
In This Issue

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Guest Editors

The Spring 2008 issue of the *Journal for Effective Schools (JES)* marks a significant change as Gene Davis, Executive Editor since 2002, retired in December 2007. This issue is dedicated to the leadership and shepherding he has provided to this Journal and to the Effective Schools movement.

Typically, *JES* has placed articles alphabetically by the lead author's name. This issue departs from that tradition to allow the accepted articles' natural segue and flow to build a coherent theme. We start with a dedication to Gene Davis and his impact on this Journal and on education at large. Next, Allan Ornstein presents a thought-provoking essay based on his latest book, *Class Counts: Education, Inequality, and the Shrinking Middle Class*. Ornstein's essay, *Merit and Achievement in the Post-Modern World*, compels readers to reflect on the implications of the widening gaps in wealth and opportunity in the nation's schools. As Ornstein writes, "Part of the search for balance (or fairness) is to adopt an uncompromising commitment to produce more effective schools in lower-class communities." This thought takes us back to the genesis of the Effective Schools outlier studies.

The second article by William Owings and Leslie Kaplan, *Research on Effective Schools Correlates: A Summary and Application for Public Schools*, provides a focused overview of research supporting the seven Effective Schools Correlates identified on the *JES* website and how the research can be translated into effective schoolhouse practice. A more detailed monograph on this subject, *Effective Schools Movement: History, Analysis, and Applications*, is available through the *JES* website.

Next, John Marshak reviews the research behind San Diego's efforts to enhance instructional leadership for systemic change. San Diego presents a clear example of a school system's concerted endeavor to transform how school leadership impacts classroom instruction and student achievement. Reviewing this school district's efforts embodies virtually all of the Effective Schools Correlates.

No one doubts that schools have become more diverse since Ron Edmonds, Larry Lezotte, and Richard Brookover began writing about the Effective Schools process. With the demand for schools to make Adequate Yearly Progress (AYP) comes the challenge of meeting diversity issues successfully. Culturally competent leadership requires serious and immediate attention from schools and educational leadership programs. Karen Crum and Whitney Sherman's article, *Using Effective Schools Research to Promote Culturally Competent Leadership Practice*, addresses these issues well.

William Cunningham and Whitney Sherman's article, *Internships: Building Contextual Relevancy for Improved Instruction*, builds an excellent case for the importance of practical experiences woven through the internship during leadership development. It calls for even greater authenticity and connection of theory to practice grounded in the Effective Schools tenets.

Finally, the Spring issue comes full circle with a book review of Allan Ornstein's book, *Class Counts: Education, Inequality, and the Shrinking Middle Class*, from which he derived this issue's first article. Ornstein maintains that education may no longer be the "great equalizer." He energetically and persuasively argues that given today's economic and social realities, public schools may no longer provide talented, motivated, and hardworking students with knowledge and social mobility essential to overcome poverty. Effective schools are proactive in meeting student needs. The earliest Effective Schools studies examined high achieving schools with *high-needs* populations. Ornstein's book, its provocative thesis and overwhelming data, should be a required discussion topic in faculty meetings and university classrooms if schools are to be truly effective in meeting the needs of increasingly disenfranchised and high-needs students.

Good reading!