

URBAN EDUCATION STUDIES SERIES

BETTER PRINCIPALS, BETTER SCHOOLS

What Star Principals Know, Believe, and Do

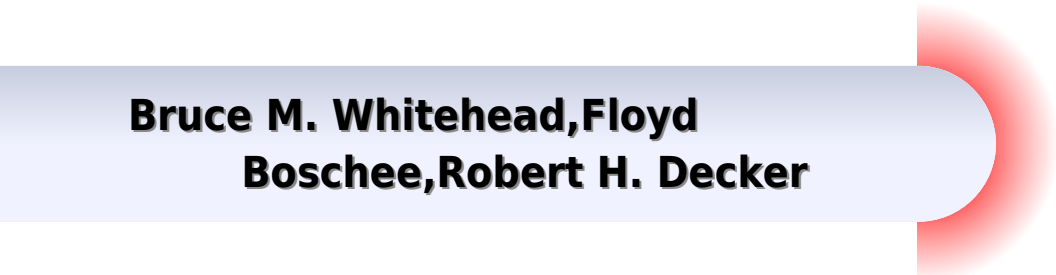


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DELIA STAFFORD | VALERIE HILL-JACKSON

Better Principals Schools What Believe

**Bruce M. Whitehead, Floyd
Boschee, Robert H. Decker**



Better Principals Schools What Believe:

Better Principals, Better Schools Delia Stafford, Valerie Hill-Jackson, 2015-12-01 A school is only as good as its principal This quip forms the thesis of *Better Principals* as it provides a bird's eye view on the enactment of Haberman's eleven core functions of a star principal *Better Principals* is imperative for two main reasons First the achievement gap between 20 million children in poverty and their mainstream counterparts is continuing to become even wider Many students are constantly subjected to inequality of educational opportunity which limits their future opportunities Second Haberman is one of the most prolific producers of administrators of the twentieth century and into the twenty first century He reminds us that quality school systems with quality leaders benefit our society Haberman explained that there is often selection blindness when it comes to identifying school leaders and this deficiency has many negative consequences for education in general and learners in particular Haberman has generated theories training programs and tools to engender substantive changes needed to produce better schools Each chapter in this volume contains reflection questions for discussion to remind us all why selecting quality principals must be paramount when hiring school leaders These illustrative book chapters emphasize the execution of Haberman's star principal ideology Praise for *Better Principals Better Schools* Not every educator is suited to leading or teaching in the most challenging urban schools Yet nowhere else is excellence in leading and teaching more critical to the success of students This volume based on the pioneering work of Martin Haberman offers a practical response to those who say the task of instructional leadership is beyond the capability of principals The authors offer concrete examples of how successful urban school leaders find the time and capacity to inspire and manage learning under difficult conditions Just as important the authors ground their examples in a set of clear justifiable principles that can be used by others to guide their own practice Dr Philip Hallinger Professor Chulalongkorn University Thailand If great teaching and more of it are the key ingredients for any successful school then great leadership is the critical path *Better Principals Better Schools* turns this theory into model lessons for all current and aspiring school leaders Mike Feinberg Co founder KIPP Schools [Weekly Compilation of Presidential Documents](#), 1999 [The School Journal](#), 1903 [The Principal](#) Bruce M. Whitehead, Floyd Boschee, Robert H. Decker, 2012-10-17 The path to becoming a leader for your students faculty and community begins here *The Principal Leadership for a Global Society* is the core textbook for aspiring and practicing K 12 school principals Taking a practical and research grounded approach this inspiring text prepares school leaders to successfully face the challenges that they will deal with on a day to day basis and throughout their careers From curriculum development to staff development to policy and discipline it addresses the most up to date practices in developing leadership skills The book provides a wide array of pedagogical features to help practicing and aspiring school principals improve programs create a safer and more enriching environment for students and faculty meet school district community state and national ideologies and standards and much more After reading *The Principal* the educational leaders of tomorrow will be

equipped with innovative practical and successful leadership concepts and ideas that will help them make a powerful impact on not just those who walk through the school doors but the community as well *Practical Strategies for School Principals*, Proceedings of the High School Conference of ..., 1919 **Leadership in America's Best Urban Schools** Joseph F. Johnson, Jr., Cynthia L. Uline, Lynne G. Perez, 2017-02-03 Leadership in America's Best Urban Schools describes and demystifies the qualities that successful leaders rely on to make a difference at all levels of urban school leadership Grounded in research this volume reveals the multiple challenges that real urban elementary middle and high schools face as well as the catalysts for improvement This insightful resource explores the critical leadership characteristics found in high performing urban schools and gives leaders the tools to move their schools to higher levels of achievement for all students but especially for those who are low income English language learners and from various racial and ethnic backgrounds In shining a light on the essential qualities for exceptional leadership at all levels of urban schools this book is a valuable guide for all educators and administrators to nurture influence support and sustain excellence and equity at their schools

Speaking to Good Effect Douglas Gordon Lawrie, 2006-01-01 Speaking to Good Effect introduces students to the ancient and ubiquitous art of rhetoric Whenever we try to achieve something with words as our tools we become rhetoricians Whenever we respond positively or negatively to someone else's words we become rhetorical critics It is therefore not surprising that the art of rhetoric has been studied and taught for more than twenty four centuries **Decision Making in Educational Leadership** Stephanie Chitpin, Colin W. Evers, 2014-06-05 The increased focus on raising standards in education requires leaders to engage in complex decision making about teacher assessment mandated accountability measures and the collection and use of large amounts of data Showcasing exemplary practices of school and district administrators Decision Making in Educational Leadership covers issues concerning the role of emotion ethical and legal ramifications the use of data and complexity in decision making Chapter authors in this research based volume explore what administrators and school leaders actually know about educational problems how they draw upon and revise theories of action for responding to problems and which theories are tenable in educational decision making This important resource provides a broad and international perspective on effective models and methods of educational decision making and shares valuable knowledge about how theory can be translated into practice in a variety of school settings **Why Not the Best Schools?** Toni Saarivirta, 2008 Contains five case studies of successful schools in Finland and examines the reasons for their success This title also examines how these schools achieved transformation and success by developing and building strength in four kinds of capital intellectual social financial and spiritual and aligning them to their mission through governance

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