

The Potency of the Principalship

Action-Oriented Leadership at the Heart of School Improvement

SERIES IN EDUCATION

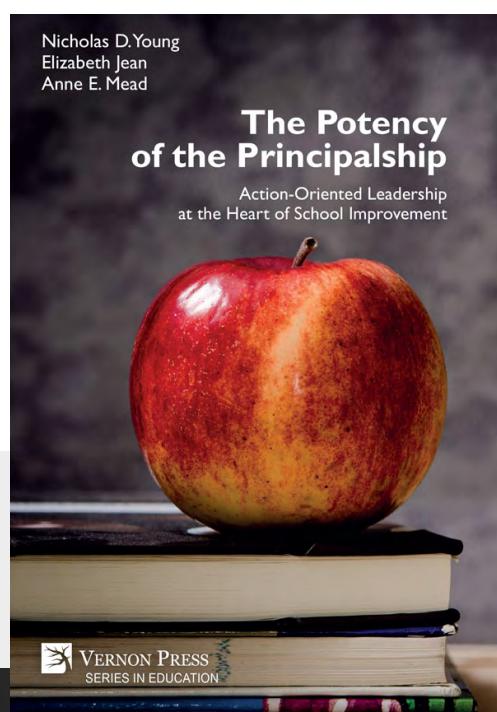
About the author

Dr. Nicholas D. Young has worked in diverse educational roles for more than 30 years, serving as a principal, special education director, graduate professor, graduate program director, graduate dean, and longtime superintendent of schools. He was named the Massachusetts Superintendent of the Year; and he completed a distinguished Fulbright program focused on the Japanese educational system through the collegiate level. Dr. Young is the recipient of numerous other honors and recognitions including the General Douglas MacArthur Award for distinguished civilian and military leadership and the Vice Admiral John T. Hayward Award for exemplary scholarship. He holds several graduate degrees including a PhD in educational administration and an EdD in educational psychology.

Dr. Elizabeth Jean has served as an elementary school educator and administrator in various rural and urban settings in Massachusetts for more than 20 years. As a building administrator, she has fostered partnerships with families, various local businesses, and higher education institutions. Further, she is currently a graduate adjunct professor at the Van Loan School of Education, Endicott College and previously taught at the College of Our Lady of the Elms. In terms of formal education, Dr. Jean received a BS in education from Springfield College; a MED in education with a concentration in reading from the College of Our Lady of the Elms; and an EdD in curriculum, teaching, learning and leadership from Northeastern University. She has written extensively on a variety of educational topics from preschool through PhD.

Dr. Anne Mead has over 35 years of experience in the early childhood education field. Her career has spanned professional roles as a family child care provider, child care center director, preschool special education instructor, early childhood education trainer and consultant on organizational and system management. Dr. Mead is currently the administrator for early childhood programs and extended

learning for the Danbury Public Schools in Danbury, Connecticut where she has been credited with the development of a family and community engagement center, before and after school programs, and the formation of a family learning center. She received a BA in Human Services from the University of Connecticut, a MED in Educational Leadership from National Louis University, and an EdD in Organizational Leadership Studies from Northeastern University.



Summary

This book examines the diverse responsibilities of the 21st century principal, who is tasked with continuous school improvement. Recognizing that principals must lead educators and staff in all facets of school life, this book reviews research-based strategies, practices and theories that can be readily translated into the enhanced praxis. The authors present an in-depth analysis into principal identity, working effectively with families, how a collaborative school culture can offer dividends, helping teachers educate an increasingly diverse student body, and successful instructional leadership approaches. Additional emphasis is placed on school law, teachers' unions, hiring and evaluation, budgeting, curriculum and program assessment, professional development, and the use of technology. Notably, throughout their investigation, the authors bear in mind cutting-edge practices that can be employed in these areas to leverage the best from schools and those that inhabit their halls. The reader will be left with an expanded understanding of principal practices that directly and indirectly improve student achievement as well as a resource section for further consideration and use.

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