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The Spring 2021 the Journal of Educational Leadership and Policy Studies (JELPS) issue has seven manuscripts from all around the world. The aim of the first study is to testing the mediating effect of organizational identification on the relationship between leader-member exchange and organizational commitment by the use of structural equation model. Data of the study was obtained by using Leader-Member Exchange Scale (LMXS), Organizational Identification Scale (OIS) and Organizational Commitment Scale (OCS). In this quantitative study, the results revealed that the level of leader-member exchange is "Very high", organizational commitment is "Medium" and Organizational identification is "High". According to Pearson product-moment correlation analysis, significant positive relationships were found between variables. The results of path analysis also showed that in the relationship between leader-member exchange and organizational commitment, organizational identification has "partial mediating" effect. Several suggestions have been also offered to practitioners and researchers in line with the results obtained from the research.

The second study assessed how Core Leadership Practices (CLP), implemented through leadership development training, related to increased equity in student learning. Results confirmed a significant positive increase in student learning for students who had been underserved (i.e., focal groups) and their peers at 93% of school data sets. Correlation analyses revealed a significant ($p<.05$) relationship between the presence of the CLPs and increases in learning outcomes and educational equity. Findings suggest that development of shared leadership focused on continuous improvement can be used to increase equitable outcomes for students.

The third study focuses on "Universal Mental Health Screening in Schools". The majority of school-age children with or displaying characteristics of a mental health disorder do not independently seek help, often go undiagnosed or undetected, and fail to receive treatment or intervention leaving them susceptible to and at risk for poor school and life outcomes. In response to these concerns and in an effort to improve the proactive identification of students in need of or requiring support, schools have been encouraged to implement preventative practices, such as the conducting of universal mental health screening (UMHS). Principals are key stakeholders in determining whether preventative practices, like the conducting of UMHS, are implemented, and they may serve as a barrier to school mental health service expansion and provision. In response to recently published survey data where the majority principals, on average, reported no or slight knowledge about UMHS but moderate or extreme levels of interest in their school beginning to conduct UMHS, the current paper primarily sought to (a) improve principal knowledge about UMHS, (b) equip principals with resources about UMHS,

and (c) review important considerations in UMHS implementation. Increasing principal awareness of, exposure to, and knowledge about UMHS may assist in narrowing the research to practice gap that presently exists.

The fourth study was aimed to examine whether the levels of authenticity of the parents are predicted by the need for social approval, self-liking, and self-competence. In this study, parents whose children attend kindergarten and primary schools were the participants. Research data were collected by applying the measurement tools (Authenticity Scale, Need for Social Approval Scale, Two-Dimensional Self-Esteem Scale). Pearson correlation, mediation analysis, and independent samples t-test were used to data analyze. It was reported that the authenticity levels of the parents were predicted by the need for social approval, self-liking and self-competence. In addition, it was found that the authenticity levels of the parents did not differ significantly according to gender, education level and the state of sharing their child's photo on social media.

Increasing global competition and rapid development of information technologies accelerate social changes. Innovative approaches are used as important tools to gain a strong place in the race for economic profit and social welfare. Therefore, education systems assume new roles and responsibilities on the basis of these variables and gain new functions in the face of new expectations of society and economy. Establishing and maintaining an innovative system in education and training practices will support beneficial and stable development across the country. The aim of the fifth study is to explore which innovative approaches are included in teaching methods and techniques, measurement and evaluation practices, use of educational technologies, organizing educational environments and financing education; to understand and interpret according to the variables of gender, education level and seniority. Particularly, in this study, innovative approaches were evaluated in education and training practices. The discussion session offer solutions for improving innovative approaches in education and training practices.

The sixth study employs a distributed leadership perspective to explore three coach-principal dyads' perspectives on: (1) the strategies coaches use to gain entry to teachers' classrooms; (2) the barriers that impede coaches' access; and (3) the supports that facilitate coaches' access. This study's results indicate that the principals were largely unaware of the various strategies their coaches leveraged to gain entry to teachers' classrooms, the range of barriers their coaches encountered while striving to gain access, and the variety of supports that could enhance coaches' access. Implications for school districts and future research are discussed.

The purpose of the final study is to get educators' opinions to evaluate perceptions of educators about teacher placement and teacher appraisal in the education system context by identifying successful and problematic components of charter schools. There are many debates about the effectiveness of Charter Schools. One of the main strengths of charter schools is to give opportunity to be chosen by the children and their families. In these schools, recruitment and assignment of the teachers are conducted by the school board and there is a philosophical approach in the preparation of the education program in which the teachers become more active and accountable. The findings of study include various research supported opinions about the charter schools.