechter, C., & Qadach, M.*** (2012). Toward an organizational model of change in elementary schools. *Educational Administration Quarterly*, 48(1), 116-153.
 43. ****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**
44. **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.

45. **Schechter, C.** (2011). Towards communal negotiation of meaning in schools: Principals' perceptions of collective learning from success. *Teachers College Record*, 113(11), 2415- 2459.
46. **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.
47. **Schechter, C., & Feldman, N.*** (2010). Exploring organizational learning mechanisms in special education. *Journal of Educational Administration*, 48(4), 490-516.
48. **Schechter, C.** (2008). Exploring success-based learning as an alternative instructional framework in principal preparatory programs. *Journal of School Leadership*, 18(1), 62-95.
49. **Schechter, C.** (2008). Organizational learning mechanisms: Its meaning, measure, and implications for school improvement. *Educational Administration Quarterly*, 44(2), 155-186.
50. **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.
51. Harari, I., Eldar, E., & **Schechter, C.** (2007). Significant events in teaching as perceived by novice teachers. *Movement*, 8(3-4), 335-360.
52. **Schechter, C.** (2007). Learning mechanisms in schools: Conceptualization and empirical evidence. *Educational Theory and Practice*, 29(1), 47-59.
53. **Schechter, C.** (2007). Perspectivism: An alternative research epistemology for the 21st century schools. *Interchange – Quarterly Review of Education*, 38(1), 1-13.
54. **Schechter, C.** (2007). Towards a professional learning community: A critical discourse perspective. *International Journal of Educational Reform*, 16(2), 114-126.
55. **Schechter, C., & Tischler, I.** (2007). Organizational learning mechanism and leadership succession: Key elements for a planned school change. *Educational Planning*, 16(2), 1-7.
56. **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.

57. **Schechter, C.** (2006). Doubting schoolwork: Exploring an emerging concept. *Teachers College Record*, 108(12), 2517-2539.
58. **Schechter, C., & Tschannen-Moran, M.** (2006). Teachers' sense of collective efficacy: An international view. *International Journal of Educational Management*, 20(6), 480-489.
59. **Schechter, C.** (2005). Communal deliberation: The art of learning schools. *International Journal of Educational Management*, 19(3), 197-206.
60. **Schechter, C.** (2005). Organizational learning mechanisms: Exploring a conceptual framework for organizational learning in schools. *Journal of School Leadership*, 15(5), 571-600.
61. **Schechter, C.** (2004). Teachers' perceived need to doubt: School conditions and the principal's role. *International Journal of Educational Management*, 18(3), 172-179.
62. **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.
63. 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.
64. **Schechter, C.** (2002). Authentic leadership in school communities. *Studies in Educational Administration and Organization*, 26, 69-92.
65. **Schechter, C.** (2002). Deliberation: Communal negotiation of meaning in schools. *Planning and Changing*, 33(3&4), 155-170.
66. **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.
67. **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.
68. **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. Da'as, R., Qadach., & **Schechter, C.** *Switching cognitive gears: Principals' cognitive complexity.*
2. Ganon-Shilon, S.,* & **Schechter, C.** *Principals' perception of a shared sense-making process during a national reform implementation.*
3. Qadach, M.,* **Schechter, C.**, & Da'as, R. *From principals to teachers to students: Exploring an integrative model for predicting students' achievements.*
4. Benoliel, P., & **Schechter, C.** *Teamwork doubting and doubting teamwork.*
5. Cohen, R.,* & **Schechter, C.** *I am (almost) a principal now: New assistant principals' coping strategies for establishing authority upon entering their role.*
6. Ganon-Shilon, S.,* & **Schechter, C.** *No school principal is an island: From individual to school sense-making processes in reform implementation.*

Peer Reviewed Scientific Chapters:

Note: * indicates graduate student co-author.

1. **Schechter, C.**, & Shaked, H. (2018). Systems thinking in school organizations. In Connolly, M., Eddy Spicer, D., James, C., & Kruse, S. (Eds.). *Sage international handbook of schools as organizations*. Sage: Thousand Oaks, CA.
2. Shaked, H., Benoliel, P., Nadav N.*, & **Schechter, C.** (2018). Principals' systems thinking: The meaning and measure of a leadership construct. In H. Shaked, **C. Schechter** & A. Daly (Eds.). *Leading holistically: How schools, districts, and states improve systemically*. New York: Routledge.
3. Shaked, H. **Schechter, C.**, & Daly, A. J. (2018). The systems language. In H. Shaked, **C. Schechter**, & A. Daly (Eds.), *Leading holistically: How schools, districts, and states improve systemically*. New York: Routledge.
4. **Schechter, C.** (2017). The seductive Waltz with the self in self-regulated learning: Toward communal regulation of learning. In 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.

5. Shaked, H.*, & **Schechter, C.** (2016). Systems thinking in special education: A case study. In Frank, M., Kordova, S., & Shaked, H. (Eds.). *Systems thinking foundation, uses and challenges*. New York: Nova Science.

Refereed Scientific Conference Presentations & Papers:

Note: * indicates graduate student co-author.

1. Shaked, H., **Schechter, C.** (2018, September). *School middle leaders' sense-making of a generally-outlined inclusive reform*. Paper presentation at the European Conference on Educational Research, Bolzano, Italy.
2. **Schechter, C.** (2018, April). *The substance and structure of school leadership: Understanding and researching the school as organization*. Organized by Kruse, S., together with Bridwell-Mitchell, E., Cho, V., Johnson, B., Bauer, S., & Mintrop, R. Working group roundtable presentation at the Annual Meeting of the American Educational Research Association, New-York, NY.
3. Ganon-Shilon, S.,* & **Schechter, C.** (2018, February). *Between personal and policymakers' expectations: School principals' perceptions of a shared sense-making process during an education reform*. 8th Annual Conference of Qualitative Research. Beer- Sheva: Ben-Gurion University.
4. **Schechter, C.**, & Shaked, H. (2017, November). *Re-imaging the school as crucible of engagement and learning for all. The international community-building' session*. Paper presented at the Annual Conference of the University Council for Educational Administration, Denver, CO.
5. Shaked, H., & **Schechter, C.** (2017, November). *Integrating learning from problems and learning from success in a principal preparation program*. Paper presented at the Annual Conference of the University Council for Educational Administration, Denver, CO.
6. Shaked, H., & **Schechter, C.** (2017, August). *School principals' conflicting loyalties while implementing an education reform*. Accepted for presentation at ECER Annual Conference, Copenhagen.
7. Shaked, H., **Schechter, C.** (2017, April). *Educational identity and reform: School principals as mediating agents in education reforms*. International Conference: Professional and Cultural Identity in a Changing Sociopolitical Reality. Al-Qasemi College.
8. Shaked, H., & **Schechter, C.** (2017, April). *Leadership metaphors: School principals' sense-making of a national reform*. Paper presentation at the Annual Meeting of the American Educational Research Association, San-Antonio, TX.
9. **Schechter, C.**, Qadach, M.,* & Da'as, R. (2017, April). *Principals' characteristics and organizational learning mechanisms: Predicting faculty properties and student*

achievement in elementary schools. Paper presentation at the Annual Meeting of the American Educational Research Association, San-Antonio, TX.

10. Ganon-Shilon, S.,* **Schechter, C.** (2017, April). *Principals' sense-making of their Leadership Role within a large-scale education reform*. Paper presentation at the Annual Meeting of the American Educational Research Association, San-Antonio, TX.
11. Shaked, H., **Schechter C.** & Michalsky, T. (2016, December). *Collaborative learning from personal cases in a principal preparation program*. Conference on Qualitative Research in Teacher Education, The Hebrew University, Jerusalem.
12. Shaked, H.,* & **Schechter, C.** (2016, November). *School principals as mediating agents in education reforms*. Paper presentation at the Annual Conference of the University Council for Educational Administration, Detroit, MI.
13. Ganon-Shilon, S.,* Shaked, H.,* & **Schechter, C.** (2016, April). *Creative bridging: School Principals' sense-making of their leadership role in large-scale education reforms*. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC.
14. Shaked, H.,* & **Schechter, C.** (2016, April). *Developing systems thinking among school leadership*. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC.
15. Goldratt, M., & **Schechter, C.** (2016, February). *The narratives of elementary school principals in a national education reform*. Paper presented at the Annual Conference of Qualitative Research in Social Sciences. Ben-Gurion University.
16. Shaked, H.,* **Schechter, C.**, & Ganon-Shilon, S.* (2016, February). *School principals in a changing environment: Bridging-buffering strategies during an education reform*. Poster presented at the Annual Conference of Qualitative Research in Social Sciences. Ben-Gurion University.
17. Shaked, H.,* & **Schechter, C.** (2015, November). *Systems thinking among school position holders*. Paper presented at the Annual Conference of the University Council for Educational Administration, San-Diego, CA.
18. Michalsky, T., & **Schechter, C.** (2015, April). *Teaching self-regulated learning: Preservice teachers integrating learning from problems and learning from successes*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
19. Shaked, H.,* & **Schechter, C.** (2015, April). *Sources of systems-thinking in school leadership*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

20. Shaked, H.,* & **Schechter, C.** (2014, November). *Exploring the characteristics of systems school leadership*. Paper presented at the Annual Conference of the University Council for Educational Administration, Washington, DC.
21. Shaked, H.,* & **Schechter, C.** (2014, June). *System thinking in educational leadership*. Paper presented at the conference on Decision Making in The Education System, Ohalo Academic College of Education, Israel.
22. Shaked, H.,* & **Schechter, C.** (2014, May). *System thinking in school leadership*. Paper presented at the International Conference for Academic Disciplines, Harvard University, Cambridge, MA.
23. Shaked, H.,* & **Schechter, C.** (2014, May). *Systems school leadership*. Paper presented at the 2nd Annual Chicago International Conference on Education, Chicago, IL.
24. Qadach, M.,* & **Schechter, C.** (2013, July). *Organizational learning mechanisms in elementary schools*. Paper presented at the 6th International Conference on Teacher Education, Jerusalem, Israel.
25. Qadach, M.,* & **Schechter, C.** (2013, February). *Re-designing learning schools through added value of the National ICT program and principals' instructional leadership*. Poster presented at the Chais Annual Conference for Innovation in Learning Technologies. Tel-Aviv, Israel.
26. **Schechter, C.** (2013, November). *Professional learning community as perceived by superintendents, principals, and teachers*. Paper presented at the Annual Conference of the University Council for Educational Administration, Indianapolis, IN.
27. Zur, I.,* & **Schechter, C.** (2013, July). *Learning from success: Perceptions of teachers in their internship year and of their mentors*. Paper presented at the 6th International Conference on Teacher Education, Jerusalem, Israel.
28. **Schechter, C.** (2012, May). *Collective learning in schools: The perceptions of leadership trainees*. Paper presented at the Annual Meeting of the American Educational Research Association, Denver, CO.
29. **Schechter, C.,** & Firuz, F.* (2012, November). *Principal mentors' metaphors of the mentoring process in leadership education*. Paper presented at the Commonwealth Association for Educational Administration, Limassol, Cyprus.

30. **Schechter, C.** (2011, April). *Toward collective learning in schools: Exploring U.S.A. and Israeli teachers' perceptions of collective learning from success*. Paper presented at the Annual Meeting of the American Educational Research Association, British Columbia, Canada.
31. **Schechter, C.** (2010, November). *Learning from success: The sustainability of a collaborative learning initiative*. Paper presented at the Annual Conference of the University Council for Educational Administration, New Orleans, LA.
32. **Schechter, C.** (2010, May). *The seductive waltz: Teacher leaders, principals, and superintendents' perception of fostering and inhibiting conditions to collective learning from success*. Paper presented at the Annual Meeting of the American Educational Research Association, Denver, CO.
33. **Schechter, C.** (2009, November). *Collective learning from success as perceived by school superintendents*. Paper presented at the Annual Conference of the University Council for Educational Administration, Anaheim, CA.
34. **Schechter, C.** (2008, November). *Collective learning from success: Fostering and inhibiting conditions perceived by school principals*. Paper presented at the Annual Conference of the University Council for Educational Administration, Orlando, FL.
35. **Schechter, C.** (2008, March). *Success-based learning: Exploring an alternative instructional framework in principal preparation programs*. Paper presented at the Annual Meeting of the American Educational Research Association, New York.
36. **Schechter, C., & Feldman, N.*** (2007, June). *Exploring organizational learning mechanisms in special education*. Paper presented at the International Conference on Teacher Education, Tel-Aviv, Israel.
37. **Schechter, C., & Tschannen-Moran, M.** (2005, April). *Teachers' sense of collective efficacy: An international view*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.
38. Sykes, I., **Schechter, C., & Shibli, A.** (2005, January). *Learning from success as leverage for school-wide learning: A national program in Israel*. Paper presented at the International Congress for School Effectiveness and Improvement, Barcelona, Spain.
39. **Schechter, C.** (2004, April). *Organizational learning mechanisms: The meaning and development of a multi-dimensional measure*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

40. **Schechter, C.** (2004, March). *Member check: A method of triangulation-crystallization in qualitative research*. Paper presented at the Interdisciplinary Conference on Qualitative Methodologies, Tel-Aviv, Israel.

41. Shimon, P., Galili, Y., **Schechter, C.**, & Lahav, L. (2004, November). *The transition of retired military officers to a second career in sport management: The Israeli case*. Paper presented at the 10th conference of the Sport Management Association of Australia and New Zealand, Melbourne, Australia.

42. **Schechter, C.** (2003, November). *Organizational learning mechanisms: Exploring a conceptual framework for organizational learning in schools*. Paper presented at the Annual Conference of the University Council for Educational Administration, Portland, OR.

43. Harari, I., Eldar, E., & **Schechter, C.** (2002, June). *Events perceived as significant by novice teachers in the apprenticeship process*. Paper presented at the Fourth International Conference on Teacher Education, Achva College of Education, Israel.

44. Nabel, N., Almosni, Y., **Schechter, C.**, & Ingles, V. (2002, June). *Teaching children with special needs in regular education classes*. Paper presented at the Fourth International Conference on Teacher Education, Achva College of Education, Israel.

45. **Schechter, C.** (2002, November). *Doubting schoolwork: Conditions influencing the need to doubt and the principal's role*. Paper presented at the Annual Conference of the University Council for Educational Administration, Pittsburgh, PA.

46. **Schechter, C.** (2001, September). *Perspectivism: An alternative research epistemology*. Symposium conducted at the New Horizon in Qualitative Research Conference, Tel-Aviv University, Tel-Aviv, Israel.

47. **Schechter, C.**, Burt, T., & Sutherland, S. (1999, April). *The role of the facilitator in adventure education*. Paper presented at the Annual National Convention of the American Alliance for Health, Physical Education, Recreation and Dance, Boston, MA.

2017-Present: Editor-in-Chief (co) – Journal of Educational Administration (JEA)

The Journal of Educational Administration, founded in 1963, was the first international refereed journal in the field of educational leadership and management. As the oldest and most respected leading international journal in the field of educational leadership and management, JEA has sought to publish research on educational administration conducted across diverse political, economic and socio-cultural contexts. Indeed, publications featured in JEA have both anticipated and traced the evolution of educational administration into a global field of research and practice.

2018-Present: Chair, AERA Organizational Theory Special Interest Group

The purpose of the Organizational Theory Special Interest Group (SIG) is to advance scholarly inquiry into conceptualizations of educational organizations by promoting the use and development of organizational theory in the context of educational research and practice.

Journal Manuscript Reviewer

2005-present *Educational Administration Quarterly*
 Journal of Educational Administration
 Journal of School Leadership
 International Journal of Leadership in Education
 International Journal of Educational Management
 Teaching and Teacher Education
 Leadership and Policy in Schools
 Comparative Education Review
 American Journal of Evaluation
 Studies in Educational Administration and Organization
 Managing in Education
 Dapim
 NASSP Bulletin

Conference Presentation Reviewer

2005-present American Education Research Association – Annual Meeting
 University Council for Educational Administration – Annual Meeting

Internal and External Reviewer for Doctoral Proposals and Dissertations

2005-present Chief Scientist of Ministry of Education
2006-present Bar-Ilan University
 Tel-Aviv University
 Haifa University
 Ben-Gurion University

Editorial Board Member

- 2017-2019 Advisory board member for the *University Council for Educational Administration Center for the International Study of School Leadership*
- 2016-present Advisory board member for the *Bridging Theory and Practice: The Rowan & Littlefield School Leadership Series*
- 2016-2017 *Journal of Educational Administration*
- 2013-present *Leadership and Policy in Schools*
- 2012-present *Journal of School Leadership*
-

Association Memberships

- 2002-present American Educational Research Association
University Council for Educational Administration
-

Research Support & Grant Activity:

Schechter, C. (PI), & Shaked, H. (PI). 2017-2019. *School middle-leaders sense-making of a generally outlined education reform.* Spencer Foundation (U.S): \$50,000.

Shapira O. (PI). **Schechter, C. (PI), Klein, J. (PI), Benoliel, P. (PI).** 2016-2018. *Successful school leadership as a means for retaining novice teachers: Towards developing a school ecological culture measure.* Chief Scientist – Israel's Ministry of Education: \$80,000.

Schechter, C. (2016). Grant support for book publication: *Systems School Leadership.* University's Provost & Vice President for Research: \$1,400

Shaked, H. (PI), & **Schechter, C. (Co-PI).** (2016-2017). *Switching leadership gears: Integrating learning from problems and learning from successes in school principal preparation programs.* Research Authority: Hemdat Hadarom College of Education: \$1,500

Schechter, C. (2015). Grant support for book publication: *Let Us Lead! School Principals at the Forefront of Education Reforms.* Shnitzer Foundation for Research in Social Sciences: \$1,300

Schechter, C. (2015). Grant support for book publication: *Let Us Lead! School Principals at the Forefront of Education Reforms.* University's Provost & Vice President for Research: \$1,000

Schechter, C. (PI), & Michalsky, T. (Co-PI). (2015). *An International Workshop – Promoting Self-Regulated Learning among Preservice Teachers, In-Service Teachers, and Administrators.* University's Provost & Vice President for Research Grant Support: \$2,000

Schechter, C. (PI), & Michalsky, T. (Co-PI). (2015). *An International Workshop – Promoting Self-Regulated Learning among Preservice Teachers, In-Service Teachers, and Administrators.* ISF - Israeli Science Foundation: \$18,000**

Schechter, C. (PI), & Michalsky, T. (Co-PI). (2012-2014). *Teachers' Capacity to Teach Self-Regulated Learning: Integrating Learning from Problems and Learning from Successes*. ISF - Israeli Science Foundation: \$55,000**

Schechter, C. (PI). (2010-2012). *Developing and Field-Testing a Measure of Principal Learning Mechanisms*. Chief Scientist – Israel Ministry of Education: \$15,000

Schechter, C. (PI). (2008-2010). *Learning from Success as Leverage for School Learning: Exploring a New Perspective for School Improvement*. ISF - Israeli Science Foundation: \$28,000**

Schechter, C. (PI). (2008). *New York Principals' Development Program*. Evaluator-Researcher of an Innovative Leadership Program of New York Jewish Day Schools. Research Focus: Exploring Mentor-Mentee Relationships in an Innovative Leadership Program. UJA Federation of New York City: \$5,000

**** ISF – Israeli Science Foundation: Most Prestigious Research Grant in Israel**

Graduate Student Advising as Primary Research Dissertation Chair:

PhD	2015	Shaked, Haim**	<i>The characteristics, sources, and development of systems thinking among prospective and novice school principals</i> ** Winner, University's Ph.D. Award ** Highly Commended Award winner of the 2015 Emerald/EFMD Outstanding Doctoral Research Awards in the Education and Leadership Strategy category.
PhD	2016	Feldam, Niv**	<i>Exploring the professional learning community in special education schools</i> ** Winner, University's President Scholarship Award
PhD	2017	Qadech, Mowafaq**	<i>An integrative model for predicting faculty's attributes in elementary schools: Exploring the role of principals' characteristics and organizational learning mechanisms</i> ** Ph.D Scholarship
PhD	2017	Cohen Rinat**	<i>The transition of women teaching to vice-principalship: A journey of personal, social and professional transformation</i> ** Ph.D Scholarship
PhD	2017	Russo, Lily	<i>A six-years exploration of the characteristics and development of superintendents' professional learning community within a national reform context</i>
PhD	2018	Ganon-Shilon, Sherry**	<i>Principals' sense-making of their leadership role during large-scale reform</i> ** Winner, University's Graduate School Scholarship Award ** Winner, 2016 Foster-Polite Scholarship – Division A Graduate Students – American Educational Research Association.
PhD	Current	Firuz, Florit	<i>The principal mentor and the novice principal: The determinants and development of a productive mentor-mentee relationship</i>

PhD	Current	Suria, Ofra	<i>Principals' micro-political processes in the context of implementing a national reform</i>
PhD	Current	Simon Leibovitz	<i>Exploring systems thinking in schools' leadership teams</i> ** Ph.D Rector Prize for Excellence
MA	Current	Miran Barzilay	<i>Initiating a learning-from-success professional learning forum in a middle-school</i>
MA	Current	Tova Kest	<i>Collaborative learning from success as perceived by special education teachers</i>
MA	2018	Nechama Nadav	<i>Developing and validating a systems-thinking scale for elementary school principals</i>
MA	2017	Hagay Gefen	<i>School-middle leaders' perceptions of the 21st-century learning reform in Israel</i>
MA	2015	Damari, Avishag	<i>Middle leaders' metaphors for teaching, teamwork and school management in an era of a large-scale national reform</i>
MA	2015	Kneler, Jonathan	<i>Exploring principal mentors and leadership trainees' perceptions regarding the mentoring relationship in a leadership education program</i>
MA	2015	Shmesayev, Odia Chen	<i>Secondary school principals perceptions of the implementation of the national education reform</i>
MA	2014	Samara, Hipha	<i>Arab-Israeli principals' perceptions regarding collective learning from success</i>
MA	2012	Firuz, Florit	<i>Principal mentors' metaphors regarding the mentoring process in principal preparation programs</i>
MA	2012	Perelman, Yifat	<i>Collective learning in schools: The perceptions of prospective principals in leadership programs</i>
MA	2012	Zur, Iris	<i>Teacher mentors and student teachers' perceptions regarding collective learning from success</i>
MA	2011	Atarchi, Lilach	<i>The development and measure of organizational learning mechanisms in secondary schools</i>
MA	2011	Cohen, Liat	<i>The relationship between organizational learning mechanisms and principals' commitment</i>
MA	2011	Ganon, Sherry	<i>The sustainability of a collaborative learning initiative</i>
MA	2011	Shapira, Anat	<i>Teachers' perceptions regarding collective learning from success</i>
MA	2010	Kadech, Mowafaq	<i>Exploring organizational learning mechanisms in elementary schools</i>
MA	2010	Kazayof, Shlomo	<i>The relationship between organizational learning mechanisms and school structure/facilities</i>
MA	2010	Vanunu, Carmit	<i>The relationship between organizational learning mechanisms and principals' sense of efficacy</i>
MA	2009	Asher, Naomi	<i>The relationship between organizational learning mechanisms and principals' sense of uncertainty</i>
MA	2009	Feldman, Niv	<i>Exploring organizational learning mechanisms in special education</i>
MA	2009	Sadan,	<i>Teachers', principals', and superintendents' perceptions of</i>

		Shelly	<i>the professional learning community</i>
MA	2009	Tchelet, Natali	<i>Exploring superintendents' perceptions of learning from success</i>

Post-Doctoral Student Advising:

Post- Doc	Current	Da'as, Rima, Ph.D.	Haifa University. Post-doc area of research: <i>Principals' cognitive strategies</i>
--------------	---------	-----------------------	---

Selected Invited Presentations:

1. **Schechter, C.** (2018, March). *Systems thinking for school leaders*. Invited presentation, Principal Preparation Program, Open University, Tel-Aviv.
2. **Schechter, C.** (2017, October). *Developing networks in school systems*. Invited Discussant in the Chief Scientist of the Ministry of Education's Seminar. Ministry of Education, Jerusalem.
3. **Schechter, C.** (2017, March). *School reforms: Toward a systemic perspective*. Invited presentation at the Academic College of Management, Rishon Lezion.
4. **Schechter, C.** (2016, November). *Towards professional learning communities*. Invited presentation by the chief superintendent of the English language, Ministry of Education. Tel-Aviv.
5. **Schechter, C.** (2016, November). *Autonomy versus Centralization: Towards future possibilities for the education system*. Invited presentation to all principals and superintendents of the Jerusalem District, Ministry of Education, Jerusalem.
6. **Schechter, C.** (2016, September). *Future directions for generating internal capacity in the educational system*. Invited presentation at the opening academic year-event, Talpiot Academic College, Holon.
7. **Schechter, C.** (2016, September). *Generating internal capacity in the school system: Historical events and future possibilities*. Invited presentation at the opening school-year event of the Central District, Ministry of Education. Rehovot.
8. **Schechter, C.** (2016, July). *Education for the nation's unity*. Invitation to a roundtable discussion. Knesset - Israeli Parliament, Jerusalem.
9. **Schechter, C.** (2016, July). *Developing collaborative vision*. Invited address in the annual meeting of Habad's school principals. Jerusalem.
10. **Schechter, C.** (2016, June). *Building internal capacity for school change and reform*. Invited presentation to the directors of professional development centers in Israel. The Ministry of Education, Jerusalem.

11. **Schechter, C.** (2016, March). *Scaffolding large-scale education reforms: System thinking, learning from success, and school networks*. Invited presentation to the Director General and Senior Management, The Ministry of Education, Jerusalem.
12. **Schechter, C.** (2015, December). *Principals' metaphors of their role in implementing national reforms*. Capstones - Israeli Institute for Developing School Leaders.
13. **Schechter, C.** (2015, August). *The courage to lead: Principals and superintendents in the forefront of reforms*. Invited address to all superintendents and administrative personnel of Israel's Northern Educational District. Tiberius.
14. **Schechter, C., & Shaked, H.** (2015, June). *System thinking for school improvement*. A seminar presentation. Jerusalem College of Education.
15. **Schechter, C.** (2015, January). *National ICT reform*. Invited Discussant in the School of Education Research Seminar. School of Education, Hebrew University of Jerusalem.
16. **Schechter, C.** (2015, January). *System thinking and school district development*. Presentation for superintendents of the ultra-orthodox national district. Ministry of Education, Tel-Aviv.
17. **Schechter, C.** (2014, November). *System thinking and school reform*. A seminar presented for all Israeli superintendents. Capstones - Israeli Institute for Developing School Leaders.
18. **Schechter, C.** (2014, July). *System thinking for district leaders*. A seminar presented for the Tel-Aviv district's leaders. Bar-Ilan University.
19. **Schechter, C.** (2014, March). *Juggling our mindsets: Toward communal negotiations of meanings in school leadership*. A research seminar presented for the Department of Organization and Leadership at Teachers College, Columbia University, NY.
20. **Schechter, C.** (2014, February). *System thinking for school superintendents*. A seminar presented for leading superintendents of the Tel-Aviv district. Bar-Ilan University.
21. **Schechter, C.** (2014, January). *Toward system thinking leadership in school systems*. A seminar presented for the Myers-JDC-Brookdale Institute – Israel's Leading Center for Applied Research on Social Policy and Services. Jerusalem.
22. **Schechter, C.** (2012, February). *Professional learning community*. A seminar of the Israeli Science Foundation's committee on school learning communities. Tel-Aviv.

Courses Taught/Teaching Experience:

<i>Leadership as a Process of Change</i>	Undergraduate Course
<i>The Courage to Lead: From Management to Leadership</i>	Undergraduate Seminar
<i>Organizational Theory: From Research to Practice</i>	Undergraduate Course
<i>Introduction to Research Methods: Philosophy, Quantitative, Qualitative (including Action Research)</i>	Undergraduate Course
<i>Developing Leadership for School Systems</i>	Graduate Seminar
<i>Collaborative Learning from Success</i>	Graduate Seminar
<i>Educational Policy: From Theory to Practice</i>	Graduate Course
<i>System Thinking for Educational Administration</i>	Graduate Course; Principal Preparation Course
<i>Creativity in Educational Administration</i>	Graduate Course; Principal Preparation Course
<i>Work Relation & Decision Making in Educational Administration (<u>also as full online course</u>)</i>	Graduate Course; Principal Preparation Course
<i>Organizational Learning and Team Building for Educational Systems</i>	Graduate Seminar; Principal Preparation Course

Student Evaluations:

Student evaluations have been overwhelmingly positive:

- Superior (exceptionally good) student ratings for online course taught as a Guest International Professor in the Graduate School of Education at Michigan State University in summer 2009.
- Consistently high mean student evaluation scores each year for teaching in Bar-Ilan University's School of Education (largest school in the nation), for example in the last six years:

2010-2011	Mean student evaluation score: 4.60 out of 5
2011-2012	Mean student evaluation score: 4.60 out of 5
2012-2013	Mean student evaluation score: 4.79 out of 5
2013-2014	Mean student evaluation score: 4.71 out of 5

2014-2015	Mean student evaluation score: 4.75 out of 5
2015-2016**	Mean student evaluation score: 4.75 out of 5 Nominated by the school of education for the university's best lecturer award.
2016-2017**	Mean student evaluation score: 4.65 out of 5 Nominated by the school of education for the university's best lecturer award.

**** Nominated for the University's best lecturer award, 2015-2016 and 2016-2017 Academic Years.**

Professional Service:

Administrative Appointments at the School of Education & University

2017-present	Member, University's Highest Academic Council.
--------------	--

2017-present	Advisory Board Member: The International Office. Bar-Ilan University.
--------------	---

2015-present	Chair, Board of Directors, Institute for the Advancement of Teaching, Learning and Social Integration in Education, Bar-Ilan University.
--------------	--

2015-present	Member, Board of Directors, National Center for Science Education.
--------------	--

2011-2014	Administrative Head, Development of Bar-Ilan University's Education Simulation Center, in collaboration with the Ministry of Education. Responsibility for developing this uniquely designed technological center simulating authentic case studies – the first to be constructed in Israel's higher education. More than 150 workshops a year for teachers, principals, and superintendents.
-----------	--

2011-present	Student Liaison, School of Education, Bar-Ilan University. Serving as the School's liaison to students who need special assistance due to various disabilities or absences such as for military reserve duty, pregnancy bedrest, and maternity leave.
--------------	---

2010-2014	Vice Director (Associate Dean in U.S), School of Education, Bar-Ilan University. Serving in this role for Israel's largest academic school of education (more than 2000 students).
2010-2014	Head, Teacher Education Department, School of Education, Bar-Ilan University. Heading the largest such department in Israel, including 16 divisions of teacher education in various discipline areas, as well as internship and professional development tracks, totaling about 850 students. Leading 32 faculty members and collaborating with superintendents and heads of the Ministry of Education.
2010-2015	Head, David and Fela Shapell Holocaust Educators Initiative. Developing and implementing the first and only higher education program in Israel to train prospective teachers in teaching the Holocaust (including a didactic trip to concentration camps in Poland).
2008-2013	Head, Urban Principal Preparation Program, School of Education, Bar-Ilan University. Led a thorough revision and reorganization of this program, which was successfully approved by the Ministry of Education. Collaborated with faculty members, students, and policy-makers. Teaching, supervising, and evaluating 30 prospective principals annually.

School of Education Service (continued):

- 2017: Member, Open Academic Year's Seminar Day Committee (School of Education).
- 2016: Member, Open Day Committee, Students' Recruitment (School of Education).
- 2015: Member, Open Academic Year's Seminar Day Committee (School of Education).
- 2015: Member, Strategic Planning Committee (School of Education).
- 2015: Member, Committee for Assessing & Developing Faculty Teaching Capacities (School of Education).
- 2014: Chair, Committee for Establishing Criteria for Retired Faculty's Teaching & Advising (School of Education).
- 2011-2014: Chair, Steering Committee, Simulation Center (School of Education).
- 2007-present: Reader, Ph.D. dissertations.
- 2007-present: Reviewer, doctoral research proposals.
- 2007-present: Chair/Member, numerous academic promotion evaluation committees.
- 2008-2009: Chair, Organizing Committee, Open Academic Year's Seminar Day Committee (School of Education).
- 2008: Presenter, open days for new students (School of Education).
- 2005-present: Member, M.A thesis defenses (more than 30).
- 2005-present: Reviewer, M.A research thesis proposals.
- 2005-2008: Coordinator, M.A students' final comprehensive exam, Department of Leadership, Administration and Policy.

Administrative and Professional Appointments Outside the University

- 2016-2017 Committee member: Autonomy in the Education System. Invited by the Director General of the Ministry of Education.
- 2016-present Member of the Higher Academic Council, Talpiot Academic College of Education.
- 2016-2017 Committee member: Promoting school leadership cadre in the national orthodox school sector.
-

2015-2016	Academic and professional advisor – Development of the ultra-orthodox district in Israel (the new and largest school district in the nation). Working with two major committees focusing on student achievements and significant learning within the framework of collaborative learning from successes.
2015-present	External Evaluator, National Council for Higher Education, Accreditation of M.A Programs in Educational Administration.
2014-present	Member of the Higher Academic Council, Hemdat Hadarom Academic College of Education.
2003-2004	Leadership Team Member, National Project of Learning from Success in Middle and Secondary Schools, Sponsored by Division of Secondary Education at the Ministry of Education and the JDC Brookdale Institute.

Organization of Academic Conferences

2016 September	Academic Committee Member: Teachers and Principals' Sense-making in the Implementation of Top-Down School Reforms. Research Workshop, School of Education, The Hebrew University of Jerusalem
2015 March	Co-Chair, International Workshop: Promoting Self-Regulated Learning among Preservice and In-Service Teachers – ISF - Israeli Science Foundation
2013 May	Chair, Holocaust Education Conference – Bar-Ilan University
2010 Dec.	Co-Chair, History Education – Bar-Ilan University
2010 May	Member, Organizing Committee, Israel's Departments of Educational Administration Conference – Bar-Ilan University
2008 Oct.	Chair, Organizing Committee, Annual Academic Conference – School of Education, Bar-Ilan University
2007 Nov.	Organizing Committee, Doctoral Students' Conference – School of Education, Bar-Ilan University
2000 June	Member, Organizing and Operating Committee, Middle East/Mediterranean Scholar Games – Tel-Aviv University
1996 June	Member, Organizing and Operating Committee, Second International Conference on Teacher Education, Israel

Selected Media Coverage of Research:

The Voice, a web video series based on publications in *Teachers College Record*.

Discussing Shaked & Schechter's 2018 article: *Leading wholes: Development of systems thinking among school leaders*.

AERA - The Studying & Self-Regulated Learning SIG Newsletter (2017, Spring issue).

Presenting the New NSSE Yearbook: Self-regulated Learning: Conceptualization, Contribution, and Empirically based Models for Teaching and Learning (Teacher College Record, 2017). Editors: Dr. Tova Michalsky & Dr. Chen Schechter.

Danzig, E. "Personal Talk" (2015, December 19). *Book review: Let us lead! School principals at the forefront of reforms*. The Heart of the Nation Radio Station. 91FM.

Makor Rishon Newspaper. (2015, October 30). Review of the book: *Let us lead! School principals at the forefront of reforms*.

Capstones – The Israeli Institute for Principal Preparation. (2014, October). *School networks: From theory to practice*. Article sent to all principals in Israel.

Capstones – The Israeli Institute for Principal Preparation. (2014, May). *Learning from success in schools*. Newsletter sent to all principals in Israel.

Kalkalist Newspaper (2012, July 24). *One year of implementing a national reform. Is it really a reform?*

Recent Consulting:

- 2015 - Development of the ultra-orthodox school district in the state of Israel (the new and largest school district in the nation). Working with two major committees focusing on raising student achievements and significant learning within the framework of collaborative learning from successes.
- 2017 – Developing a national educational research and development federation. Department of Research, Development, Experiments, and Initiatives. The Ministry of Education.

ACADEMIC ACTIVITIES

My major academic activities up to the present have focused on research, teaching and advising, and administrative academic involvement. As seen below, I have published in leading scholarly journals, collaborated with scholars and practitioners on various research agendas, taught in diverse graduate level courses, and led various academic programs. I will conclude with ongoing and future research avenues.

Research Activities

To facilitate a culture of continuous improvement, especially in an era of accountability and high-stakes standards, two of my main research interests are the professional learning community and organizational learning in diverse school settings (e.g., Schechter, 2008, 2012, 2014, *Educational Administration Quarterly*; Schechter, 2010, *Teachers College Record*; Schechter & Feldman, 2010, *Journal of Educational Administration*). Efforts to develop and sustain learning communities in schools, especially those facing ambiguous and turbulent environments, are receiving growing attention from policy-makers, educators, and researchers. To bridge theory and practice, my series of studies in this area explores the cultural, psychological, political, and contextual conditions that either foster or hinder learning communities.

Within the broader arena of developing school and community learning capacities, I developed a unique conceptual notion of collective learning from success, which contrasts to the deficit-based learning orientation that predominantly characterizes educational settings (please see my conceptual article in the *Journal of Educational Administration*, 2011: "Switching cognitive gears: Problem-based learning and success-based learning as an instructional framework in leadership education"). Educators' primary focus on learning from failed past events and processes can skew school discourse in a negative direction and lead to the systematic loss of learning opportunities embedded in past successes. The collective learning-from-success orientation furnishes opportunities for school leaders' transformational learning, especially in organizational contexts where achievement of successful outcomes is the exception rather than the rule. I was the first researcher to apply and research this innovative area in the educational realm (e.g., Schechter et al., 2008; Schechter, 2011, *Teachers College Record*; Schechter & Michalsky, 2014, *Teachers College Record*). My implementation and empirical study of this notion have supported the unique value of collective/reflective learning from success in various educational contexts spanning elementary schools, secondary schools, principal preparatory programs, and teacher education programs, including diverse systems such as special education and ethnic minorities. Importantly, these studies highlight the need to integrate both problem-based learning and success-based learning to develop visionary, effectual future leaders. It is important to note that my article on superintendents' perceptions of collective learning from success (2011) was selected by the Editor to be reprinted in the *Journal of School Leadership* 25th Anniversary Special Issue: Volume 25, Issue 3, May 2015.

More recently, I have explored the conceptual framework of System School Leadership (SSL), an approach where principals address the challenges of leading schools and educational systems by utilizing the systems thinking concept and procedures. Identifying effective SSL characteristics facilitates the development of practical processes for nurturing SSL during school principals' preparatory programs and throughout school leaders' careers. Besides my various publications and presentations on systems thinking, my recent book

"*Systems-Thinking for School Leaders: Holistic Leadership for Excellence in Schools*" (published by Springer Press, 2017, New York, Dortrecht, London, written with one of my Ph.D. advisees, with Foreword by Michael Fullan) is currently being taught in several U.S educational leadership programs. In future research, I plan to continue to delve into the process of learning SSL by identifying its evolving phases as well as factors that induce or inhibit it, while investigating possible differences between stages in the educational leadership career.

Policies are rarely implemented and sustained as written, or as policy-makers intended. Hence, the ability for education reform to transform schools depends not only on its conceptual foundations and proper design but also on its successful realization in schools, together with long-term sustainment. In a recent series of studies, I have concentrated not only on the role of principals but also on the crucial role of school middle-leaders in implementing and sustaining large-scale reforms through the framework of sense-making. In school leadership, sense-making involves imparting meaning to unclear or ambiguous experiences, especially when aiming to balance the tensions between autonomy and accountability. This line of research has pinpointed how school leaders primarily rely on their own previously constructed cognitive frames, professional experiences, and educational beliefs as a guide for challenging, contextualizing, and sustaining reforms in diverse school cultures and contexts (Ganon-Shilon & Schechter, 2016, 2017; Schechter & Ganon-Shilon, 2015; Schechter & Shaked, 2017; Schechter, Shaked, Ganon-Shilon, & Goldratt, in press; Shaked & Schechter, 2017b, 2017c).

As evidenced by my body of publications in leading peer-reviewed educational journals, I consistently utilize advanced quantitative and qualitative research methods to comprehensively investigate my areas of research interest. The quantitative scale that I developed and tested for measuring Organizational Learning Mechanisms in elementary schools (*Educational Administration Quarterly*, 2008, 44(2), 155-186; leading article, sole author, accepted with no revisions; see also Schechter & Qadach, 2012 article in *Educational Administration Quarterly*) was well received and has already been used and adopted by researchers in various countries. Another scale that I developed to assess organizational learning in secondary schools was published in *Educational Administration Quarterly* (Schechter & Attatchi, 2014). My expertise in qualitative research can be seen in my publications in various highly ranked journals, including five articles in *Teachers College Record - Columbia University*. I enjoy putting my proficiency in both quantitative and qualitative research methods to good use not only in conducting research for publication in leading peer-reviewed educational journals but also in advising-mentoring diverse graduate students in their research theses and dissertations.

My research endeavors have fortunately been well received by the broader scholarly community, earning me prestigious grants. In 2008, I was awarded the most prestigious academic grant in Israel – a two-year research grant from the ISF (Israel Science Foundation) for my study: *Learning From Success as Leverage for Learning Schools: Exploring a New Perspective for School Improvement*. In 2010, I was awarded another highly esteemed two-year grant by the Chief Scientist at the Ministry of Education for *Developing and Field-Testing a Measure of Principal Learning Mechanisms*. In 2012, again, I was awarded (with Dr. Michalsky) a two-year ISF research grant for the study of *Teachers' Capacity to Teach Self-Regulated Learning: Integrating Learning from Problems and Learning from Successes*. Moreover, sponsored by the ISF, I co-chaired the *First International Conference on Self-Regulated Learning*. Recently, I was awarded a grant by the Spencer Foundation (Chicago,

U.S) for *Exploring School Middle-Leaders Sense-Making of a Generally Outlined National Reform*.

Since 2017, I serve as the Editor-in-Chief (co) of the *Journal of Educational Administration (JEA)*. *JEA* was founded in 1963, the first international refereed journal in the field of educational leadership and management. As the oldest and most respected leading international journal in the field of educational leadership and management, *JEA* has sought to publish research on educational administration conducted across diverse political, economic and socio-cultural contexts. Indeed, publications featured in *JEA* have both anticipated and traced the evolution of educational administration into a global field of research and practice.

I have been selected to be on the editorial board of the *Journal of School Leadership and Leadership and Policy in Schools*, as well as on the advisory board for the *University Council for Educational Administration Center for the International Study of School Leadership*. I serve as a peer reviewer of articles submitted for publication in most of the prominent journals in the field of educational administration, such as the *Educational Administration Quarterly*, *Journal of Educational Administration*, *Journal of School Leadership*, *International Journal of Leadership in Education*, *Teaching and Teacher Education*, and *American Journal of Evaluation*.

Overall, I have published my research extensively - **68** peer-reviewed articles - in a wide range of highly ranked scholarly journals, including *Educational Administration Quarterly*, *Teachers College Record - Columbia University*, *Journal of Educational Administration*, *Journal of School Leadership*, *Teaching and Teacher Education*, *International Journal of Leadership in Education*, *Policy and Leadership in Schools*, and *International Journal of Educational Research*. In addition, many of the articles have been presented at highly esteemed international conferences (together with Ph.D. advisees), such as the American Educational Research Association and the University Council for Educational Administration.

Furthermore, I am engaged in writing and editing peer-reviewed scholarly books. I recently published a book titled *"Let Us Lead! School Principals at the Forefront of Reforms"* (Schechter, 2015, Tel-Aviv University Press), which discusses how principals interpret and make sense of large-scale education reforms in an age of accountability and high-stakes standards. As mentioned above, *"Systems-Thinking for School Leaders: Holistic Leadership for Excellence in Schools"* coauthored with Dr. Shaked, a Ph.D. advisee, was published by Springer Press (2017, New York, Dordrecht, London), with the Foreword by Michael Fullan. I am also co-editor of the 2017 *NSSE Yearbook* (National Society for the Studies of Education) titled *"Self-Regulated Learning: Conceptualization, Contribution, and Empirically Based Models for Teaching and Learning,"* published by Columbia University Teachers College. Self-regulated learning is an essential capacity for students, teachers, and leaders in the 21st century. To the best of my knowledge, I am one of only a few international scholars to edit this prestigious volume since the *NSSE Yearbooks* were initiated by John Dewey in 1904. Currently, I serve as co-editor of the upcoming *"Leading Holistically: How Schools, Districts, and States Improve Systemically"* (Routledge, 2018).

Teaching and Advising Activities

In the Department of Educational Leadership, Administration and Policy, I teach a wide range of courses and seminars at the graduate level, such as reform implementation and sustainability/educational change, leadership development, learning organizations, work relations, systems thinking for educational leadership, organizational theory, learning from

success as leverage for school change, and creativity in educational administration. At the undergraduate level, I teach an introduction to research methods course focusing on philosophy and quantitative and qualitative research (including action research), as well as courses on organizational and leadership theories. In my teaching, I create scaffolding to provide opportunities for students to systematically link theory and practice. For example, I developed a unique work relations graduate course in a full online format to enable students to interact with peers in order to solve complex educational problems based on access to empirical research, theoretical readings, and authentic vignettes of school leaders' problems on the ground. This online interactive environment thus models for preservice principals the experience of a professional learning community.

The graduate level courses I teach engage a diverse population of current and prospective educational leaders. Jews, Muslims, and Christians of varying degrees of religiosity from diverse formal and informal educational institutions learn collaboratively in the midst of cultural, political, and religious turmoil. Teaching diverse graduate students to link theory, research evidence, and practice in turbulent urban areas, while maintaining respectful and constructive peer dialogue through collective learning, epitomizes for me the complexity and importance of education.

Student evaluations have been overwhelmingly positive. I received high mean student ratings consistently over the years. In two recent academic years, I received the highest mean scores for excellent teaching of all the faculty in the School of Education, achieving a mean score of 4.6 out of 5 in the 2011-2012 year and 4.79 out of 5 in the 2012-2013 year. In the last two academic years (2015-2016 and 2016-2017) I was nominated for the University's best lecturer award. Moreover, as a Guest International Professor, the full online course I taught in the Graduate School of Education at Michigan State University in the summer of 2009 was rated by students as superior (exceptionally good).

I also advise graduate students from diverse religious and cultural backgrounds in their research theses. In the last six years, 18 graduate students completed their theses under my mentoring, and all of them except one achieved grades of 90 or higher. Articles deriving from most of these theses have been published in leading peer-reviewed leadership journals. In addition, 5 Ph.D. students (from diverse religious and cultural backgrounds) completed their dissertations under my guidance (and another four students are currently in the writing phase), most of whom received distinguished scholarship awards. To empower a new generation of educational leaders, I ensure that doctoral students' research is supported by the research grants I receive.

Academic/Administrative Involvement and Service

In addition to my productivity in research and my intense investment in teaching and advising, I hold several key academic roles. Currently, I serve as Chair of the Board of Directors at the Institute for the Advancement of Teaching, Learning and Social Integration in Education (Bar-Ilan University). I also serve as a member of the Board of Directors for the National Center for Science Education.

At Bar-Ilan University, from 2010 until 2014, I served as Vice Director (equivalent to Associate Dean in the U.S.) of the School of Education, which is the largest school of education in Israel.

I also headed the Teacher Education Department, which is the largest department in Israel, including 16 divisions of teacher education in various discipline areas, as well as the internship and professional development tracks. Altogether, the Teacher Education Department serves about 850 students. During my term, the curriculum underwent revision to adhere to the national reform in teacher education. To this end, I led the faculty in collaborative analysis, evaluation, and revision of both curriculum and pedagogy, reviewing syllabi and class evaluations as well as recruiting new faculty members.

From 2008 to 2013, I headed the Urban Principal Preparation Program, which drew an extremely diverse population studying together in a cohort group. Inasmuch as leadership programs around the world have been criticized for failing to effectively develop prospective principals' leadership capacities, I led a thorough revision and reorganization of this program, which was successfully approved by the Ministry of Education. To develop an innovative leadership program that forges strong connections between theory, research, and practice, I collaborated actively with faculty members, students, and policy-makers.

In addition, I served as head of the David and Fela Shapell Holocaust Educators Initiative. I led the development and implementation of this program, which provides a unique framework for training future teachers in a variety of aspects of Holocaust education. As a son of Holocaust survivors, I was privileged to develop the first and only higher education program in Israel to train prospective teachers in teaching the Holocaust.

Another project under my responsibility was the development of our Education Simulation Center, the first such center to be constructed in Israel's higher education. Simulating authentic case studies in a uniquely designed technological center enhances both teachers' and administrators' ability to overcome complex situations in school settings. Development of this technological simulation center was in collaboration with the Ministry of Education.

In addition, I volunteer to serve as the School of Education's liaison to students who need special assistance due to various disabilities or to absences for military reserve duty, pregnancy bedrest, maternity leave, and so forth.

I also serve as committee member and academic and professional advisor in numerous Ministry of Education projects. For example, I served on the steering committee of an innovative national program for the Ministry of Education entitled *Leveraging Learning: The Contribution of Learning from Successes to the Development of School Learning*. Serving on the board of this national program and assuming consultant and researcher roles in both Jewish and Arab schools have elucidated for me the imperative to break down boundaries between the academic and practitioner communities. Engaging in cooperative outreach ventures with superintendents, administrators, and teachers illuminated the need to consider multiple perspectives in a multicultural environment. My research based on this national program appeared in *Teachers College Record* and the *International Journal of Leadership in Education*. Knowledge gained from this national program was disseminated and implemented in other schools nationwide. Currently, I serve as academic advisor in an effort to develop a national educational research and development federation, within the Department of Research, Development, Experiments, and Initiatives in the Ministry of Education.

In another outreach venture aiming to bridge academic knowledge – on problems and successes of leadership development – to the authentic needs of practitioners in the field, I evaluated-researched an innovative leadership program: the *New York Principals' Development Program* (funded by the UJA Federation of New York). The New York Jewish

day school (JDS) world lacks a strong culture of professional development, mainly because of intense competition among schools. As talented JDS educators work in isolation from the broader spectrum of the professional community, there is a growing need for a systematic and effective leadership program in which current and prospective leaders can learn and work cooperatively. This leadership preparation program for New York JDSs allowed me to collaborate with urban school leaders working in an extremely turbulent environment and afforded me close familiarity with the particular challenges facing educational systems in the United States.

Ongoing and Future Research Agenda

My major areas of ongoing and future research aim to foster real-time reciprocal connections between academic theory and research and the authentic needs of leadership practitioners in today's turbulent and high-pressured educational environments, while collaborating with faculty members, graduate students, and policy-makers:

1. Cultural, psychological, political, and contextual conditions that either foster or hinder learning communities in the context of accountability and high-stakes standards.
2. Comparative analysis of the principal's and school middle-leader' roles in diverse cultures, in times of accountability. How do principals and mid-level leaders make sense of their leadership role during the implementation and sustainability of large-scale reforms?
3. Mentoring in principal preparation programs and determinants for productive mentor-mentee relationships.
4. The characteristics and development of systems thinking in leadership education and in-service principals.
5. Technology-based simulation in leadership development as a reflective-collaborative process.
6. Collective learning from success to elicit school change.

Additional Achievements:

July 1996	Delegate Representing Israel, International Institute for Political and Economic Studies, sponsored by the Fund for American Studies through Georgetown University, Athens, Greece.
1993-1997	National Swimming Champion, Israeli Academic Sports Association.
1993	Selected for All-America Team, National Collegiate Athletic Association (NCAA) Swimming and Diving Championship, U.S.A.
1984-1991	Israeli Swimming Champion & Butterfly Record Holder. Member of the Israeli National Swimming Team. Represented Israel in multinational competitions throughout the world.