

THE PRINCIPAL

CREATIVE LEADERSHIP
FOR EXCELLENCE IN SCHOOLS

SEVENTH EDITION



Gerald C. Ubben
Larry W. Hughes • Cynthia J. Norris

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The Principal

Creative Leadership for Excellence in Schools

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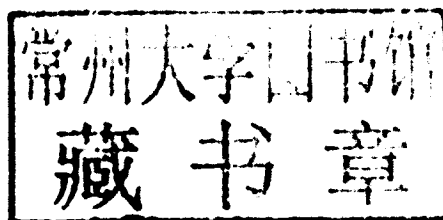
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PREFACE

This seventh edition of *The Principal* continues to reflect the evolution in the roles of educational leaders and the mounting demands to rewrite their job descriptions every year. Increased tasks in areas such as instructional leadership, data analysis, technology utilization, and community relations are requiring principals to expand their toolbox of skills.

New to This Edition

To keep pace with the changing times, we have enhanced this edition in the following ways:

- Organized the text around the new *Educational Leadership Policy Standards: ISLLC 2008* as adopted by the National Policy Board for Educational Administration
- Focused emotional intelligence tied to situational leadership as well as added a broadened discussion of professional learning communities by considering spontaneously formed *communities of practice*
- Introduced a new section in the chapter on decision making that discusses at length the part that *stakeholders* play in arriving at just, defensible, and implementable decisions
- Added a totally new chapter on administrator uses of electronic technology, including communication strategies using Twitter, social networks such as Facebook and LinkedIn, blogs and podcasts on school websites, school information systems, and telephone message delivery systems.
- Expanded the section on school mission statements and suggested ways of gathering, analyzing, and applying school-based data
- Added to the staffing chapters by including material on reduction in force (RIF) as well as new designs for the deployment of elementary and middle school staffs.
- Introduced a new section in the school and community chapter that deals extensively with *helicopter parents*. Guidelines are presented.
- Updated the chapter on legal rights and responsibilities to include relevant new cases and discussions about dress codes, religious practices and zero-tolerance edicts. Ways to stay out of trouble while maintaining a civilized and legal school environment are proposed. Also covered are single-gender classrooms, employment issues, and prayer and religion in the classroom.
- Added four new cases and revised several others to update concerns that confront the principal. Topics in the new cases and revisions include possible sexual harassment, recruitment, dress codes, and community pressure groups.
- Updated selected readings in all chapters to reflect current scholarly work.

New Standards

Clear and consistent standards can help guide the way for administrator preparation programs and for administrators who are growing in their careers. Standards give leaders the tools they need to meet new demands. The Council of Chief State School Officials (CCSSO), through the Interstate School Leaders Licensure Consortium (ISLLC), has recently published the new *Educational Leadership Policy Standards: ISLLC 2008* as adopted by the National Policy Board for Educational Administration (NPBEA). The new standards continue to shift the focus as follows:

- From technical skills to interpersonal skills
- From director to consensus builder and motivator
- From resource allocation to accountability for learning processes and results
- From campus administrator to integrator of school and community services
- From policy recipient to policy participant

The knowledge, skills, and concepts expected through these standards should be viewed holistically. That is, they are generic and integrated for all school leaders through a variety of positions. The standards reflect an emphasis on student outcomes with emphasis on student-completed artifacts.

This edition of the *Principal* includes margin notes referencing the more critical ISLLC 2008 standards for each chapter subsection to help readers relate the concepts of the book to the standards. Adopters of the textbook can access a password-protected website to use the Test Bank and PowerPoint presentations developed by the authors to assist instructors teaching the course. (Contact your local publisher's representative.)

The Principal continues to be based on the research about linkages between school leadership and productive schools, especially in terms of outcomes for children and youth. It supports the understandings that formal leadership in schools is a complex, multifaceted task that requires continual learning and that effective school leaders must be strong educators anchoring their work on the central issues of learning, teaching, and school improvement. School leaders must also be moral agents and social advocates for the students and communities they serve. Additionally, they must make solid connections with stakeholders, empowering them to create learning communities that value and care for others as individuals and as members of the educational community.

The efforts of NPBEA have moved standards to the next level to form a framework that provides an excellent base for the organization of school leader preparation programs. The six ISLLC 2008 standards focus only on the key issues that form the heart and soul of effective leadership. Constant attention is given to issues of learning and teaching and the creation of powerful learning environments. Each standard is supported by a framework of functions that provide greater specificity to each standard. (A complete list of all six standards along with their associated functions is located in Appendix B.)

Content Organization

This book is organized into four parts centered on the ISLLC 2008 standards developed specifically for school leaders. Each of the four major parts of the book is framed with one or two of the standards as its major theme.

Part One: Creating a Vision of Leadership and Learning

Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Part Two: Developing a Positive School Culture

Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Part Three: Managing the Organization

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Part Four: Interacting with the External School Environment

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

We continue to try to put a proper balance between two covers of the book so that aspiring and practicing administrators may find intellectual challenge as well as cause to reflect on what, with effort and analysis, “might be.” It is our hope that we have provided good balance between the theoretical and the practical and the bridge that connects them.

Thank you to the following reviewers: Frank D. Adams, Wayne State College; Robert Kladifko, California State University, Northridge; Marilyn Marks Quick, Ball State University; and Annie Ritter, Webster University.

As before, we continue to hope that the readers will find this book to be useful now and on the job. Let us know.

The Principal

**Creative Leadership for
Excellence in Schools**

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