

The Wallace Foundation S Education Leadership Professional

The Principal as Professional Development Leader Phyllis H. Lindstrom, Marsha Speck. 2004-02-20 The authors provide principals with the tools needed to help teachers and staff enhance their skills and improve student learning.

The Wiley International Handbook of Educational Leadership Duncan Waite, Ira Bogotch. 2017-03-16 A provocative and authoritative compendium of writings on leadership in education from distinguished scholar-educators worldwide. What is educational leadership? What are some of the trends, questions, and social forces most relevant to the current state of education? What are the possible futures of education, and what can educational leadership contribute to these futures? To address these questions, and more, editors Duncan Waite and Ira Bogotch asked distinguished international thought leaders on education to share their insights, observations, and research findings on the nature of education and educational leadership in the global village. The Wiley International Handbook of Educational Leadership brings together contributions from authors in twenty-one countries, spanning six continents. Topics examined include leadership and aesthetics, creativity, eco-justice, advocacy, Big Data and technology, neoliberalism, emerging philosophies and theories, critical democracy, gender and radical feminism, political economies, emotions, postcolonialism, and new directions in higher education. A must-read for teachers, researchers, scholars, and policy makers, this Handbook: Champions radical pluralism over consensus and pseudoscientific or political solutions to problems in education Embraces social, economic, and political relevance alongside the traditions of careful and systematic rigor Challenges traditional epistemological, cultural, and methodological concepts of education and educational leadership Explores the field's historical antecedents and ways in which leadership can transcend the narrow disciplinary and bureaucratic constraints imposed by current research designs and methods Advances radically new possibilities for remaking educational leadership research and educational institutions

The Relevance of the Leadership Standards Leslie Jones. 2017-05-04 The work of school leaders is critical in this era, and there is heightened attention on the roles of the leaders as linked to student achievement and school improvement; school culture and climate; and the variables that impact achievement, improvement, culture and climate. The demands on school leaders have significantly changed. About a decade ago, the Southern Educational Regional Board suggested that school leaders impact as much as twenty percent of the achievement in schools. A few years later, the potential impact of school leaders increased to twenty-five percent. Throughout the chapters, the reoccurring concepts regarding the work of leaders are discussed. The need for leaders to move student learning and to respond to changes in education and challenges are contributing factors to the development of the Professional Standards for Educational Leaders (PSEL). In chapter 1 and in other chapters throughout the book; the links and importance between educational leadership and student learning are made. The standards provide a framework of the knowledge and skills needed for school leaders to be prepared for the challenges.

Using State-Level Policy Levers to Promote Principal Quality Susan M. Gates, Ashley Woo, Lea Xenakis. 2021-01-15 The authors examine how seven states are using state-level policy levers to improve the quality of school principals.

Systems Thinking for School Leaders Haim Shaked, Chen Schechter. 2017-03-02 This book presents a new approach to school leadership - Holistic School Leadership, whereby school leaders lead schools through systems-thinking concepts and procedures. Facing growing complexity, change and diversity, school leaders need to regularly apply the systems view and perform at the systems level. This book proposes a holistic approach, providing school leaders with systemic principles of action for excellence in education. "What a wonderful book - once I started it, I couldn't put it down. The book masterfully makes a systems leadership perspective accessible and grounded in the reality of the daily life of educators. Holistic School Leadership is a "must read" for anyone who has the responsibility for making schools better places, from professors to emerging teacher leaders." Karen Seashore (Louis), Regents Professor of Organizational Leadership, Policy and Development, University of Minnesota "Shaked and Schechter have constructed a much needed bridge to the future of educational leadership, a future of systemic thinking and positivity." Joseph Murphy, Professor of Education and Public Policy, Peabody College of Education, Vanderbilt University "Shaked and Schechter offer a comprehensive yet concise account of the meaning of systems thinking. The authors systematically develop their Holistic School Leadership approach with compelling examples, carefully attending to the perennial challenge of implementation. Important reading for scholars and practitioners of school leadership and management! James P. Spillane, Olin Professor in Learning and Organizational Change, Northwestern University "This is the most important book on systems thinking since Senge's (1990) seminal work on learning organizations. Shaked and Schechter demonstrate the critical and practical utility of systems thinking for school leaders—a must read for all reflective practitioners." Wayne K. Hoy, Professor Emeritus, The Ohio State University. "Holistic School Leadership provides an innovative and exciting look into a new perspective on educational leadership that holds tremendous potential in reshaping educational research, policy, and practice. The idea of interdependence alone makes this powerful new book required reading for anyone concerned with the future of education and educational leadership in particular. Give yourself, your colleagues, your students, and your system the gift of the wisdom in this book." Alan J. Daly, Chair and Professor, Department of Education Studies, University of California, San Diego "In this informative book, Shaked and Schechter offer a fresh application of systems thinking to schools and to the work of school leaders. This book is a useful addition to the bookshelves of both those who prepare and those who support school leaders." Megan Tschannen-Moran, Professor of Educational Leadership, College of William and Mary

Social and Emotional Learning Interventions Under the Every Student Succeeds Act Sean Grant, Laura S. Hamilton, Stephani L. Wrabel, Celia J. Gomez, Anamarie Whitaker, Jennifer T. Leschitz, Fatih Unlu, Emilio R. Chavez-Herrerias, Garrett Baker, Mark Barrett, Mark Harris, Alyssa Ramos. 2021-10-31 The reauthorization of the U.S. Elementary and Secondary Education Act, referred to as the Every Student Succeeds Act (ESSA), emphasizes evidence-based interventions while giving states and districts new flexibility on the use of federal funds, including funds that could be used to support social and emotional learning (SEL). The authors review recent evidence on U.S.-based SEL interventions for K-12 students to better inform the use of SEL interventions under ESSA. This report discusses the opportunities for supporting SEL under ESSA, the standards of evidence under ESSA, and SEL interventions that meet the standards of evidence and might be eligible for federal funds through ESSA. Federal, state, and district education policymakers can use this report to identify relevant, evidence-based SEL interventions that meet their local needs. A companion volume (available on the website) catalogues these interventions in more detail and outlines the research that has examined them.

Educational Leadership Eric Hoyle, Mike Wallace. 2005-12-15 Hoyle and Wallace illustrate with penetrating insight the perverse outcome of tightening management and leadership so much that it leads to three different forms, each with the same five characteristics, of what they call managerialism: excessive micromanagement of schools in a sometimes futile and self-defeating quest for success' - Tim Brighouse, Times Educational Supplement 'This book is an excellent read about management and leadership in schools. Overall, I felt that this book makes a positive contribution to the debate about the impact of managerialism within public services. I liked the elements that made up the ironic orientation (scepticism, pragmatism and contingency), recognising them in my own experiences in Higher Education, and I liked the way in which the concept of irony was linked to some key concerns as well as positive practices. This is a book that I would thoroughly recommend to anyone interested in leadership and management in schools, but given its broader application, I would also recommend the book to anyone interested in leadership and management in the public sector' - ESCalate Read the full review as posted on the ESCalate website, the Education Subject Centre for the Higher Education Academy 'Eric Hoyle and Mike Wallace are two of the best known writers on educational leadership and management. They have made very significant contributions to organisational theory and its application to education for four decades. This book's focus on ambiguity and irony provides a welcome and timely contrast to the rational assumptions and managerialism which underpin government policy and much academic writing in this field' - Professor Tony Bush, International Educational Leadership Centre, University of Lincoln 'They have brought to centre-stage ideas and concepts which have largely been peripheral in the field, and in doing so have made us look with new lenses at what we need to say about

professional work and identity. It has therefore performed a valuable and much needed service, and will provide a major reference point in debates about the future of the education profession' - Mike Bottery, Educational Management, Administration & Leadership 'This in an important book. I wish I had written it, indeed I wish I had the skill, the knowledge and the wit to write it' - Mark Brundrett, Educational Management, Administration & Leadership Why do efforts to improve the quality of education via organizational leadership and management make matters worse in some respects as well as better? In what ways are education professionals responding to such efforts? The authors of this highly original book develop an ironic perspective for analysing the ambiguities and unintended consequences of well-intentioned actions in organizational life, and how these are exacerbated by change. Focusing on school leadership and management, Hoyle and Wallace suggest that major reforms have had limited success because the changes introduced have diverted school staff from their core task of promoting student learning, resulting in dissatisfaction, frustration and stress. They argue that a more temperate approach to leadership and management supported by wise policy-making can create structures that take the strain and reduce stress, encourage autonomy while accepting associated risks, and sponsor moderate experimentation and innovation emerging from communities of professional practice. Educational Leadership and Organizational Irony is essential reading for all concerned with improving education: advanced course students, leaders and managers, trainers, administrators, policy-makers and academics. It also offers insights for the study of public service and business organizations.

Organizational Leadership Frank S. Del Favero.2021-01-07 The purpose of Organizational Leadership: Knowledge and Skills for K-12 Success is to provide the reader with the foundational knowledge and skills that are necessary to become an effective educational leader. The topics addressed in this book are based on the content knowledge and professional skills that are found in the ELCC Building Level Standards. These standards also serve as the foundation of the course content of our accredited and nationally recognized by CAEP Master's Degree Program in Educational Leadership. Each chapter in this book is based on the knowledge and professional leadership skills presented in each of the courses in our M.Ed. Leadership degree program here in the College of Education at the University of Louisiana at Lafayette. This book targets both current and aspiring educational leaders. Current leaders could use this book as a reference to refine their educational leadership knowledge and skills. Educational leader preparation programs will find that this book could be assigned as a textbook for aspiring educational leaders as an informative guide so that they can better understand the characteristics and concepts of effective school leadership. The topics addressed in Organizational Leadership: Knowledge and Skills for K-12 Success will provide the reader with variety of organizational leadership knowledge and skills. Chapter 1, Organizing a Just School in the Age of Accountability presents Rawl's concept of justice which states that all students have freedom to learn and freedom to learn in a manner that best suits the learning style of the student. The chapter also discusses the roles that each of the domains of knowing plays in the teaching and learning process. Educators must realize that learning involves more than just the cognitive domain and that the attributes of the affective and psychomotor domains must be merged with it. The process for developing a School Improvement Plan (SIP) is discussed in Chapter 2. In this chapter the reader will learn that a SIP is a necessary element which guides the school improvement process. Chapter 3 defines the meaning and purpose of a school vision. The reader will learn in this chapter, how to use data to guide the process of creating a school vision. The fourth chapter of this book addresses the topic of community engagement and focuses on how schools should develop communication plans to effectively communicate with the people in the community it serves. Chapter 5, Inspiring and Leading the Change Process, deals with the change process, school climate and culture, and teacher efficacy. In the sixth chapter, Systems Alignment, the reader will learn about the need to align district and building level policies with state and federal rules and regulations. In chapter 7, School Leadership and the Law: A Field Guide for Instructional Leaders, important topics such as constitutional rights of students and employees, free speech, religion, and special education are discussed.

Successful School Leadership Christopher Day,Pam Sammons.2017-12

Distributed Leadership Alma Harris.2009-03-17 Alma Harris The field of school leadership is currently preoccupied with the idea of distributed leadership. Few ideas, it seems, have provoked as much attention, debate and controversy. Whatever your position on distributed leadership, and you cannot fail to have one, it is irrefutable that distributed leadership has become the leadership idea of the moment. Yet, it is an idea that can be traced back as far as the mid 20s and possibly earlier. So why the interest? Part of the answer can be found in a move away from theorizing and empirical enquiry focused on the single leader. This shift has undoubtedly been fuelled by structural changes, within schools and across school systems that have resulted in alternative models or forms of leadership practice. Evidence highlights how those occupying formal leadership positions are increasingly recognizing the limitations of existing structural arrangements to secure organizational growth and transformation (Fullan et al. , 2007; Harris et al. , 2008; Chapman et al. , 2008). As a consequence, many heads and principals are actively restructuring, realigning and redesigning leadership practice in their school (Harris, 2008). While the terminology to describe such changes varies, the core principle is one of extending or sharing leadership practice. While scholars have long argued for the need to move beyond those at the top of organizations in order to examine leadership (Barnard, 1968; Katz and Kahn, 1966) until relatively recently, much of the school leadership literature has tended to focus upon the head or the principal.

Principals of Dynamic Schools Sharon F. Rallis, Ellen B. Goldring.2000-04-15 The second edition continues with Sharon Rallis and Ellen Goldring providing lively and inspiring views of school leadership that is both grounded in reality and compellingly hopeful that this reality can be redefined for the better. This book packs more useful ideas about what leadership is and how it works in successfully restructuring schools than any other book now available. The authors speak to this topic with a voice that is as passionate and sensitive as it is reasoned and authoritative. Rallis and Goldring tell a story based on their extensive case studies and survey studies and on a thorough overview of the research of others. They define anew what it means for principals to be in charge. The principals they studied were much less concerned with controlling what people did and how they did it and much more concerned with controlling the conditions that enabled others to function in ways that increased the likelihood shared goals would be reached. Rallis and Goldring describe and illustrate the behavior of these new principals and the forces that shape their activities.

An Educators' Guide to Schoolwide Reform .1999 A guide prepared for educators and others to use when investigating different approaches to school reform. It reviews the research on 24 whole-school, comprehensive, or schoolwide approaches.

Heart, Smarts, Guts, and Luck Anthony K. Tjan, Richard J. Harrington, Tsun-Yan Hsieh.2012 Examines the traits that define most people who achieve success, heart, smarts, guts, and luck, and helps readers to determine which traits they possess.

Preparing School Leaders Joseph Murphy.2006 Written for professors of school administration, Preparing School Leaders provides an overview of the three key dimensions of leadership preparation in school administration: the history of how we arrived at where we are, a critical analysis of current state of affairs, and an agenda for improvement.

Strategies for Developing and Supporting School Leaders Karen L. Sanzo.2016-03-02 Strategies for Developing and Supporting School Leaders assists personnel in school districts to deliver appropriate development and support practices for aspiring and current school leaders. This book explores a variety of research-based and best-practice processes that can be implemented in school districts to prepare leaders to meet the technical and adaptive demands of school leadership and the needs of a diverse student population. Sanzo lays out a cohesive framework of key processes and activities that range from the very simple and immediately implementable, to the more complex and nuanced. Providing both the how, and why, this important resource shares ideas, strategies, tools, and systems to develop effective and meaningful professional learning opportunities to help promote highly effective schools and districts.

Linking Leadership to Student Learning Kenneth Leithwood, Karen Seashore-Louis.2011-12-06 Linking Leadership to Student Learning clearly shows how school leadership improves student achievement. The book is based on an ambitious five-year study on educational leadership that was sponsored by The Wallace Foundation. The authors studied 43 districts, across 9 states and 180 elementary, middle, and secondary schools. In this book, Kenneth Leithwood, Karen Seashore Louis, and their colleagues report on what they found. They examined leadership at each organizational level in the school system—classroom, school, district, community, and state. Their comprehensive approach to investigating school leadership offers a balanced understanding of how the structures within which leaders operate shape what they do.

The results within will have significant implications for future policy and practice. Praise for Linking Leadership to Student Learning Kenneth Leithwood and Karen Seashore Louis offer a seminal new contribution to the leadership field. They provide a rich and authoritative evidence base that demonstrates clearly just why school leadership is so important and how it promotes successful student learning. —PAMELA SAMMONS, Ph.D., Professor of Education, Department of Education, University of Oxford, Oxford This ambitious, groundbreaking, and thought provoking treatment of the link between school leadership and student learning is a testament to the outstanding work of these exemplary scholars. This is a 'must read' for academics and practitioners alike. —MARTHA McCARTHY, President's Professor, Loyola Marymount University, and Chancellor's Professor Emeritus, Indiana University The question is no longer whether school and district leader's impact student learning, but rather how they do it. The authors provide a convincing answer, one that recognizes the crucial interaction between leader and locality. —DANIEL L. DUKE, Professor of Educational Leadership, University of Virginia

Leading With Inquiry and Action Matthew Militello, Sharon F. Rallis, Ellen B. Goldring. 2009-07-23 Enhance learning with a collaborative, inquiry-based system of leadership! This practical guide presents a systematic, ongoing process for collecting information, making decisions, and taking action in order to improve instruction and raise student achievement. The authors illustrate a collaborative inquiry-action cycle within a real-world context and offer questions and exercises to guide individual reflection and group discussion. Thoroughly grounded in research, this book helps administrators: Identify areas for instructional improvement Determine community-supported solutions and build stakeholder commitment Articulate an action plan based on multiple data sources Take steps that support teacher development Systematically evaluate program results

Preparing Principals for a Changing World Linda Darling-Hammond, Debra Meyerson, Michelle LaPointe, Margaret T. Orr. 2009-11-04 Preparing Principals for a Changing World provides a hands-on resource for creating and implementing effective policies and programs for developing expert school leaders. Written by acclaimed author and educator Linda Darling-Hammond and experts Debra Meyerson, Michelle LaPointe, and Margaret Terry Orr, this important book examines the characteristics of successful educational leadership programs and offers concrete recommendations to improve programs nationwide. In a study funded by the Wallace Foundation, Darling-Hammond and the team examined eight exemplary principal development programs, as well as state policies and principals' experiences across the country. Using the data from the study, they reveal how successful programs are structured, the skills and knowledge participants gain, and what they are able to do in practice as school leaders as a result. What do these exemplary programs have in common? Aggressive recruitment; close ties with schools in the community; on-the-ground training under the wing of expert principals, and a strong emphasis on the cutting-edge theories of instructional and transformational leadership. In addition to highlighting the programs' similarities, the study also explains the differences among the programs and sheds light on the effectiveness of approaches and models from different states and contexts? East, West, North, and South; urban and rural; pre-service and in-service. The authors analyze program outcomes for principals and their schools, including illustrative case studies and educators' voices on the influence of programs' strategies for recruitment, internships, mentoring, and coursework. The ideas and suggestions outlined in Preparing Principals for a Changing World are presented with the goal of increasing the number of highly qualified, thoughtful, and innovative educational leaders.

Professional Standards for Educational Leaders Joseph F. Murphy. 2016-12-21 Unpack the standards and build a plan for leading learning Evidence increasingly points to a direct link between the curriculum leadership provided by educational leaders and the overall effectiveness of schools. Professional Standards for Educational Leaders introduces the foundations of the recently revised professional educational leadership standards and provides an in-depth explanation and application of each one. Written by the primary architect of PSEL, educational leadership expert Joseph F. Murphy, this authoritative guide to understanding and applying the standards explores the new emphasis on: Leadership of learning, school culture, and diversity Values, ethics, and professional norms of educational leadership Teacher quality, instruction, and caring support

Improving School Leadership Catherine H. Augustine. 2009 Improving the nation's public schools is one of the highest priorities of federal, state, and local government in America. Recent research has shown that the quality of the principal is, among school-based factors, second only to the quality of the teacher in contributing to what students learn in the classroom. New programs to develop school leaders who can exercise vigilance over instruction and support effective teaching practices are not likely to succeed, however, if they are inconsistent with other state and district policies affecting school leadership. The Wallace Foundation, which focuses its grantmaking in education primarily on school leadership, has posited that well-coordinated policies and initiatives to develop leadership standards, provide high-quality training, and improve the conditions that affect principals' work will increase their ability to improve instruction in their schools. This study documents the actions taken by the Foundation's grantees to create a more cohesive set of policies and initiatives to improve instructional leadership in schools; describes how states and districts have worked together to forge such policies and initiatives around school leadership; and examines the hypothesis that more-cohesive systems do in fact improve school leadership. The study found that it is possible to build more-cohesive leadership systems and that such efforts appear to be a promising approach to developing school leaders engaged in improving instruction. Although the study did not find evidence that the full underlying theory behind this initiative is sound, it did find a correlation between improved conditions for principals and their engagement in instructional practices.

Leading With Data Ellen Goldring, Mark Berends. 2008-09-17 A comprehensive, practical guide to using data effectively for school improvement! This hands-on guidebook explains essential statistical and assessment information to help principals make critical and sustainable choices to promote student learning. Broad-based strategies include collecting and analyzing various types of data about student achievement, professional development, allocation of resources, family involvement, and community standards. Part of the Leadership for Learning series, this resource: Supports school leaders in developing and sustaining continuous improvement Links data-based decision making with issues of accountability and shared mission and goals Includes numerous examples and cases, a glossary, school improvement template, sample forms, and data tools

Support for Instructional Leadership William R. Johnston. 2016 An abundance of research suggests that effective school leaders are vital to promoting student outcomes in schools across the United States. Recognizing this, many state and local education agencies are motivated to develop a strong corps of highly qualified principals and assistant principals. Although a lot of emphasis is placed on recruitment and preservice training for new principals, many school districts are also working to support administrators once they are placed in schools. However, relatively little is known about the types of on-the-job supports currently available to school leaders, particularly on a national scale. This report presents findings from a Wallace Foundation-funded survey of RAND's American School Leader Panel, a nationally representative sample of principals, regarding the quantity, content, and perceived quality of on-the-job support offered to them by their school districts. It focuses on three particular types of support—supervision, mentoring, and professional development—and investigates not only the prevalence of support for school leaders but also how this support reflects the role of leadership in instruction. In addition, responses of principals from small, midsize, and large school districts are examined to consider whether school leader support may look different depending on district size. This report was updated in October 2016. The current version provides estimates based on updated weights for a small percentage of the respondents. Weights were updated to account for infrequent misclassification in the assignment of school-level characteristics.

Handbook of Research on the Education of School Leaders Michelle D. Young, Gary M. Crow. 2016-08-19 The Handbook of Research on the Education of School Leaders brings together empirical research on leadership preparation and development to provide a comprehensive overview and synthesis of what we know about preparing school leaders today. With contributions from the field's foremost scholars, this new edition investigates the methodological foundations of leadership preparation research, reviews the pedagogical and curricular features of preparation programs, and presents valuable insights into the demographic, economic, and political factors affecting school leaders. This volume both mirrors the first edition's macro-level approach to leadership preparation and presents the most up-to-date research in the field. Updates to this edition cover recent state and federal government efforts to improve leadership in education, new challenges for the field, and significant gaps and critical questions for framing, researching, evaluating, and improving the education of school leaders. Sponsored by the University Council of Educational Administration (UCEA), this handbook is an essential resource for students and scholars of educational leadership, as well as practitioners, policymakers, and other

educators interested in professional leadership. .

Qualities of Effective Principals James H. Stronge, Xianxuan Xu. 2021-04-28 This book shows principals how to successfully balance the needs and priorities of their schools while continuously developing and refining their leadership skills.

The Principal as Professional Learning Community Leader Ontario Principals' Council. 2008-12-17 This resource provides principals with practical support, step-by-step plans, and hands-on strategies to lead the development of thriving professional learning communities in their schools.

Schools on Probation Heinrich Mintrop. 2004 This book analyzes what happens when schools are put on probation for failing to meet their accountability improvement targets. The author examines accountability design issues, organizational development, teacher motivation, and curriculum changes in 11 schools on probation and offers empirical evidence of how effective probationary sanctions and penalties are guiding school change and what their limitations are.

The Leader in Me Stephen R. Covey. 2012-12-11 Children in today's world are inundated with information about who to be, what to do and how to live. But what if there was a way to teach children how to manage priorities, focus on goals and be a positive influence on the world around them? The Leader in Me is that programme. It's based on a hugely successful initiative carried out at the A.B. Combs Elementary School in North Carolina. To hear the parents of A. B Combs talk about the school is to be amazed. In 1999, the school debuted a programme that taught The 7 Habits of Highly Effective People to a pilot group of students. The parents reported an incredible change in their children, who blossomed under the programme. By the end of the following year the average end-of-grade scores had leapt from 84 to 94. This book will launch the message onto a much larger platform. Stephen R. Covey takes the 7 Habits, that have already changed the lives of millions of people, and shows how children can use them as they develop. Those habits -- be proactive, begin with the end in mind, put first things first, think win-win, seek to understand and then to be understood, synergize, and sharpen the saw -- are critical skills to learn at a young age and bring incredible results, proving that it's never too early to teach someone how to live well.

Reach the Highest Standard in Professional Learning Karen Seashore Louis, Shirley M. Hord, Valerie von Frank. 2016-05-12 Make your school a place where professional learning thrives Learning Forward is a leader in understanding and advancing professional learning that leads to student success. This series explores Learning Forward's seven Standards for Professional Learning, which outline the characteristics of effective professional learning that, collectively, advance teaching and learning. This volume focuses on the pathways through which leaders can orchestrate a learning environment that empowers teachers to take charge of their own development. Features include: An original essay by Karen Seashore Louis on creating a school culture in which all adults see themselves as part of the larger enterprise of continuous learning Strategies, tools, and specific examples focused on the leader's role in everyday practice A case study of how public school leaders in Lexington, Massachusetts, improved outcomes for the district's students by building trust, developing collaborative capacity, and fostering leadership at all levels of the system When you make professional development an everyday part of the life of your school, you create an environment that encourages innovation, inspires collaboration, and makes continuous learning a priority—which benefits teachers and students.

Effective Educational Leadership Nigel Bennett, Megan Crawford, Marion Cartwright. 2008-03-25 'Keith Grint's persuasive essay on the art of leadership in Effective Educational Leadership is uncannily accurate' - Tim Brighouse, Times Educational Supplement 'its unique contribution is the exploration of links between leadership discourses and the themes that have emerged from the school effectiveness movements since the 1980s. Riley and MacBeath provide one of the most valuable contributions to the volume by arguing that there are no generic recipes for educational leadership but ingredients which need to be carefully selected with a knowledge of specific contexts and needs. I would use this book with graduate students and practitioners seeking to develop a perspective about contemporary educational leadership. Its greatest contribution is its exploration of the links between effective leadership and effective education. The book also provides optimism in that many of the authors have not capitulated to the reductionist visions of the past two decades. There is still hope that educational theorists and practitioners view the life world as the true source of educational inspiration' - Journal of Educational Administration 'Leadership is the theme of this decade. This series provides an enormously valuable overview of all the critical issues involved in designing leadership as the main strategy for educational reform.... A great and timely collection' - Michael Fullan, Dean, OISE/University of Toronto 'This book makes an excellent contribution to the current debate on Educational Leadership. It blends theory with practice and as such provides an important resource for many aspects of leadership development programmes at a variety of levels. Its ability to draw upon international perspectives along with examples beyond conventional educational parameters enhances its quality. The book contains a well documented account of how leadership has been studied which will appeal both to the academic reader, and to the professional provider of CPD in leadership, offering a wealth of information that can be practically adopted and adapted for a range of courses' - Stephen Merrill, Journal of Inservice Education Educational management and administration studies focus on leadership as a key determinant of effective educational institutions; and currently, much leadership preparation is characterized by a rational skills-focused approach. Placing current thinking in leadership studies in its organizational and historical context, this book explores its implications for leadership preparation, leadership theory in action and examines some of the dilemmas and tensions facing educational leaders in practice. It draws on literature and research from both the private and public sectors. It is deliberately international in its content and focus, and examines a range of practice both within and outside education. Each chapter has a short introduction by the editors setting it in context. This book is for providers and students in higher educational institutions; for postgraduate level courses in educational management; and for leadership development provision for Headteachers induction programmes, NPQH and LPSH. It is also suitable for short courses and for practitioners occupying or aspiring to leadership roles in schools, colleges and other educational organizations.

From Vision to Practice Richard C. Wallace. 1996 Written by a practitioner for practitioners, this book gives concrete direction and practical guidance on how to become the vision-based leader your district and your schools need. Here is a precise, experience-based manual on what it takes to be a reflective education leader. From Vision to Practice is for educational leaders who want to make a positive difference in the work lives of the teachers and principals they serve.

Motion Leadership Michael Fullan. 2010 Cycling from practice to theory and back again, this concise book provides the skinny on motion leadership, or how to "move" individuals, institutions, and whole systems forward.

How the Arts Can Save Education Erica Rosenfeld Halverson. 2021 A comprehensive look at how the arts (broadly conceived) can improve teaching, learning, and curriculum for all students, written in accessible language for non-academics and non-experts. It contains many evocative examples to illustrate the power of the arts to change education--

Introduction to the Principalship Leslie S. Kaplan, William A. Owings. 2023-09-26 The second edition of this textbook from respected author team Kaplan and Owings explores how principals can effectively build a culture around student achievement. Introduction to the Principalship, a second edition closely aligned with NELP (2018) standards, helps aspiring principals understand how to develop a vision for improvement, make decisions and manage conflict, build teachers' capacity, communicate, monitor the organization's performance, and create a school climate of mutual respect. This important book provides readers with various leadership concepts to inform their practice, as well as the cognitive and practical tools to evaluate and prioritize what leadership actions to take. Each chapter offers opportunities for readers to create personal meaning and explore new ways of doing leadership to advance a positive, person-focused environment. Providing both the theoretical framework and skills for effective practice, Introduction to the Principalship addresses the issues most urgent and relevant for educational leadership graduate students learning how to build a school culture that promotes every student's success. Fully revised, this second edition includes a new chapter on building your capacity for leadership, expanded discussion of data-informed accountability, equity considerations, and crisis management, and all chapters updated and revised throughout to reflect the latest developments in the field. Special Features: Learning Objectives - chapter openers introduce the topic and initiate student thinking Reflections and Relevance - interactive exercises, role plays, class activities, and assignments that can be used synchronously and asynchronously to deepen and extend student learning Key Takeaways - organized by learning objective, these answer readers'

question, What about this information is meaningful for me as an aspiring principal? Suggested Readings - each chapter concludes with annotated suggested readings to extend and deepen discussion of key issues in chapter NELP Standards - each chapter is aligned to the latest school leadership licensure standards Companion Website - includes links to supplemental material, additional readings, video clips with related teaching and learning activities, and PowerPoints for instructors.

Leading Every Day Joyce Kaser, Susan Mundry, Katherine E. Stiles, Susan Loucks-Horsley. 2013-08-27 Your shortcut to success for inspired school leadership! Tap your greatest leadership potential and quickly get on track to meeting today's complicated challenges with this follow up to the best-selling Learning Forward Book of the Year. Newly updated and revised, these short, inspiration-infused nuggets of actionable advice provide a path to effective leadership for all. New features include: Newly added Book 5, focused on solid data systems and achievable results Over 150 convenient, closely integrated daily contemplations to carry anywhere Succinct, up-to-date research for creative solutions to leadership challenges, change, and professional development Updated references and quotes

Full-time Leaders/part-time Learners Joanne L. Erickson. 2004 Presents a design for doctoral programs that recognizes the unique needs of the full-time leader/part-time learner with multiple priorities of a demanding leadership position and the equally demanding expectations of a doctoral program.

Leading Change Step-by-Step Jody Spiro. 2010-11-17 A practical, step-by-step guide to leading change efforts for sustainable results Leading Change Step-by-Step offers a comprehensive and tactical guide for change leaders. Spiro's approach has been field-tested for more than a decade and proven effective in a wide variety of public sector organizations including K-12 schools, universities, international agencies and non-profits. The book is filled with proven tactics for implementing change successfully, with helpful tools to put change efforts into practice (including forms, rubrics, and helpful questions to ask). Also included are success stories that show how this approach has been used effectively in 22 states and internationally. The tools reveal how the leader analyzes situations, identifies the groups needed to get desired results, and works with them effectively to do so. Includes engaging self-analyses for leaders to inform their leadership when putting in place a change initiative Jody Spiro is an experienced leader of systems change for public, nonprofit, and private sector organizations Offers information on assessing a situation, engaging stakeholders, planning early wins, minimizing resistance, building a supportive culture and much more This important resource shows how to translate a vision of a sustainable educational reform into a series of coordinated action steps.

Principal Pipelines Susan M. Gates, Matthew D. Baird, Benjamin K. Master. 2019-05-15 This report describes the implementation of The Wallace Foundation's Principal Pipeline Initiative and its effects on student achievement, other school outcomes, and principal retention.

Handbook of Social Justice Interventions in Education Carol A. Mullen. 2021-08-27 The Handbook of Social Justice Interventions in Education features interventions in social justice within education and leadership, from early years to higher education and in mainstream and alternative, formal and informal settings. Researchers from across academic disciplines and different countries describe implementable social justice work underway in learning environments—organizations, programs, classrooms, communities, etc. Robust, dynamic, and emergent theory-informed applications in real-world places make known the applied knowledge base in social justice, and its empirical, ideological, and advocacy orientations. A multiplicity of social justice-oriented lenses, policies, strategies, and tools is represented in this Handbook, along with qualitative and quantitative methodologies. Alternative and conventional approaches alike advance knowledge and educational and social utility. To cover the field comprehensively the subject (i.e., social justice education and leadership) is subdivided into four sections. Part 1 (background) provides a general background of current social justice literature. Part II (schools) addresses interventions and explorations in preK-12 schools. Part III (education) covers undergraduate and graduate education and preservice teacher programs, classrooms, and curricula, in addition to teacher and student leadership in schools. Part IV (leadership) features educational leadership and higher education leadership domains, from organizational change efforts to preservice leader preparation programs, classrooms, etc. Part V (comparative) offers interventions and explorations of societies, cultures, and nations. Assembling this unique material in one place by a leading cast will enable readers easy access to the latest research-informed interventionist practices on a timely topic. They can build on this work that takes the promise of social justice to the next level for changing global learning environments and workplaces.

School Improvement Rocky Wallace. 2021-08-15 This book is a descriptive treatment of the Professional Standards for Education Leaders (PSEL), developed by several professors in Kentucky who teach graduate ed leadership courses, and their colleagues at the Kentucky Department of Education. PSEL has been adopted by the Kentucky Educational Professional Standards Board as the leadership standards that drive instruction and practice. This resource is an excellent guide for any school leader, as it breaks down PSEL, and follows with bulleted examples and scenarios that illustrate 'best practice' in serving a school effectively and creating a culture of school improvement.

The Money Myth W. Norton Grubb. 2009-01-15 Can money buy high-quality education? Studies find only a weak relationship between public school funding and educational outcomes. In *The Money Myth*, W. Norton Grubb proposes a powerful paradigm shift in the way we think about why some schools thrive and others fail. The greatest inequalities in America's schools lie in factors other than fiscal support. Fundamental differences in resources other than money—for example, in leadership, instruction, and tracking policies—explain the deepening divide in the success of our nation's schoolchildren. *The Money Myth* establishes several principles for a bold new approach to education reform. Drawing on a national longitudinal dataset collected over twelve years, Grubb makes a crucial distinction between simple resources and those compound, complex, and abstract resources that cannot be readily bought. Money can buy simple resources—such as higher teacher salaries and smaller class sizes—but these resources are actually some of the weakest predictors of educational outcomes. On the other hand, complex resources pertaining to school practices are astonishingly strong predictors of success. Grubb finds that tracking policies have the most profound and consistent impact on student outcomes over time. Schools often relegate low-performing students—particularly minorities—to vocational, remedial, and special education tracks. So even in well-funded schools, resources may never reach the students who need them most. Grubb also finds that innovation in the classroom has a critical impact on student success. Here, too, America's schools are stratified. Teachers in underperforming schools tend to devote significant amounts of time to administration and discipline, while instructors in highly ranked schools dedicate the bulk of their time to engaged learning, using varied pedagogical approaches. Effective schools distribute leadership among many instructors and administrators, and they foster a sense of both trust and accountability. These schools have a clear mission and coherent agenda for reaching goals. Underperforming schools, by contrast, implement a variety of fragmented reforms and practices without developing a unified plan. This phenomenon is perhaps most powerfully visible in the negative repercussions of *No Child Left Behind*. In a frantic attempt to meet federal standards and raise test scores quickly, more and more schools are turning to scripted off the shelf curricula. These practices discourage student engagement, suppress teacher creativity, and hold little promise of improving learning beyond the most basic skills. Grubb shows that infusions of money alone won't eradicate inequality in America's schools. We need to address the vast differences in the way school communities operate. By looking beyond school finance, *The Money Myth* gets to the core reasons why education in America is so unequal and provides clear recommendations for addressing this chronic national problem.

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