

Carmen Montecinos

List of Publications by Year in descending order

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Version: 2024-02-01

43
papers

502
citations

840776

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752698

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g-index

44
all docs

44
docs citations

44
times ranked

308
citing authors

#	ARTICLE	IF	CITATIONS
1	Pathways to the school principalship: An international scoping review. <i>Educational Management Administration and Leadership</i> , 2022, 50, 285-306.	3.8	5
2	Teachers' agentic actions in tight and loosely coupled effective secondary schools in Chile. <i>Teaching and Teacher Education</i> , 2022, 115, 103731.	3.2	2
3	Examining Chilean novice principals' work through the lenses of emotional meaning making. <i>Compare</i> , 2021, 51, 965-983.	2.1	4
4	El Liderazgo Distribuido para la Mejora Educativa: Análisis de Redes Sociales en Departamentos de Escuelas Secundarias Chilenas. <i>REICE Revista Iberoamericana Sobre Calidad, Eficacia Y Cambio En Educacion</i> , 2020, 18, 97.	1.1	9
5	Multivoicedness as a tool for expanding school leaders' understandings and practices for school-based professional development. <i>Professional Development in Education</i> , 2020, 46, 677-690.	2.8	4
6	Leading mandated network formation in Chile's new public education system. <i>School Leadership and Management</i> , 2020, 40, 425-443.	1.6	5
7	Changing School Leaders' Conversations about Teaching and Learning through a Peer Review Process Implemented in Nine Public Schools in Chile. <i>Accountability and Educational Improvement</i> , 2020, , 245-266.	0.3	1
8	Aprender a liderar el cambio en organizaciones escolares en Chile. <i>Magis</i> , 2019, 12, 53-70.	0.6	0
9	Polifonía en educación multicultural: enfoques académicos sobre diversidad y escuela. <i>Magis</i> , 2019, 12, 105-128.	0.6	2
10	Novice principals in Chile mobilizing change for the first time: Challenges and opportunities associated with a school's readiness for change. <i>Educational Management Administration and Leadership</i> , 2018, 46, 318-338.	3.8	15
11	Moving the school forward: Problems reported by novice and experienced principals during a succession process in Chile. <i>International Journal of Educational Development</i> , 2018, 62, 201-208.	2.7	18
12	Trabajo Interprofesional en los Centros Escolares: Cambiando Trayectorias de Vulnerabilidad a la Deserción en Estudiantes Secundarios. <i>RELIEVE - Revista Electronica De Investigacion Y Evaluacion Educativa</i> , 2018, 24, .	0.4	0
13	Novice Principals' Instructional Management Practices in High Poverty, Low Performing Schools in Chile. <i>Procedia, Social and Behavioral Sciences</i> , 2017, 237, 3-9.	0.5	2
14	Effective Principals Serving in High Poverty Schools in Chile: Managing Competing Realities. <i>Procedia, Social and Behavioral Sciences</i> , 2017, 237, 843-849.	0.5	5
15	Transitando desde la observación a la acción pedagógica en la práctica inicial: Aprender a enseñar con foco en el aprendizaje del alumnado. <i>Estudios Pedagógicos</i> , 2016, 42, 49-68.	0.3	1
16	Formación Inicial de Docentes desde una Perspectiva de Justicia Social: Una Aproximación Teórica. <i>Revista Internacional De Educacion Para La Justicia Social</i> , 2016, 5.2, 72-86.	0.9	3
17	The History of Initial Teacher Preparation in International Contexts. , 2016, , 23-68.		7
18	Preparing Teachers for Social Justice in the Context of Education Policies that Deepen Class Segregation in Schools: The Case of Chile. <i>Education, Equity, Economy</i> , 2016, , 171-191.	0.5	12

#	ARTICLE	IF	CITATIONS
19	Liderazgo pedagógico en directores noveles en Chile: Prácticas de observación de clases y retroalimentación a profesores. RELIEVE - Revista Electronica De Investigacion Y Evaluacion Educativa, 2016, 22, .	0.4	8
20	Sugerencias de docentes directivos para mejorar la formación práctica en las carreras de pedagogía: Transitando de acciones fragmentadas a una participación legítima en los colegios. Estudios Pedagogicos, 2015, 41, 157-176.	0.3	2
21	School administrators'™ understandings and management of barriers for the school's™ involvement in the practicum component of initial teacher education in Chile. International Journal of Educational Development, 2015, 43, 100-108.	2.7	7
22	School administrators and university practicum supervisors as boundary brokers for initial teacher education in Chile. Teaching and Teacher Education, 2015, 49, 1-10.	3.2	15
23	Investigaciones en las Aulas Escolares en Apoyo del Fortalecimiento de la Enseñanza y el Aprendizaje. Psykhe, 2014, 23, 1-12.	0.4	0
24	Master teachers as professional developers. Educational Management Administration and Leadership, 2014, 42, 275-292.	3.8	15
25	A goal orientation analysis of teachers'™ motivations to participate in the school self-assessment processes of a quality assurance system in Chile. Educational Assessment, Evaluation and Accountability, 2014, 26, 241-261.	2.3	10
26	Using Action Research to Foster Preservice Teachers'™ Reflection on Themselves as Learners: Examining Beliefs and Changing Practices. Advances in Research on Teaching, 2014, , 427-445.	0.2	0
27	Análisis Crítico de las Medidas de Presión Propuestas para Mejorar la Formación Inicial de Docentes en Chile por el Panel de Expertos para una Educación de Calidad. Estudios Pedagogicos, 2014, 40, 285-301.	0.3	6
28	Disputas de significado e identidad: la construcción local del trabajo docente en el contexto de las Políticas de Evaluación e Incentivo al Desempeño en Chile. Universitas Psychologica, 2013, 12, 173-184.	0.6	8
29	Defining content for field-based coursework: Contrasting the perspectives of secondary preservice teachers and their teacher preparation curricula. Teaching and Teacher Education, 2011, 27, 278-288.	3.2	15
30	Condiciones de la formación práctica de los futuros profesores. Estudios Pedagogicos, 2011, 37, 127-147.	0.3	13
31	LA ESCUELA COMO ESPACIO PARA APRENDER A ENSEÑAR: VISIONES DESDE LOS PROGRAMAS DE FORMACION DE PROFESORES DE EDUCACION MEDIA. Estudios Pedagogicos, 2010, 36, .	0.3	9
32	Standards-based performance assessment for the evaluation of student teachers: a consequential validity study. Asia-Pacific Journal of Teacher Education, 2010, 38, 285-300.	1.9	2
33	The construction of parents and teachers as agents for the improvement of municipal schools in Chile. Comparative Education, 2010, 46, 487-508.	2.7	13
34	Reforming educational reform: teachers' union leading teacher research in Chile. Educational Action Research, 2009, 17, 133-142.	1.5	8
35	Paradoxes in multicultural teacher education research: students of color positioned as objects while ignored as subjects. International Journal of Qualitative Studies in Education, 2004, 17, 167-181.	1.2	58
36	Relearning the meaning and practice of student teaching supervision through collaborative self-study. Teaching and Teacher Education, 2002, 18, 781-793.	3.2	25

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37	Collaborating With a Skilled Peer: The Influence of Achievement Goals and Perceptions of Partners' Competence on the Participation and Learning of Low-Achieving Students. <i>Journal of Experimental Education</i> , 2001, 69, 152-178.	2.6	38
38	Advocating Social Justice and Cultural Affirmation: Ethnically Diverse Preservice Teachers' Perspectives on Multicultural Education. <i>Equity and Excellence in Education</i> , 1999, 32, 66-76.	2.8	48
39	Social Pedagogy: Presence, Commitment, Identification and Availability. <i>Teaching Education</i> , 1998, 9, 67.	1.3	0
40	Gender and Cohort Differences in University Students' Decisions to Become Elementary Teacher Education Majors. <i>Journal of Teacher Education</i> , 1997, 48, 47-54.	3.5	46
41	Teachers of Color and Multiculturalism. <i>Equity and Excellence in Education</i> , 1994, 27, 34-42.	2.8	23
42	Targets, threats and (dis)trust: The managerial troika for public school principals in Chile. <i>Education Policy Analysis Archives</i> , 0, 23, 87.	0.4	15
43	Senior leaders' theories of action for managing subject departments as a school improvement strategy. <i>Educational Management Administration and Leadership</i> , 0, , 174114322210892.	3.8	2