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Foreword

Thomas G. Wicks III
Kansas State University

Gerald D. Bailey
Kansas State University

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Foreword

School improvement is the driving force that continues to propel futuristic optimism in improving education for all students. Teachers, administrators, board members, central office personnel, and college professors are charged with the responsibility to significantly impact the quality of education. Research has given us both positive and challenging messages. The positive message is we know more about theory and application of improving instruction, climate, and content than ever before in the history of humankind. The challenging message is that knowledge often-times creates more questions and/or intellectual diversity on "just how to do it!"

We are beginning to understand some universal principles of education. These principles may serve as guides or building blocks for the foundation of school improvement. As architects of school improvement, we must begin focusing on setting direction, completing tasks, involving people, and engaging in implementation for effective change. We must also remember that it is a series of connected activities that focus on a predetermined end result. School improvement must be relevant, have intellectual integrity supported with commitment, and in most cases focus on outcomes for all children. Improving schools is not a spectator activity and unless we are willing to consciously seek ways to collectively modify or change our behavior, school improvement will not happen.

The broad theme of this issue of **Educational Considerations** is devoted to disseminating knowledge, ideas, and information about school improvement concepts by state and nationally recognized instructional leaders. Each author's contribution intends to expand, challenge, and validate your knowledge in enhancing your school improvement behaviors. The selections, limited by the amount of space allocated to this publication, are but only a few of the many articles that can contribute to this effort. We purposely attempted to be diverse in our concept of addressing school improvement. Hopefully you will enjoy reading the following articles as much as we have in working with the contributing authors as we assembled this special theme edition of **Educational Considerations**.

Guest Editors

Thomas G. Wicks, III
Kansas State University

Gerald D. Bailey
Kansas State University

Thomas G. Wicks, III is Assistant Professor of Education Administration, Kansas State University, Manhattan, Kansas.

Gerald D. Bailey is Professor of Education Administration, Kansas State University, Manhattan, Kansas.