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Handbook of Research on the Education of School Leaders—An Interview with Michelle Young

Allison Borden and Miles Bryant

For professors of educational administration and educational leadership, an important new publication promises to be of great value to the field. For over a year, a number of scholars have been involved in developing a new handbook. In order to share with the readers of this newsletter information about this handbook, the editors of the SIG Newsletter (Borden and Bryant) designed and carried out an interview with Michelle Young of UCEA. The questions we asked and the text of Michelle's responses follow. The interview was conducted on September 20, 2006.

Would you please describe the genesis of the new Handbook and the hopes UCEA has for this new publication?

The handbook is focused on leadership preparation research. In 2001, I came into the conversation about the state of research on leadership preparation via the National Commission for the Advancement of Educational Leadership Preparation that UCEA established and then co-sponsored with the National Policy Board for Educational Administration. Part of the conversation during that meeting focused on what we needed to do differently in the future—what leadership preparation needed to look like. There were a lot of different opinions, as you might well imagine, particularly some differences and some overlap between those of us in higher ed and those working in the practitioner realm. But what was really interesting is that hardly any of the opinions had any kind of research to support them. Mainly because, as a field, we haven't been focusing research initiatives around leadership preparation. There are a few scholars who have consistently done this over the years, not too many, people like Bob Kottkamp come to mind, Karen Ostermann. There are definitely a few. A lot of them are connected to the Teaching in Ed Admin SIG or published primarily in books and monographs or in the NCPEA yearbook.

You can see that there has been some activity; it's just that as a field we haven't gotten organized. There are some key areas in which we really need some hard evidence, to know what are the different options, what people are trying, what they know about the results of their efforts, whether or not there are ways to figure out the impact that we're having on the field, both negative and positive, and anything in between. So we started talking in the commission meeting about what we could do to support an effort that would be geared towards building a knowledge base around leadership preparation.

We first needed to get a sense of what's out there. That's where the Handbook comes in and it's also where the

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An Interview with Michelle Young

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AERA-UCEA-TEA-NCPEA taskforce came in. Folks were engaged in reviewing the literature, trying to figure out what we know and don't know, identifying gaps and then developing research projects in those areas. But in addition to that, we thought the field would also benefit from having some really significant reviews of the literature published in a handbook format. There has never been a handbook of leadership preparation, but there have been some pretty nice books that have been published over the years. One about leadership preparation by Murphy and Forsyth from the 1990s, Educational Administration: The Decade of Reform, comes to mind; and another by Murphy, Preparing Tomorrow's School Leaders. But, none of those were really attempts to say this is the state of research in the field. That's really what we wanted the handbook to do.

So, in order to facilitate that effort we began to think what would make sense in terms of the organizations that would sponsor an initiative like this. That's why we identified AERA, UCEA, NCPEA and the Teaching in Ed Admin SIG. Those four organizations sponsor the task force and all four are participating in some way in the handbook. The handbook contractually is between UCEA and Lawrence Erlbaum, and all of the proceeds that come through the contract will be fed into the taskforce initiative or initiatives that are focused around leadership preparation. Handbooks really don't make that much, but if they do, the proceeds will go to forwarding more initiatives focused on making sure that our knowledge base around preparation is always very strong.

There are many scholars at work on the different sections of this book. What has it been like for you as an editor to lead a project of this magnitude?

Having Gary Crow, and Rod Ogawa and Joe Murphy as partners in this has been very helpful for me because each of us brings to the work different perspectives and experiences. I think that we have all been able to contribute good ideas about how to manage a process like this.

One of the keys to making this process work is the section editors who are in charge of the different areas. We identified people like Miles Bryant and his partner, Jacky Lumby, who know the area and are also very interested, dependable, and committed people, talented scholars in their own right, with editing skills and good scholarship. The identification of the different chapter areas was in part based on an overview of areas we felt we need to know something about in order for us to address the questions of what we need to be doing in leadership preparation in the future, how we talk to our stakeholder groups about what we know and don't know, what are the implications we can draw from what we learn, including the implications for preparation and for further research. We were looking for people with those types of skills because they're the linchpins in all of this. They work directly with chapter authors, keeping people on task. We work with the section editors and a set of external reviewers.

Up until now, a lot of the work has been done by the section editors and the authors themselves. Come November, when the first drafts of the chapters are turned

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From the TEA-SIG Chair, Terry Orr

Dear TEA-SIG members,

This is the year of changes for the TEA-SIG—with proposed name changes, elections, retirements and new members to take up SIG leadership work. Much of this change reflects our own progress in encouraging, collaborating and supporting quality research on leadership preparation. By honoring good work and providing multiple forums for mutual dialogue, we hope to encourage more and better research on leadership preparation and its continued improvement.

Honoring good work: Awards

This is the third year of the TEA-SIG dissertation award. In its inaugural year, the award was given to Alla Sorokosh, Hofstra University for her dissertation Program Factors Affecting Doctoral Student Retention and Attrition: Development and Initial Validation of a Program Assessment Instrument. It took a year for the AERA wheels to turn and produce the award, just in time before she and her family immigrated to Canada. We wish her the best of luck in her professional pursuits.

The TEA-SIG executive committee, after the deliberations of the dissertation awards committee, agreed to not make an award in our second year, as none of the nominations met our criteria. We are looking for a strong showing this year and urge you to nominate the best of your recent graduates' dissertation research. We want to draw attention to their good work (and yours). Please see the announcement in the news letter for eligibility and deadlines.

Last year was the first year of the TEA-SIG Distinguished Researcher Award, which was awarded to Dr. Robert Kottkamp, Hofstra University for his long and distinguished research in the field of leadership preparation and his work to spearhead quality evaluation research on programs and strategies. This award will be given every other year by the TEA-SIG.

This year, the TEA-SIG launches a third award, the Outstanding Service to the Profession Award, to be given at the 2007 AERA conference. Dr. Judy Alston, at-large board member, will be managing the announcement and nomination process.

Creating dialogues for collective work: Taskforces

Members of the TEA-SIG continue to be involved in the work of two important taskforces:

- The UCEA/TEA-SIG Taskforce on Evaluating Leadership Preparation Programs that will be known as the "Evaluation Taskforce". This taskforce is now beginning its seventh year. See the related article update on this work.
- The Joint Research Taskforce on Educational Leadership Preparation (that will be known as the "Research Taskforce." This taskforce has 10 subcommittees on all areas of leadership preparation. This taskforce's work and its report, The UCEA, Division A, NCPEA and Teaching in Educational Administration Joint Research Taskforce on Educational Leadership Preparation Interim Report, are available on the UCEA website *(www.ucea.org)*.

We encourage all members to follow up and join one or both of these taskforces and add to this important work.

Reflecting our mission in our collective work as a SIG

This past year, we took additional steps to reflect our mission in how we honored a retiring colleague and in considering a name change.

Honoring a retiring colleague

Robert Kottkamp retired from Hofstra University this year to take up full time residence in Vermont. To honor his years of service to the TEA-SIG, particularly in revitalizing its mission and purpose, we announced at the TEA-SIG meeting that we would rename the TEA-SIG dissertation award, to be the Kottkamp Dissertation Award of the TEA-SIG.

Name change

This year, Ruth Silverberg and Robert Kottkamp submitted a proposal to rename the TEA-SIG to be Learning and Teaching in Educational Leadership-SIG. Their arguments were outlined in the Spring 2006 TEA-SIG Newsletter. The proposal was debated by the TEA-SIG executive committee and the membership through an on-line discussion and a business meeting discussion.

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From the TEA-SIG Chair, Terry Orr

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Despite some reservations (particularly due to the proposed name's length and the loss of the TEA-SIG's name recognition), the executive committee and membership voted in favor of the proposal. Given the significance of this proposal, the executive committee proposed to circulate the name change proposal one last time for a time limited discussion and on-line vote, before finalizing the proposed name change.

Other new business

During our April business meeting, the TEA-SIG elected new executive committee members. We welcome Gini Doolittle to the executive committee and the addition of Allison Borden as co-editor for the TEA-SIG newsletter. We thank George Petersen for his years of service to the SIG and its mission as he steps down from the executive committee.

Finally, this November, many TEA-SIG members will be active at the national University Council in Educational Administration Annual Convention in San Antonio, presenting new and updated research on leadership preparation and its effectiveness. We look forward to seeing you there!

Sincerely,
Terry Orr

An Interview with Michelle Young

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in, they'll go to the external reviewers and each of us, the four editors, is going to also serve as an external reviewer for at least four or five of the chapters based on our own areas of expertise.

At that point, our jobs become a little bit more intensive. Then we'll be going back and forth with the section editors for them to provide guidance for their authors. Hopefully, we'll stay on target in terms of our timeline!

Working that out in the beginning, I think was really important—to decide who has responsibilities for which areas, who has responsibility for contacting the section editors, that sort of thing. And then who's going to write the introduction and the final conclusion, if there are any section introductions, who is responsible for doing that.

Who is going to write the introduction?

It is going to be co-written by all four of us, the introduction and the conclusion as well, but the lead authorship is going to be important there. Joe Murphy is going to be lead author on the introduction and Gary Crow is going to be lead author on the conclusion.

There are four of you as an editorial team. Why these four?

Joe was on the commission and we had been talking about this handbook idea for about five years. At the time we were developing the handbook proposal and were working in haste on implementing these ideas that had been in place, Gary Crow was president of UCEA and Rod Ogawa was vice-president of Division A of AERA. In addition to their own positional authority, if you will, both of them are very well recognized and respected scholars and both have contributed a lot to both the knowledge about leadership preparation and leadership in general. It made sense to have them participate also in the leadership on this particular book. In terms of individuals who you know can pull something like this off, they are two of those kinds of guys. Joe, of course, in addition to the fact that he was one of people on the front end of saying this has got to be done, he's also been someone who has been publishing in this area, really pushing for us to get our minds around what we know about leadership preparation for quite some time.

This has not traditionally been a field where women have had a big voice in scholarship, is there going to be a spot for somebody looking at the tremendous influence of women on educational leadership?

The focus of the book, of course, is not on what's happening in the programs, it's more on what research has been done on preparation. I believe that that topic would fall under Martha McCarthy's section [Faculty and Students]. For example, who is being recruited? What kinds of career recruitment techniques are being used? I would imagine that the changing face of the people in our

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programs would definitely come up in that particular section. The influence of women on educational leadership would also be discussed in two other sections. The section on influences on leadership preparation as well as the curriculum section—inclusion of literature on women's leadership.

The outline of the book includes sixteen chapters arrayed across three sections: one, context and framework of leadership education; two, students and faculty; and three, preparation and professional development. Have these changed since the outline was published as an author's guide?

Not so far. It's possible that there may be fewer chapters in the end. In a couple of the sections in areas where we thought there might be two chapters, there just simply isn't enough literature for it to make sense for two chapters to stand on their own. There may be a point in the near future where we'll have to decide whether there are going to be two shorter chapters or a longer chapter that matches the rest of the book. We sent out to the section editors a list of U.S. resources that people should make sure that they have combed. Not just looking at EAQ or JSL, but making sure that they do take a look at the NCPEA Yearbook and maybe scan the Ed Admin abstracts over the years. We had five or six on the list just to make sure that the same kinds of resources were being examined by all of the chapter authors.

Why did you elect to use the term School Leaders?

We probably spent a good hour on trying to decide what made the most sense. I think we finally went with leadership over administration because the field is going more and more with the notion of leadership and educational leadership, and knowing that, administration of course, is a central component of providing leadership at the school level.

Is "Handbook of Research on the Education of School Leaders" still the working title?

Yes, it is. The preparation research that we're looking at is focused primarily on principalship programs.

This doesn't necessarily eliminate some of the emerging programs around teacher leadership or even community leadership.

No, the focus is on school leadership (primarily the principalship); and then where it makes sense, emerging programs on teacher leadership as well as parallels with things that are happening in the preparation of school system leaders are talked about. The heart of the book is really on the principalship.

What obstacles do you anticipate in completing the Handbook in time for publication in April of 2007? How do you feel you're doing in terms of your timeline for publication?

There's a question! It's difficult to tell because we're at the point in the timeline where we've only seen the detailed outlines that people submitted back in June. During the summer they received feedback from the section editors and reminders will be going out soon that the November deadline is looming. That's when the external reviewers will be doing their work.

We have a tight schedule because we'd like to take advantage of being in the Washington, D.C. area next year. The most important thing is getting a quality product out so we're not going to push for a deadline if the deadline is not going to work.

UCEA is going to be in Washington next fall and so the hope is that we could get everything completed on the Handbook by April [2007] which would enable Lawrence Erlbaum to get everything into production over the summer. The Handbook would then be in publication by next November in time for the annual conference. We'd like to do a publicity meeting that focuses on what's been accomplished by these organizations that support scholars in the area of educational research and support the preparation of educational leaders. To share that product and the work of the taskforce at that time with folks who have been highly critical of us and who have seemingly lost some faith in our ability to lead ourselves I think would be really helpful.

Will there be an update on the Handbook at AERA in April of 2007?

That's very possible. We have something planned for the taskforce in conjunction with AERA—Division A so we could do something then or Lawrence Erlbaum may have something at their booth. We are going to do something at UCEA this year down in San Antonio. The authors will be asked to give updates on their chapters.

Update on the UCEA/TEA-SIG Taskforce on Evaluating Leadership Preparation Program Effectiveness

Margaret Terry Orr, Bank Street College

We are now in the sixth year of the UCEA and TEA-SIG Taskforce on Evaluating Leadership Preparation Program Effectiveness. A core group of researchers from the field of leadership preparation has met continuously twice a year since its inception at the 2000 UCEA annual convention. Throughout, we have discussed how to conceptualize evaluation research in leadership preparation, explored methodological issues, and supported pilot research in multiple settings. At both the UCEA conventions and AERA conferences, taskforce members have presented research that grows out of this work and encouraged the participation of other interested researchers. In addition, various taskforce members have pursued federal and foundation grants to support our work. Finally, our research efforts have lead to statewide evaluation research efforts, much of which is being discussed at the upcoming UCEA convention.

Taskforce Pre-session (Jefferson, Thursday 1–5 pm). Invitation Only. The taskforce will meet for a research planning and data analysis pre-session at the UCEA Convention. At this session, researchers will present their work in progress and seek feedback from taskforce members on next steps. Future research endeavors will be discussed as well. Individuals interested in participating should contact Terry Orr *(morr@bnkst.edu)* or Brenda LeTendre *(bletendr@pittstate.edu)* for more information.

Expanding research and its presentations at UCEA, 2006

Three sessions at UCEA's upcoming convention highlight the expanding research of the taskforce and statewide evaluation research efforts.

- 6.4 (Peraux). Leadership preparation to school improvement: A comparative analysis of 10 programs' graduates impact on school. authors: Orr and others. This paper presents the comparative analysis of graduates (5–10 years) from 10 leadership preparation programs traced preparation impact on leadership practices and school improvement, taking into account the moderating influence of district support.
- 15.10 (LaSalle). Looking in the Mirror to improve practice: Discussing Statewide Leadership Preparation Studies. authors: Black, Friend, Waddle, Hafner, Pounder, Bathon and Watson. This session provides an update on efforts of leadership preparation programs in three states (Indiana, Missouri and Utah) to undertake comparative evaluation research of their practices and the impact on their graduates.
- 18.9 (Navarro). Examining the Impact of Principals and Principal Preparation. authors: Baker, Fuller, Orr and Young. This session presents multiple papers analyzing statewide longitudinal data on Texas principals' career experiences and schools' performance. These papers analyze the influence of types of preparation programs and degrees earned, school and district contexts and personal demographic qualities on principal tenure and turnover, and teacher turnover.

Seeking grant support

During summer 2006, several taskforce members collaborated on preparing federal grant proposals to create infrastructure support for state level evaluation research and to support more large scale research on the relationship between leadership preparation and principal practice:

- Terry Orr, Brenda LeTendre and Michelle Young submitted a proposal to the Fund for the Improvement of Postsecondary Education (FIPSE) to establish training and technical assistance support to programs, instrumentation and data warehousing for programs to evaluate and benchmark their program practices and impact.
- Diana Pounder, William Black, Terry Orr and Robert Watson submitted a proposal to the US Department of Education Institute for Education Sciences (IES) for a four-year multi-state impact study of leadership preparation program effectiveness and impact on schools.
- Michelle Young, Ed Fuller and Bruce Baker submitted a proposal to the US Department of Education Institute for Education Sciences (IES) for an indepth analysis on principal careers, including the influence of their leadership preparation, using statewide data sets.

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Update on the UCEA/TEA-SIG Taskforce

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Evaluation replication support

In the taskforce's recent meetings, we planned out a process for other leadership preparation programs to be able to replicate our research, particularly our follow up survey of graduates and be able to compare results with other programs nationally. Brenda LeTendre *(bletendr@pittstate.edu)* is the primary contact for the taskforce for information on these resources, including permission to use the survey, IRB materials, the survey, and SPSS codebook for data entry.

Upcoming evaluation research plans

Future work of the taskforce is to develop survey instruments to gather feedback from principals' staff and supervisors on their performance, and to assess the impact of preparation on the effectiveness of other educational leadership roles, particularly assistant principals and central district officials.

Evaluation Taskforce Research Spotlight: Comparing Programs and Their Outcomes

In their AERA 2006 research paper, Comparing leadership development from pipeline to preparation to advancement: A study of multiple institutions' leadership preparation programs, Orr, Silverberg and LeTendre presented the first program outcome comparison research of the Evaluation Taskforce. Using feedback from program graduates (within the last five to 10 years), five leadership preparation programs were compared on their program features, the aspects of leadership learned by graduates, and graduates career intentions and advancement. The results show that the five programs adhered to many of the innovative program features recommended by field experts: Content focus on leading learning; student centered instructional practices; supportive organizational structures; challenging, coherent reflective program; faculty competence and challenge; positive student relationships; cohort membership; standards-defined quality internship/practicum; program quality (would do the program again).

But they varied somewhat particularly in graduates' rates of program challenge and coherence, use of active student centered instructional practices, and internship length and quality. These same qualities were positively associated with the extent to which graduates reported that they had learned to lead learning and foster organizational learning. Internship length and quality were positively associated with graduates' reports of their educational leadership career intentions and advancement, independent of initial intentions.

For two programs, there was sufficient data to investigate differences in graduates' program experience, learning and aspirations for before and after significant program reform. Both programs had undergone redesign in the early 2000s. Comparisons of graduates' reports on their program experiences positively reflected these differences and these differences were associated with differences in what graduates reported learning and their career aspirations. The results, while preliminary and based on a small sample of programs, provide useful direction for program rigor and emphasis. The findings raise many methodological questions and challenges for further research, particularly in accounting for response rate bias.

The editors invite suggestions for content for the Spring issue of the TEA-SIG Newsletter. If you have material you think would be appropriate for the SIG audience, please contact Allison Borden at *aborden@unm.edu.*

Kottkamp Receives TEA-SIG Distinguished Researcher Award

The TEA-SIG recently established a Distinguished Researcher Award, which is given biennially to recognize a distinguished record of excellence in research related to teaching and learning in Educational Administration. Criteria for this award include: the recipient must be a current or former TEA-SIG member; the recipient's research must be aligned with the TEA-SIG purposes; and the recipient's research must represent significant contributions to the research, policy, and/or practice that have had a sustained impact on teaching and learning in Educational Administration. The awards committee was pleased to announce the award at the TEA-SIG annual business meeting during the 2006 AERA Conference in San Francisco. The first recipient of the Distinguished Researcher Award is Dr. Robert Kottkamp, Professor of Educational Leadership at Hofstra University. In nominating Bob for this honor, Karen Osterman noted his long and distinguished record of research dedicated to the improvement of teaching and learning in the field of educational leadership preparation, his passion for this line of research, and his commitment to mentoring and encouraging novice professors to engage in the study of leadership preparation. In addition to a $300 monetary award, Bob also received a plaque. We heartily congratulate a most deserving recipient!

About the TEA-SIG Newsletter

The TEA-SIG Newsletter was first begun by Joseph Claudet from Texas Tech University when he approached Bob Sickles of Eye on Education with the idea of a newsletter for those who teach educational administration. Joseph served as the first editor. Since that time, Bruce Kramer of the University of St. Thomas and Miles Bryant of the University of Nebraska have served as editors. Eye on Education takes care of printing and mailing the newsletter and maintaining a mailing list of those in the field. The SIG newsletter is distributed widely to the members of Division A of AERA, to the SIG membership, and to others who teach courses in educational administration. The newsletter is overseen by the TEA-SIG and presents you with but one of many good reasons why you should continue your SIG membership and encourage others to join. Allison Borden of the University of New Mexico will assume editorial responsibilities in the spring of 2007.

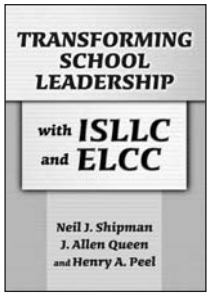
2007 Outstanding Dissertation Competition

Nominations are invited for the annual AERA Teaching in Educational Administration SIG (TEA-SIG) competition for the best doctoral dissertation related to the SIG's purpose. This award is intended to recognize outstanding dissertation research appropriate to the work and purpose of TEA-SIG. Studies embracing both traditional and alternative conceptualizations and methodologies are welcomed. The Committee will consider work completed and formally accepted by the entrant's dissertation committee between Jan. 1, 2006 and Dec. 31, 2006. Nominations are to be made to Gina Doolittle, Rowan University, *doolittle@rowan.edu.*

Join the TEA-SIG!!

Strengthen our ability to engage in professional development, reflection, and dialogue by joining the Teaching in Educational Administration SIG. All it takes is $10.00. Please contact Brenda LeTendre at *bletendr@pittstate.edu*

Be on the lookout for…



Transforming School Leadership with ISLLC and ELCC

Neil J. Shipman, *University of North Carolina, Chapel Hill*
J. Allen Queen, *The University of North Carolina, Charlotte*
Henry A. Peel, *East Carolina University*

A sample of pre-publication comments:

"The book is a benchmark volume in the struggle to help school leaders learn to lead for student success. It is an exemplary and unrivaled narrative in the quest to anchor leadership education on the ISLLC and ELCC Standards."

—Joseph Murphy
Peabody College of Education

"Shipman and colleagues have written a very practical guide for those who wish to strengthen the preparation of educational leaders."

—Arthur E. Wise
President National Council for Accreditation of Teacher Education

"Neil Shipman, Allen Queen, and Henry Peel have captured the essence of the challenges and the rewards of leadership in schools. This book provides essential insights into the practice of school leadership and does so within the context of the most highly regarded professional standards. Simply put, this book is a must for leadership preparation programs and any practitioner's professional library."

—Michael Ward
University of Southern Mississippi
and *Former Superintendent, NC Department of Public Instruction*

Publication date—February, 2007

Contact Dan Sickles for advanced free examination copies.
dsickles@eyeoneducation.com
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New ideas…Practical approaches…

LEAD WITH ME:
A Principal's Guide to Teacher Leadership

Gayle Moller and Anita Pankake
Western Carolina Univ. and Univ. of Texas-Pan American

2006, 232 pp. paper 1-59667-025-8 $39.95

Explains the skills needed by teacher leaders and suggests ways principals can provide opportunities for teachers to learn these skills. Demonstrates specific actions principals can take to create the conditions under which teacher leadership can thrive. Topics include—

- Ushering in a New View of Leading and Learning
- Distributing Power and Authority
- Creating a Context of Support for Teacher Leaders
- Sustaining Teacher Leading and Learning

COUNTDOWN TO THE PRINCIPALSHIP:
A Resource Guide for Beginning Principals

O'Rourke, Provenzano, Bellamy, and Ballek

2007, 250 pp. (est.) paper 1-59667-031-2 $39.95

Displays tools and templates for planning, organizing, and monitoring a beginning principal's daily tasks. The templates can also be downloaded from Eye On Education's web site and they include—

• letter of introduction to your staff • planning calendar • homework policy • letter to community partners • staff meeting agenda • data analysis handout • planning for student-parent orientation • and many more

SMART, FAST, EFFICIENT:
The New Principal's Guide to Success

Leanna Stohr Isaacson
Stetson University

2006, 242 pp. paper 1-59667-016-9 $39.95

For a newly appointed principal or assistant principal, this book describes the skills and talents necessary to meet the demands on today's school leaders. It provides step-by-step details about what to do, when to do it, and how to do it.

Each chapter includes—

- Survival Tips (practical, savvy advice)
- When Do I Begin? (to help new principals plan and schedule)
- practical advice based on the realities of school leadership
- and more

THE ADMINISTRATOR'S GUIDE TO SCHOOL-COMMUNITY RELATIONS
Second Edition

George E. Pawlas
University of Central Florida

2005, 336 pp. paper 1-59667-005-3 $39.95

Offers practical tips and illustrated examples of handy ideas for—

- preparing successful newsletters, memos and other forms of written communication
- improving relationships with faculty, staff, and students
- using the media
- enhancing parent and family involvement
- working with other members of the community and local businesses
- dealing with crisis situations

INSTRUCTIONAL SUPERVISION:
Applying Tools and Concepts, Second Edition

Sally J. Zepeda, *University of Georgia*

2007, 320 pp. (est.) hardcover 1-59667-041-X $74.95

The new edition of this successful text provides a large set of tools and strategies to help supervisors work effectively with teachers. The revisions include—

- new details on how instructional leaders implement ELCC standards
- expanded coverage of informal classroom observations with additional tools
- new material on dealing with marginal teachers and professional development

STANDARDS FOR INSTRUCTIONAL SUPERVISION:
Enhancing Teaching and Learning

Edited by Stephen P. Gordon, *Texas State University*

2006, 150 pp. paper 1-59667-011-8 $29.95

The standards in this book will enhance teaching and learning. The list of the book's contributors reads like a "Who's Who" in the field of instructional supervision. These standards are specific yet flexible, and each set includes professional development activities.

THE INSTRUCTIONAL LEADER'S GUIDE TO INFORMAL CLASSROOM OBSERVATIONS

Sally J. Zepeda, *University of Georgia*

2006, 132 pp. paper 1-59667-010-X $29.95

This short and practical book is for principals, assistant principals, department chairs, teacher leaders, and other instructional leaders. It showcases 23 school-tested tools to help leaders succeed in their classroom walk-throughs and other informal classroom observations. It also provides tools to help leaders engage teachers in discussion and reflection.

WHAT GREAT PRINCIPALS DO DIFFERENTLY:
15 Things that Matter Most

Todd Whitaker, *Indiana State University*

2002, 130 pp. paper 1-930556-47-0 $29.95

This best selling book blends school-centered studies with the author's experiences working with hundreds of administrators. It reveals the 15 qualities and practices of great principals which elevate them above the rest. Topics include—

• Its People, Not Programs • Standardized Testing • Base Every Decision on Your Best Teachers • Make It Cool to Care • Set Expectations at the Start of the Year

BRAVO PRINCIPAL!
Building Relationships with Actions That Value Others

Sandra Harris, *Lamar University*

2004, 120 pp. paper 1-930556-78-0 $29.95

Reveals how to build relationships that value your faculty, staff, students, parents, and community members. Topics include actions that are—

• empowering • supportive • courageous • respectful • challenge the imagination • uphold high standards.

Textbooks for your courses…from Eye On Education

TRANSFORMING SCHOOL LEADERSHIP WITH ISLLC AND ELCC

Neil J. Shipman, J. Allen Queen, and Henry A. Peel

Univ. of North Carolina, UNC Charlotte and East Carolina Univ.

2007, 250 pp. (est.) paper 1-59667-034-7 $39.95

Authoritative and practical, this book provides knowledge and tools to help principals-in-training apply the ISLLC and ELCC standards. See Page 9 of this newsletter for details.

SCHOOL-COMMUNITY RELATIONS, 2nd Edition

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