

# Contents

Acknowledgments	xi
Foreword <i>Judith Warren Little</i>	xiii
CHAPTER 1 Mapping the Terrain: Social Network Theory and Educational Change <i>Alan J. Daly</i>	1
CHAPTER 2 Overview: Social Network Theory and Analysis <i>Stephen P. Borgatti and Brandon Ofem</i>	17
<b>PART I: Teacher Networks</b>	<b>31</b>
CHAPTER 3 “I Would Go to Her Because Her Mind Is Math”: Network Formation in the Context of a District-Based Mathematics Reform <i>Cynthia E. Coburn, Linda Choi, and Willow Mata</i>	33
CHAPTER 4 Centrality, Connection, and Commitment: The Role of Social Networks in a School-Based Literacy Initiative <i>Allison Atteberry and Anthony S. Bryk</i>	51
CHAPTER 5 Changes in Attitude: Peer Influence in High School Reform <i>Russell P. Cole and Elliot H. Weinbaum</i>	77
CHAPTER 6 Social Networks, Trust, and Innovation: The Role of Relationships in Supporting an Innovative Climate in Dutch Schools <i>Nienke M. Moolenaar and Peter J. C. Sleegers</i>	97
CHAPTER 7 Making Expertise Transparent: Using Technology to Strengthen Social Networks in Teacher Professional Development <i>Kira J. Baker-Doyle and Susan A. Yoon</i>	115

<b>PART 2: Leadership and Social Networks</b>	<b>127</b>
CHAPTER 8	
Leading and Managing Instruction: Formal and Informal Aspects of the Elementary School Organization	129
<i>James P. Spillane, Kaleen Healey, and Chong Min Kim</i>	
CHAPTER 9	
Between Leaders and Teachers: Using Social Network Analysis to Examine the Effects of Distributed Leadership	159
<i>William R. Penuel, Kenneth A. Frank, and Ann Krause</i>	
CHAPTER 10	
Learning at a System Level: Ties Between Principals of Low-Performing Schools and Central Office Leaders	179
<i>Kara S. Fimmigan and Alan J. Daly</i>	
CHAPTER 11	
Strategic “Co-opetition”: Headteacher Networking in Uganda’s Secondary Schools	197
<i>Julie M. Hite, Steven J. Hite, Christopher B. Mugimu, and Yusuf K. Nsubuga</i>	
<b>PART THREE: New Directions in Social Network Theory and Education</b>	<b>221</b>
CHAPTER 12	
Utility Theory, Social Networks, and Teacher Decision Making: Modeling Networks’ Influences on Teacher Attitudes and Practices	223
<i>Kenneth A. Frank, Chong Min Kim, and Dale Belman</i>	
CHAPTER 13	
Studies of Networks in Education: Methods for Collecting and Managing High-Quality Data	243
<i>Jorge Ávila de Lima</i>	
CHAPTER 14	
Surveying the Terrain Ahead: Social Network Theory and Educational Change	259
<i>Alan J. Daly</i>	
Notes	275
About the Editor	317
About the Contributors	319
Index	323