Detailed Contents

Preface xviii
Acknowledgements xxiii
ELCC Standards xxv

PART I: FOUNDATIONS OF PRINCIPAL LEADERSHIP 1

1. Nature of Leadership: Challenge of the Times 3

Preparing to Excel as a Principal 5
Empirical Links Between School Leadership and Student Achievement 5
Redefining Leadership: Attributes of an Effective Principal 7
Determining Administrative Practices 10
The Global Principal 12
Elements Needing Consideration 13
Entering the Principalship 15
Research Findings on Principals’ Critical Skills 16
Why Choose to be a Principal? 17

Male Principal (Encouraging) 17
Female Principal (Encouraging) 17
Male Principal (Questionable) 18
Female Principal (Questionable) 18

Future Principals 18
Surviving the Principalship 19
Summary 21
Applications 22
Case Study 22
Webliography 24
References 24

2. Metaphorical History of the Principalship: A Perspective of the Past 26

Dominant Metaphorical Themes 27
Prior to the 1920s: Formative Period 28
The Temper of the Times 28
Evolvement of the Principalship 29
Influence of Social Demographics of Cities and Schools 30
3. Theory: A Cornerstone of Leadership

Leadership Theory 53
A Chronology of Leadership Theories 54
Organizational Leadership Models 57
Burke-Litwin Model 57
6. The Principal’s Role in Curriculum Development and Implementation

Developing a Program Philosophy and Rationale Statement 124
   Procedure 125
Sample English Language Arts Program Philosophy 127
Sample English Language Arts Program Rationale Statement 128
Methods for Choosing Teacher Representation 129
Developing a Scope and Sequence, Program Goals, Objectives, Learning Outcomes, and Authentic Tasks 132
The Committee Structure 132
### PART III: FORCES OF LEADERSHIP

**9. Managing Schools**

<table>
<thead>
<tr>
<th>Management Models</th>
<th>204</th>
</tr>
</thead>
<tbody>
<tr>
<td>System 4 Design</td>
<td>205</td>
</tr>
<tr>
<td>Site-Based Management</td>
<td>205</td>
</tr>
<tr>
<td>Transformational Leadership</td>
<td>206</td>
</tr>
<tr>
<td>Synergistic Leadership Theory Model (SLT)</td>
<td>206</td>
</tr>
<tr>
<td>Total Quality Management (TQM)</td>
<td>206</td>
</tr>
<tr>
<td>Management by Objectives (MBO)</td>
<td>206</td>
</tr>
</tbody>
</table>

**Marshaling Resources**  
207

- Budget Items and The Principal’s Responsibility  
  - How Well Did Last Year’s Budget Meet the School’s Needs?  
  - Projecting Student Population  
  - Student Registration, Course Selection, and Projected Staffing  
  - Grade-Level and Department Needs  
  - Studying the Current Inventory  
  - Inspection of the School Building and Grounds  
  - Prioritizing School Budget Requests  
  - New Program Proposal  
  - Proposing Deletion of Nonproductive Program  
  - Assisting Central Administration With Budget Leadership  

**Budget Leadership**  
213

- Expenditures and Revenue  
- Planning-Programming-Budgeting Systems  
  - Five-Year Plan  
  - One-Year Plan  

**Financial Control**  
216

- Internal Control  
- Financial Audits  
- Inventory Controls  
- Inventory Checklist
Selection Process/Recruitment/Personnel 218
  Recruitment 219
  The Administrator’s Role 219
  Job Analysis 219
  Selection 220
  Transfers 220
  Screening 221
  Reference Checks 221
  Interviews 221
  Personnel Management 222
Labor/Management Relations 223
  Collective Bargaining Process 223
Facilities 224
  The Planning Process 224
  Long-Range Planning 224
  Planning a New Facility 225
  Creative Use of Current Facilities 225
  Maintenance of Facilities 226
  Facilities Evaluation 226
  Alternative Uses 227
  Community Use 227
  Scheduling 227
  Creating Safe Schools 228
  Force of Leadership 228
Summary 229
Applications 229
Case Study 229
Webliography 231
References 232

10. Leadership and Supervision 233

  The Principal as Supervisor 234
    Original Clinical Model: 1960s to Early 1970s
      (Collegiality and Mutual Discovery of Meaning) 235
    Humanistic/Artistic Model: Mid 1970s to Early 1980s 236
    Technical/Didactic Model: Early to Mid 1980s 237
    Developmental/Reflective Model: Mid 1980s to Mid 1990s 238
    Supervision Practices: 2000 to Present 239
    Professional Learning Communities 243
Problems and Issues of Supervision 245
  Understanding Change 245
  Situational Awareness 245
  Dilemma of Supervisor/Evaluator 246
  School District Versus District of Schools 246
PART IV: CURRENT TRENDS

13. Leadership and Public Relations

School-Level Supplemental PR Planning 312
The Principal as Community Leader 312
Administrative Role in Public Relations 313
   Barriers to Quality School/Community Relations 313
   Principals’ Role in Public Relations 315
   Promoting Public Relations and Education 317
      The Public Relations Plan 318
Components of a Public Relations Plan 318
   Mission Statement 319
   Shared Vision 319
   Objectives and Strategies 319
Public Relations Action Team 319
   School Action Plan 319
School Newspaper 320
Read-to-Me Packet 320
Press Releases 320
Parent Involvement 320
Retirement Recognition 320
Tours 320
Community Representation 320
Student Recognition 320
Staff Appreciation 321
Support Faculty and Staff of the Year 321
Events Calendar 321
Handbook(s) 321
14. Practical Applications of Leadership

Leadership Application 339
  Principal and Integrity 339
  Importance of Developing Trust 341
    Personal Integrity 343
    Care 343
    Accessibility 343
    Effective Communication 343

Cyberbullying and Education 382
Social Networking Within Academia 383
Virtual Schools 384
Providing Leadership for a Diverse Group 385
School Administrator Manager (SAM) Project 387
Reaching Academic Milestones With Direct Instruction 388
Handheld Technology in Classrooms 390
Merit Pay 392
Myths About America’s Schools 393
Finding Global Solutions for Leadership 396
Summary 399
Applications 399
Case Study 400
Webliography 402
References 402

Appendix A. Evaluation Handbook: Professional Staff 404
Appendix B. Administrator Evaluation Handbook 470
Index 483
About the Authors 493