# A Tale of Two School Principals

And the Superintendent Who Wanted to Lead Them



Simple Truths for Getting Almost Anyone to Do What Needs to be Done

Dr. Chris Bart, FCPA

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# **A Tale Of Two School Principals**

Theodore J. Kowalski

#### A Tale Of Two School Principals:

A Tale of Two Schools Richard Donato, G. Richard Tucker, 2010 This volume documents a sixteen year longitudinal study of two elementary schools in which Spanish and Japanese foreign language programs were implemented and evaluated Evaluation of the programs involved documenting children's language development assessing the attitudes of various constituents and examining critical issues related to the introduction and successful operation of a well articulated sequential foreign language program in schools The volume concludes with a discussion of possible reasons why over time certain sequential foreign language programs flourish and grow while other programs are reduced or eliminated from the school s curriculum Parallels with the theory and practice of environmental sustainable development are used as a framework for this analysis This book will be invaluable to educators and parents needing practical and accessible research based advice on developing implementing and evaluating foreign language learning programs in elementary and middle schools Merrill Swain University of Toronto Canada Using the contrastive stories of two early foreign language programs the authors provide longitudinal research based evidence of program practices and outcomes that focus attention on the critical questions of students ability to achieve language competence and cultural understanding and on program sustainability. The authors provide implications for future research and invaluable recommendations for enhancing the sustainability of both new and on going early foreign language programs Marcia Rosenbusch Iowa State University USA **A Tale of Two Principals** Dr Chris Bart, Margot Trevelyan, 2014-10-17 A Tale of Two School Principals and the Superintendent who Wanted to Lead Them is a tale about leadership Using a school district as its focal organization the book describes how four simple yet amazing questions help a school district superintendent become an effective leader However the lessons that this tale imparts are applicable to any organization and any key priority Accordingly whether you work in a school district a hospital a university a municipality or any other establishment that has strategic objectives and staff who need to embrace them A Tale of Two School Principals provides the tools to ensure your strategic objectives jump off the shelf motivate staff and impact on the direction of the organization A Charter School Principal Story Barbara J. Smith, 2024-03-18 What happens when a Canadian principal guided by the teachings of Fullan and Hargreaves takes on the role of school leader in an inner city charter school in the United States This inside story of a principal in the DC charter school system reveals much about the desire for educators and students to experience more than a life of multiple choice testing that tends to be so commonplace in these schools While such a case adds to the mound of research that supports the change takes time findings it nevertheless demonstrates the reality on a day to day basis of what s worth fighting for in schools Student and teacher engagement and empowerment matter and to get to such ends a school must fiercely focus on targets well beyond test scores

**The Jones Family and a Tale of Two Schools** John W. Anderson,2019-11-11 Jake and Marta Jones after years of unsuccessful attempts to introduce fish ponds as a protein source for villagers in Sierra Leone returned to Jake's childhood

home in Center City Wyoming Their five children entered American life and schools with youthful vigor Almost at once some of Jake's old friends high school football players from some thirty years ago shared concerns over eroded goals and values in the educational system the church and society Fred Fraser the Superintendent of schools discovered his new principal Arnold Burton lacked appreciation for established morality Burton said I will be the enlightener of this backward countrified community He enthusiastically embraced the Department of Education's new Initiative for change Fraser asked his friends how this difference of purpose could be resolved The reader will want to know how peace was maintained in Center City **The School Principal** Theodore J. Kowalski, 2010-08-14 Over the past two decades efforts to improve schools schools have significantly modified role expectations for principals Today school level administrators are expected to be both visionary leaders and competent managers Based on the conviction that administration is an amalgam of leadership and management The School Principal emphasizes the need for practitioners to apply conceptual skills to make what to do decisions to apply technical skills to make how to do decisions and to apply relational skills to engage in democratic decision making Kowalski frames the book with a discussion of the nature of schools the roles of principals and their need to improve schools The book then provides a balanced treatment of leadership and management covering issues of personal behavior instructional leadership relationship building issues finances facilities personnel management pupil services and maintaining safe schools The text closes with discussion of the vital aspects of practice for contemporary principals addressing problem solving collaborative change strategies and personal commitment to being a principal Special Features Vignettes introduce the subject matter in the context of common challenges faced by practitioners Knowledge Based Questions and Skill Based Activities prompt readers to engage with and reflect on the chapter content The School Principal aligns with the Educational Leadership Consortium Council ELCC Standards Treating principals as concurrently visionary leaders and competent managers this excellent text addresses the needs of aspiring and practicing principals providing the tools to build effective and efficient schools Social and Emotional Learning in the Classroom, Second Edition Barbara A. Gueldner, Laura L. Feuerborn, Kenneth W. Merrell, 2020-08-30 This trusted resource now in a thoroughly updated second edition reflecting the tremendous growth of the field provides a best practice guide to planning and implementing social and emotional learning SEL in K 12 classrooms and schools The authors present a roadmap to help practitioners choose exemplary programs and strategies integrate SEL with academics and mental health interventions create culturally affirming programming for diverse students use assessment to guide data based decision making and support educator SEL In a convenient large size format the volume includes illustrative vignettes and 24 reproducible worksheets and other practical tools Purchasers get access to a Web page where they can download and print the reproducible materials New to This Edition Chapter on educators social and emotional competence and teacher wellness Expanded coverage of implementation and systems issues strategies for weaving SEL into the school day applying SEL within a multi tiered system of support and professional development

Numerous new and revised worksheets now downloadable including new educator reflection activities in each chapter Timely topics and themes infused throughout such as culturally responsive and trauma informed practices teacher family community partnerships and relationships as a foundation to SEL success plus updated SEL resources This book is in The Guilford Practical Intervention in the Schools Series edited by Sandra M Chafouleas School Administrator Succession Planning Lou L. Sabina, 2023-01-01 Across the United States and globally school districts are regularly facing a shortage of both willing and highly qualified candidates to assume positions as school leaders A number of factors have contributed to this shortage including but not limited to 1 retiring baby boomers leaving P 12 schools ex Aaronson Carlson 2004 Parylo Wiedmer 2015 2 shifting demographics and population changes across the United States workforce and schools ex Betts Urias Brimley Garfield Brown 2016 Miller Mordechay Lortie 2009 Norton 2002 Yan 2019 and 4 the shift of schools to 21st Century Learning centers which have changed the role of school administrators ex Crow Hausman Huber 2014 According to the National Bureau of Labor Statistics the current demand for school principals continues to increase Occupational Outlook Handbook 2019 and will accelerate in the coming 10 20 years Because of the high need for school administrators many schools and school districts are creating unique targeted and innovative programs to find principals who can meet the changing needs in our school system Qualities of Effective Principals James H. Stronge, Holly B. Richard, Nancy Catano, 2008 Shows principals how to successfully balance the needs and priorities of their school and continuously develop and refine their leadership skils Singapore Teachers: Narratives Of Care, Hope And Commitment Yanping Fang, 2016-03-15 The narratives and analysis included in this book were written by and derived from teacher participants in a post graduate course that the chief editor Dr Fang has taught at the National Institute of Education Singapore Narrative inquiry has been used in the course to help teachers and school leaders make meaning of their personal and professional growth and learning trajectory Narratives give them their own voice which leads to a deeper understanding of their work and lives and informs teacher educators researchers and policy makers on ways to better support their professional learning and development More than being a mere summary of teacher narratives the overviews of each of the six parts of the book written by the editorial team after many rounds of reading and re reading tease out patterns to usher readers into the narratives contained in each part in more informative and reflective ways The final part with two reflective essays and one research paper explores more systematically the narrative experiences of the course participants while the epilogue records the author's own journey in developing a narrative inquiry pedagogy in teacher education. The book is expected to benefit future course participants and local teachers as a resource for professional development and inform researchers and policymakers who are interested in understanding the lived experiences of teachers in Singapore and creating better teacher engagement in schools Leading Learners, Leading Schools Robin Brooke-Smith, 2003 In this book Robin Brooke Smith explores the dynamics of schools as complex organisations. He presents a radical departure from established school

improvement and effectiveness orthodoxies offering a refreshing new approach to managing change and enhancing collective learning Based on the author's own experience of managing and leading schools this book explores such questions as How can schools learn as a generative process How can schools become adaptive and co evolve with their internal and external environments How can education leaders navigate their institutions out of the comfort zone and into the creative state The book concludes with a series of practical lessons for leading schools in complex conditions and will be of great value to reflective action orientated heads principals and deputies as well as academics and researchers in education management

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 Migrant Teachers Lora Bartlett, 2014-01-01 Migrant Teachers investigates an overlooked trend in U S public leadership schools today the growing reliance on teachers trained overseas as federal mandates require K 12 schools to employ qualified teachers or risk funding cuts A narrowly technocratic view of teachers as subject specialists has led districts to look abroad Lora Bartlett asserts resulting in transient teaching professionals with little opportunity to connect meaningfully with students Highly recruited by inner city school districts that struggle to attract educators approximately 90 000 teachers from the Philippines India and other countries came to the United States between 2002 and 2008 From administrators perspective these instructors are excellent employees well educated and able to teach subjects like math science and special education where teachers are in short supply Despite the additional recruitment of qualified teachers American schools are failing to reap the possible benefits of the global labor market Bartlett shows how the framing of these recruited teachers as stopgap low status workers cultivates a high turnover low investment workforce that undermines the conditions needed for good teaching and learning Bartlett calls on schools to provide better support to both overseas trained teachers and their The Victimization of Public School Teachers in America Emmanuel Edouard, PhD,2024-08-09 The American counterparts assault on public school teachers integrity livelihood and professionalism started in 1983 with the publication of A Nation at

Risk Based on the results of our education system performance they were indirectly accused of failing our children Still it peaked in 2004 when Rod Paige then George W Bush's secretary of education called the country's leading teachers union a terrorist organization Teachers felt dehumanized then In 2009 Barack Obama blamed them for letting our grades slip our schools crumble our teacher quality fall short and other nations outpace us Teachers felt let down again In 2017 President Donald Trump lamented how beautiful students had been deprived of all knowledge by our nation s cash guzzling public school system Teachers felt humiliated and rejected Currently in states like Florida public school teachers are besieged by politically motivated laws and unrealistic demands from parents politicians and noneducation experts They have lost their freedom to teach as they see fit to meet the needs of their students Teachers feel more disrespected devalued unappreciated and under attack than ever The bad news is that a recent NEA survey revealed that 55 percent of currently employed teachers are seriously considering leaving their jobs If that rate of resignations continues to grow the question is Will there be a public school system in America in the future Resources in Education ,1997 **Organizing Schools for** Improvement Anthony S. Bryk, Penny Bender Sebring, Elaine Allensworth, John Q. Easton, Stuart Luppescu, 2010-03-15 In 1988 the Chicago public school system decentralized granting parents and communities significant resources and authority to reform their schools in dramatic ways To track the effects of this bold experiment the authors of Organizing Schools for Improvement collected a wealth of data on elementary schools in Chicago Over a seven year period they identified one hundred elementary schools that had substantially improved and one hundred that had not What did the successful schools do to accelerate student learning The authors of this illuminating book identify a comprehensive set of practices and conditions that were key factors for improvement including school leadership the professional capacity of the faculty and staff and a student centered learning climate In addition they analyze the impact of social dynamics including crime critically examining the inextricable link between schools and their communities Putting their data onto a more human scale they also chronicle the stories of two neighboring schools with very different trajectories. The lessons gleaned from this groundbreaking study will be invaluable for anyone involved with urban education *Fast Ideas for Busy Teachers:* Language Arts, Grade 2 Armstrong, 2009-01-04 Add extra literacy to everyday teaching Fast Ideas for Busy Teachers Language Arts has hundreds of ideas that will fit into a hectic schedule and enliven every aspect of second grade language arts instruction The book includes lessons for comprehension expressive reading listening writing word usage capitalization and punctuation It also includes tips for managing a classroom getting organized getting to know students and implementing behavior management This 80 page book includes reproducibles and aligns with Common Core State Standards as well as state and national standards Teachers Talk About What's Important:Papers from 2012 International Teacher Education Dialogue Conference Jake Madden, Richard Smith, 2013 This book is based on selected papers presented at the 2012 Teacher Education Dialogue staged in Coffs Harbour Australia The theme was Innovation and New Ideas in Teaching

and Teacher Education With this theme in mind chapter authors present various innovations and new ideas in teaching teacher education and schooling related matters **OECD Reviews of School Resources: Austria 2016** Nusche Deborah, Radinger Thomas, Busemeyer Marius R., Theisens Henno, 2016-06-09 The effective use of school resources is a policy priority across OECD countries The OECD Reviews of School Resources explore how resources can be governed distributed utilised and managed to improve the quality equity and efficiency of school education **Principals as Early Learning** Leaders Julie Nicholson, Helen Maniates, Serene Yee, Thomas Williams, Veronica Ufoegbune, Raul Erazo-Chavez, 2022-01-27 The majority of public school principals are now required to supervise and evaluate early childhood teachers and classrooms yet many do not have a sufficient understanding of child development and early childhood pedagogy to lead for equity This practical and comprehensive resource addresses this critical gap by presenting current research on child development an understanding of the elements of high quality early childhood classrooms essential information on trauma responsive practices and strategies for reducing bias and preventing the use of exclusionary discipline with young children School leaders learn about the pivotal role they can play in improving equity for young children their families and the early childhood workforce Each chapter includes key take aways and central questions that can be used for individual reflection or to guide group discussions Authentic examples illustrations and actionable strategies help readers to successfully implement the content in their school Principals as Early Learning Leaders is essential reading for principals vice principals administrators and others responsible for leading preschool and pre K programs for equity Book Features Supports elementary school principals to better understand the role early education plays in their school Addresses essential issues of equity in all aspects of early learning programs that require focus and leadership Provides current research and practical strategies that principals can put into practice immediately to be effective instructional leaders Uses authentic examples and vignettes throughout to help readers see the ideas in the context of real preschool classrooms Includes reflection questions and key takeaways to help principals think about how the information presented can inform the work they do Principal's Companion Pam Robbins, Harvey B. Alvy, 2014-02-18 The classic personal guide for principals updated to address today s challenges Of all the elements needed for a successful school a competent responsive and visionary principal may be the most important And for over a decade principals of all experience levels have turned to The Principal's Companion for ideas techniques and reflective opportunities that help them do their jobs better The thoroughly updated fourth edition covers big picture strategies and day to day tactics such as The principal s many roles Critical skills for effective leadership Honoring the school's mission Working together to build a learning community Starting effectively and staying the course

Ignite the flame of optimism with is motivational masterpiece, Fuel Your Spirit with **A Tale Of Two School Principals**. In a downloadable PDF format ( Download in PDF: \*), this ebook is a beacon of encouragement. Download now and let the words propel you towards a brighter, more motivated tomorrow.

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