Learning Outcomes

- Learn about the Four Paths of Leadership Influence and their variables
- Learn how the Four Paths and their variables are measured (diagnosis)
- Learn how data around the Four Paths drive school improvement
Who Am I?

- Co-founder of Leadership Partners, LLC
- Rice Education Entrepreneurship Program (REEP)
- SHSU
- Humble ISD
- Wife/Three Sons/Three Cats
- Now...who are you??
Our Mission

Leadership Partners is committed to providing a strategic framework of leadership development focused on the “whole leader,” world class diagnosis and design tools, and personalized support to help campus and district leaders improve learning and achievement in their schools.
What We Do

Leadership Partners focuses on school leadership to equip school leaders with the management tools, strategic frameworks and supportive networks they need to face the challenges of public school leadership.

By combining world-class business training from Rice University's Jones Graduate School of Business with our unique leadership programming, our participants are challenged to explore what is possible in education today and in the future.
Why We Do This

The need for powerful school leadership could not be more urgent than it is today. In Texas, preparing students for post-secondary education has never been more challenging.
Texas, We Have a BIG Challenge!

A Texas-wide study focused on students who began 8th grade in 1996–98, to discover what percent of students had ANY sort of credential six years after high school completion.

“Of the 883,260 public school students who started 8th grade in 1996–98, only 175,489, or **19.9** percent, completed a certificate or degree program in Texas. Even with a an adjustment to account for certificates and degrees earned outside Texas, the completion rate rises to only **21.9** percent” (“A New Measure”, pp. 5-6).

If from poverty, the completion rate falls to roughly **11%**, and if male, the rate falls to about **8%**

The Need

Without significant change at the campus level, the future of our states and its cities are at stake, and *highly trained, heavily supported school leaders can make these changes.*

There is a sense of urgency and moral imperative around this work.
Leadership Development?

Rarely afforded opportunities

The federal government gives school districts more than $1 billion per year for training programs.

91% is for teacher professional development, while only 9% is for leadership development.
Theory of Action

Developing the Whole Leader

Leading Stakeholders
Leading Change
Leading Others
Leading the Organization
Leading Results

Executive Education Academy
- Executive Coaching 101/Entry Plan
- 360/360+ Profiles
- Teams
- Communication/Problem Solving
- Strategy Formation/Implementation/Change Management
- Marketing/Building Trust/Family Path

Leadership Summit
- Transformational Leaders
- Advanced Teams
- Advanced Problem Solving
- Cage Busting Leadership
- Budgets as Tools for Reform
- Culture Building

Executive Coaching
- Life Balance
- Learn to Lead Yourself
- Leverage Personal Power
- Life Script
- Set Personal and Professional Goals
- Reach those Goals

Cohort Model/Existing Network
- "Organic Curriculum"
- Leadership Efficacy
- Visit Resources and Support
- Culture Building
- Membership in a 350+ Network of Like-Minded Leaders

On-Site Technical Support
- Highly Personalized
- Facilitate Application of Learning
- Action Plan/Implementation
- Strategic
- Follow-up support

Diagnosis and Design Tools
- Four Paths of Leadership Influence
- Teaching and Leading Survey
- Leading and Teaching Survey
- Precision
- Analyzing the Data
- Action Planning

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Leaders: How Do You Influence Achievement on Your Campus?
The Four Paths of Influence

The Rational Path
The Emotional Path
The Organizational Path
The Family Path
The Rational Path

The knowledge and skills of school staffs about curriculum, teaching, assessing and learning.

The rational path includes both classroom and school level variables:

- Disciplinary climate
- Academic Press
- Teachers’ uses of instructional time
- Classroom instruction

This calls for leaders’ knowledge of the “technical core” and expert problem-solving processes around the associated variables.
The Emotions Path

This path includes both individual and collective teacher efficacy, job satisfaction, organizational commitment, morale, stress/burnout, engagement in the school or profession, and teacher trust in colleagues, parents, and students.

Variables measured are:

- Teachers’ trust in others
- Teachers’ collective efficacy
- Teachers’ commitment

This calls for leaders’ “social appraisal skills” and “emotional intelligence”.
The Organizational Path

Structures, culture, policies, and standard operation procedures are the types of variables to be influenced on the Organizational Path.

Variables measured include:

- Safe and orderly environment
- Collaborative structures and cultures
- Organization of planning and instructional time

Collectively, they constitute teachers’ working conditions, which, in turn, have a powerful influence on teachers’ emotions.

This calls for leaders to engage in holistic “systems thinking”.
The Family Path

The educational culture of the home includes, parenting style, parental expectations for children’s work at school, direct instructional support for school learning (e.g., parents reading with their children at home), active parent interest in the school’s curriculum, and the monitoring of children’s engagement with their school work.

Variables Measured:
- Parents’ expectations for their children’s success at school and beyond
- Parents social and intellectual capital about schooling
- Forms of communication between parents and children

This calls for leaders understanding of student learning as “co-produced” by families and schools.
The Four Paths Survey

*Teaching and Leading Survey* (Taken by teachers)

*Leading and Teaching Survey* (Taken by campus leaders)

### The 13 Variables Measured on the Surveys

<table>
<thead>
<tr>
<th>Rational Path</th>
<th>Emotions Path</th>
<th>Organizational Path</th>
<th>Family Path</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Disciplinary climate</td>
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<td>at school and beyond</td>
</tr>
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<td>• Teachers’ commitment</td>
<td>• Organization of planning and</td>
<td>• Parents social and intellectual capital about</td>
</tr>
<tr>
<td>• Classroom instruction</td>
<td></td>
<td>instructional time</td>
<td>schooling</td>
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<td></td>
<td></td>
<td></td>
<td>• Forms of communication between parents and</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>children</td>
</tr>
</tbody>
</table>
A Guide to Interpreting the Four Paths

- Survey Structure
- Strategy for Analysis
### Paths, Variables and Items

<table>
<thead>
<tr>
<th>Paths, Variables and Items</th>
<th>School Teacher Mean (n=40)</th>
<th>School Teacher SD</th>
<th>School Leader Mean (n=4)</th>
<th>District Teacher Mean</th>
<th>All Teacher’s Mean</th>
</tr>
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</tbody>
</table>

For each statement in the survey, please indicate, on a scale of 1 to 5, the extent to which you agree that it reflects the actual circumstances in your school or your own personal beliefs and understandings (1 = Strongly Disagree; 2= Disagree; 3=Neutral; 4= Agree; 5 = Strongly Agree)

#### Rational Path

*Academic Press (a combination of teachers setting high, realistic goals, students responding in positive ways to these goals, and the principal supplying the resources and exercising guidance to attain these goals.)*

#### Aggregate (All items in scale)

<table>
<thead>
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<th>School Leader Mean (n=4)</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>1. My School sets high standards for academic success.</strong></td>
<td>2.93</td>
<td>0.79</td>
<td>4.40</td>
<td>4.14</td>
<td>4.29</td>
</tr>
<tr>
<td><strong>2. Most students respect others who get good grades.</strong></td>
<td>3.39</td>
<td>1.05</td>
<td>3.60</td>
<td>3.83</td>
<td>3.98</td>
</tr>
<tr>
<td><strong>3. Students seek extra work so that they can be successful.</strong></td>
<td>2.56</td>
<td>0.98</td>
<td>2.60</td>
<td>2.82</td>
<td>3.05</td>
</tr>
<tr>
<td><strong>4. Students try hard to improve on previous work.</strong></td>
<td>2.28</td>
<td>0.98</td>
<td>3.00</td>
<td>3.33</td>
<td>3.46</td>
</tr>
<tr>
<td><strong>5. Academic achievement is recognized and acknowledged by my school.</strong></td>
<td>4.13</td>
<td>0.72</td>
<td>4.00</td>
<td>4.08</td>
<td>4.04</td>
</tr>
</tbody>
</table>
Campus Survey Activity

You are receiving an actual campus survey.

Assume this is YOUR campus survey.

Using the guide and what was just explained AND using the campus report, make two recommendations for campus improvement and explain the rationale for your recommendations.
Assumptions

Leithwood’s work rests on two fundamental assumptions about educational leadership:

1. Leadership is about the exercise of influence.

2. The job of school leaders is to diagnose the status of the conditions in their schools, and, over time, improve those conditions not yet living up to their potential.

Questions? Comments?
Understanding the Four Paths of Influence Model

Introduction

Leadership matters. The decisions and actions that campus leaders make on a daily basis shape what happens in the school and in the classroom. However, it seems the industry standard is to try to measure principal effectiveness via student achievement scores on standardized tests. Low test scores must mean a principal is not impactful in a positive way; high test scores must mean the principal is doing many things well and might be seen as positively impactful. In a broad, general sense, this may be true. However, it turns out that principals do not directly influence learning and achievement; this occurs indirectly over four “paths of influence”.

This model or system has been researched and developed over the last 15 years by Dr. Ken Leithwood, (University of Toronto) and more recently researched by Dr. Jing Ping Sun (University of Alabama). This is called the The Four Paths Model, and it is summarized in the figure above.

From this perspective, the job of school leaders is to diagnose the status of those conditions in their schools, and over time, improve those conditions not yet living up to their potential. Using highly reliable multi-item scales, teacher and school leaders take surveys that measure the status of several key conditions (variables) on each path as seen in the table below.

<table>
<thead>
<tr>
<th>Rational Path</th>
<th>Emotional Path</th>
<th>Organization Path</th>
<th>Family Path</th>
</tr>
</thead>
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<tr>
<td>Disciplinary climate</td>
<td>Teachers’ trust in others</td>
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<tr>
<td>Academic Press</td>
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</tr>
<tr>
<td>Classroom instruction</td>
<td></td>
<td>instructional time</td>
<td></td>
</tr>
</tbody>
</table>

These variables were selected and aligned by Drs. Leithwood and Sun to the demographics of Texas. Recently, teachers and leaders in your school responded to a survey from Leadership Partners about variables in classrooms, schools, and families, which considerable amounts of evidence demonstrate have significant influence on student learning. One of the main purposes for administering the

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1 These key variables are the factors that contribute to student learning significantly and positively and that school leadership can directly influence.
surveys was to provide you with diagnostic information about the status of these key conditions in your school. Armed with such evidence, your school improvement efforts should be able to focus on things that matter most to the success of those efforts.

**Why the Four Paths Model?**

One of the primary outcomes Leadership Partners wants for its leaders is the ability to problem solve with precision. As such, we advocate for being precise in identifying the problem and getting to its root cause. As you have experienced firsthand, this is not always an easy task.

Therefore, in order to be able to problem-solve with precision, it is critical that each campus leader thoroughly understands the paths and their associated variables in the same way they know the components of STAAR, a strong functioning PLC, or the items on a teacher appraisal form.

With the data from the surveys, principals can attend to areas of improvement with confidence, accuracy and can use their resources wisely. As you know, what works to solve a problem in one school may not work in another. The results of the survey give school leaders the precise diagnosis of each path and its underlying variables. Armed with these data, they can work in collaboration with stakeholders to problem solve and to create a plan of action to improve the weaker variables. The next section describes the paths, the variables that underpin them, and the impact these variables have been found to have on student learning.

**Understanding the Four Paths and Their Variables**

As mentioned above, the four paths include the Rational, Emotional, Organizational and Family Paths. Variables on the Rational Path are rooted in the knowledge and skills of school staff members about curriculum, teaching, and learning - the technical core of schooling. The Emotional Path includes the feelings, dispositions, or affective states of staff members, both individually and collectively. Variables on the Organizational Path include features of schools that structure the relationships and interactions among organizational members including, for example, cultures, policies, collaborative structures, and standard operating procedures.

Variables on the Family Path include those reflecting family expectations for their children, their culture and support to students, and community orientations toward school and general education. The school and its leadership can improve the variables on each of the four paths, which again, is why it is so important for school leaders and their teachers to understand the paths and their related variables. According to thorough and on-going research, these are *the* most potent levers to pull in order to improve student learning.

**Rational Path**

**Description:** The knowledge and skills of school staffs about curriculum, teaching, assessing and learning. The rational path includes both classroom and school level variables. This calls for leaders’ knowledge of the “technical core” and expert problem-solving processes around the associated variables.

**Variable 1: Academic Press** is a combination of teachers setting high, realistic goals, students responding in positive ways to these goals, and the principal supplying the resources and exercising guidance to attain these goals.

**Variable 2: Disciplinary Climate** School disciplinary climate includes: students’ discipline concerns, class disruptions, student absenteeism and tardiness, students counseling about discipline, students’ discipline experience, the rules for behavior, race or cultural conflicts at the school, students’ behaviors and the punishments for misbehaviors at the school, teachers’ behavior, teacher-student relations.
Variable 3: Teachers’ Use of Instructional Time

Teachers’ efforts to maximize teaching and learning time, create classroom conditions that allow for an appropriate pace of instruction, and help students to take charge of their own learning in age-appropriate ways.

Variable 4: Classroom Instruction

This variable incorporates teaching practices that research from three bodies of literature indicates are effective in enhancing student learning: high yielding instructions or instructional strategies, data-informed instruction, and technology use to facilitate face-to-face instruction.

Rational Path Variables Impact on Learning

Academic Press

- Positively related to achievement in all types of schools including schools serving poor and minority students with its effect stronger in low-SES high schools.
- Principals who are open, supportive, friendly, and establish high expectations but do not burden teachers with bureaucratic tasks was reported to be positively correlated with the academic press of schools

Disciplinary Climate

- Disciplinary Climate has a significant relationship with student learning
- Its effects are larger than the effects of student variables including student SES, as reported in a few large scale studies both in US and Canada
- Limited evidence supports a direct relationship between a school’s disciplinary climate and flexible leadership, or distributed leadership

Teachers’ Use of Instructional Time

- The total amount of “time actually devoted to instruction” has moderate effects on student learning. Time on task is an important contributor to achievement.
- “Buffering” protects the efforts of teachers from the many distractions they face from both inside and outside of schools, and helps teachers devote their time to their classroom instruction.

Classroom Instruction

- Thirty-one factors have larger impacts on student learning than student home socioeconomic status. Among the most influential of these factors on student learning are: (1) Providing formative evaluation or assessment, (2) tailored micro teaching, and (3) providing prompt and descriptive feedback to students. School leaders can provide support to encourage teachers to implement these high yielding instructional practices in classrooms.
- Four effective practices related to teachers’ use data, including: (1) analyzing multiple sources of student formative and summative data periodically; (2) providing differentiated instruction and precise teaching; (3) monitoring students’ progress, and; (4) providing corresponding interventions when needed.
- Technology is effective with children learning at home when it triggers learner activity or learner reflection and self-monitoring of understanding. Technology use is also impactful to learning as the result of blended, rather than a purely online approach, and as the result of parent-directed or collaborative uses of technology rather than independent, self-directed instruction.
Emotional Path

Description: This path includes both individual and collective teacher efficacy, job satisfaction, organizational commitment, morale, stress/burnout, engagement in the school or profession, and teacher trust in colleagues, parents, and students. This calls for leaders’ “social appraisal skills” and “emotional intelligence”.

Variable 1: Teacher Trust in Others Trust has been conceptualized in various ways in the last 60 years. What is common across different definitions of trust is one person’s willingness to be vulnerable to another person based on the belief that the latter person is competent, reliable, open, and concerned. This includes teacher trust in colleagues, school administration, students and parents.

Variable 2: Collective Teacher Efficacy Collective Teacher Efficacy represents the level of confidence a group exudes in its capacity to organize and execute the tasks required to reach desired goals.

Variable 3: Teachers’ Commitment In the last three decades, various dimensions of teacher commitment have been extensively studied including commitment to teaching, to students, to the school organization, and to change.

- Commitment to teaching encompasses a handful of more specific objects of commitment such as (1) exercising a craft, dedication to the teaching profession and to the subject specialty, and (2) enjoyment and quality of teaching, and professional development
- Commitment to students includes teachers’ caring about students, making extra efforts to help them succeed academically, and fostering the social integration of students in the classroom. Teachers who are committed to students believe in the value of life-long learning, build connections with them, and value their feedback.
- Organizational commitment has been conceptualized and measured as an individual’s strong belief in the organization, identification and involvement in the organization, and a strong desire to remain a part of the organization

Emotional Path Variables Impact on Learning

Teacher Trust in Others
- Teacher Trust in Others has been linked positively to school effectiveness, school climate and student achievement even when socioeconomic status and other factors in student demographics (prior achievement, school SES, race, and gender) are controlled.
- Collegial, shared or distributed leadership is strongly correlated with faculty trust in principals.
- The authenticity of principal behavior also contributes significantly to school climate with trust being a key component.

Collective Teacher Efficacy
- There is a positive relationship between principals’ transformational school leadership and collective teacher efficacy.
- Particularly influential to CTE are four practices including: inspiring group purpose, providing individualized support, modeling and holding high performance expectations.

Teacher Commitment
- Teacher commitment contributes to teachers’ instruction and various student outcomes including successful learning, moral growth and academic achievements.
- Transformational school leadership (TSL) has a very large impact on teachers’ commitment measured variously.

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Organizational Path

**Description:** Structures, culture, policies, and standard operation procedures are the types of variables to be influenced on the Organizational Path. Collectively, they constitute teachers’ working conditions, which, in turn, have a powerful influence on teachers’ emotions. This calls for leaders to engage in holistic “systems thinking”.

**Variable 1: Safe and Orderly Environment** This variable relies on the coordination of school, parents, community and community services, efficient provision of mental health services for those students who need it, threat assessment rather than violence surveys, emphasis on prevention vs. suspension (on safe school vs. school violence), and increasing the use of restorative justice practices in progressive discipline (vs. retributive practices)

**Variable 2: Collaborative Structures and Cultures** This variable captures key elements of teachers’ collaborative instructional knowledge sharing, creation and experimentation based on student progress data.

**Variable 3: Organization of Planning and Instructional Time** Organization of Planning and Instructional Time includes two components: providing time and structure for teachers’ common planning and maximizing instruction time at the school level. Common planning time is probably the support teachers need most from school administration for collaboration and professional development.

**Organizational Path Variables Impact on Learning**

**Safe and Orderly Environment**
- Providing an inclusive environment and inclusive instruction consistent with diverse learning styles and fostering students’ self-efficacy has become is essential to the success of all students.
- Distributed leadership has been found to be effective in fostering a whole community approach to developing safe, orderly and inclusive school environments

**Collaborative Cultures and Structures**
- Research reveals that teachers felt the opportunity to work with their colleagues, using common assessment to monitor student academic progress, engaging in shared instructional decision-making and sharing best practices supported by formative assessment data, was an integral part of the process leading to increased academic scores.
- Professional collaborative school culture and community has positive correlations with teacher perceived effectiveness in specialized programs for students with disabilities and student achievement.

**Organization of Planning and Instructional Time**
- Teachers’ developing common assessment tools, sharing effective assessments and teaching strategies, identifying students’ need and developing interventions during the common planning time has been reported as one prominent feature of successful schools, a typical way to improve ‘social capital’ in schools and an effective way to move students forward
- Limited access to collaborative planning time for teachers and limited time for targeted professional development created to carry out the demands related to instruction and curriculum from schools, districts and states, as well as the lack of formal structure and time dedicated to teachers’ data use to allow and inform collective instructional decision-making, all hindered teachers from fully engagement in precise or focused instruction.
• Teachers are much more motivated and committed to engage in such planning time and more motivated to alter their teaching practices to enhance their students’ learning when principals modeled, shared expertise, led professional development, were present or involved in some way with teachers during such collaborative planning.

Family Path (Family Educational Culture)

Description: The educational culture of the home includes, for example, parenting style, parental expectations for children’s work at school, direct instructional support for school learning (e.g., parents reading with their children at home), active parent interest in the school’s curriculum, and the monitoring of children’s engagement with their school work. Although parent involvement in school has far less impact on student learning than parent influence in the home, children benefit from their parents’ engagement in their learning in both locations. This calls for leaders understanding of student learning as “co-produced” by families and schools.

Variable 1: Parents’ Expectations for their Children’s Success at School and Beyond Parental expectations were defined as “The degree to which a student’s parents [hold] high expectations of the student’s promise of achieving at high levels”. Personally held and challenging but achievable goals (or expectations) are at the heart of most contemporary theories of human motivation

Variable 2: Parents Social and Intellectual Capital about Schooling Parents Social Capital is defined as the power and information present in parents’ social relationships that can be used to leverage additional resources helpful in furthering their children’s success at school. Parents’ Intellectual Capital was defined as the knowledge and capabilities of parents with the potential for collaborative action. Taken together, Parents Social and Intellectual Capital encompass parent engagement, involvement, and assistance in student learning and school activities.

Variable 3: Forms of Communication between Parents and Children Creating effective parent/child communications necessarily entails clarifying with parents the advantages of adopting a supportive yet firm approach to interacting with their children. The more that parents and teachers share pertinent information with each other about students, the better equipped they are to help those students become successful. Parent and teacher consultation and collaboration create the climate for maximum realization of a student’s potential. Overt, direct discussions of parenting styles between parents and school staffs may go beyond the boundaries of what some parents will accept from schools and what some school staffs will feel is a legitimate part of their role. However, schools can strive for parent engagement by tending to lead with their ears—listening to what parents think, dream, and worry about.

Family Path (Family Educational Culture) Variables Impact on Learning

• Parent involvement in their children’s learning is widely acknowledged as having a positive effect on student academic success.
• While all students benefit from family involvement in education, the influence of parent engagement can mitigate differences in socioeconomic status (SES) and family background.
• Family participation is twice as predictive of students’ academic success as family socioeconomic status.

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• Some of the more intensive programs designed to encourage parent participation had effects that were 10 times greater than other relevant factors.

• Schools and districts embarking on parent engagement efforts, targeted at improving student outcomes, should build in sufficient time and opportunity for staff learning and sometimes for staffs to undergo significant shifts in their attitudes toward the parents and to build trust with them.

Action Research: References to Support Your School Improvement Efforts

Your collaborative efforts to improve your school will likely require research around the variables you are trying to improve. The references on the next few pages are articles and texts that report significant producers of student learning and cross reference with the Four Paths by each variable. Furthermore, like anything else, the variables your team decides to focus on are all easily researched on the Internet. Support your efforts by reading these articles and references as a team and decide how the information provided applies to your context.

These three references discuss the four paths of influence as a system and are foundational in nature about how leadership impacts student learning. Following these, the rest are categorized by paths and variables.


References for Variables in the Rational Path That Impact Learning

Academic Press


Disciplinary Climate


Teachers’ Use of Instructional Time


**Classroom Instruction**


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### References for Variables in the Emotional Path That Impact Learning

**Teacher Trust in Others**


**Collective Teacher Efficacy**


**Teacher Commitment**


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**References for Variables in the Organizational Path That Impact Learning**

**Safe and Orderly Environment**


**Collaborative Cultures and Structures**


Organization of Planning and Instructional Time


References for Variables in the Family Path That Impact Learning

Parent Expectations for Children’s Success at the School and Beyond


Leithwood, K., & Patrician, P. Changing the Educational Culture of the Home to Increase Student Success at School *Societies* 2015, 5(3), 664-685.


Forms of Communication between Parents and Children

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Leithwood, K., & Patrician, P. Changing the Educational Culture of the Home to Increase Student Success at School *Societies* 2015, 5(3), 664-685.


**Parents’ Social and Intellectual Capital**


Leithwood, K., & Patrician, P. Changing the Educational Culture of the Home to Increase Student Success at School *Societies* 2015, 5(3), 664-685.