

A woman with long, wavy brown hair, wearing a dark blue blazer over a mustard-colored top, stands in a school hallway. She is smiling slightly and looking towards the camera. The background is a blurred school hallway with windows and a bulletin board.

10 Essential Skills of **AN EFFECTIVE SCHOOL PRINCIPAL**

Effective Principal Effective School

James M. Lipham



Effective Principal Effective School:

Effective Principal, Effective School James M. Lipham, 1981 In summarizing findings on the principal's role in the school this monograph assumes that the principal is a pivotal figure in the school and is the one who most affects the quality of teacher performance and student achievement The author concludes that the studies reviewed demonstrate that the principal is a key factor in the success of the school The booklet is divided into eight sections that examine studies related to the principal and 1 diversity versus uniformity in educational goals 2 traditional versus nontraditional educational values and attitudes 3 centralization versus decentralization in organizational relationships 4 directiveness versus supportiveness in leadership behavior 5 authoritative versus participative decision making processes 6 managerial versus instructional tasks as the principal's primary responsibility 7 programmed versus adaptive approaches to change and 8 interaction versus insularity in relations with the public Author JM

Qualities of Effective Principals James H. Stronge, Xianxuan Xu, 2021-04-28 What does it take to be a good school principal No two principals work exactly the same way but research shows that effective principals focus on a core set of factors critical to fostering success among all students In this second edition of *Qualities of Effective Principals* James H Stronge and Xianxuan Xu delineate these factors and show principals how to successfully balance the needs and priorities of their schools while continuously developing and refining their leadership skills Throughout the book the authors provide practical tools and extensive research that will help principals Assess exhibit and harness instructional leadership to meet a school's goals Foster and sustain an effective school climate for learning Select support and retain high quality teachers and staff Manage school resources effectively and efficiently Create maintain and strengthen internal and external community relationships Define their role in student achievement This book also includes practical skills checklists along with quality indicators and red flags for effective leadership *Qualities of Effective Principals* 2nd Edition is an excellent resource for both experienced and new principals committed to developing and leading strong schools that help all students succeed

Bringing Out the Best in Teachers Joseph Blase, Peggy C. Kirby, 2008-07-23 The third edition of this bestseller offers first person accounts from teachers who share the influential strategies of outstanding principals who empowered them

The Principal Gerald C. Ubben, Larry W. Hughes, 1987

The Effective Principal Arthur Blumberg, William Greenfield, 1980

The Effective Elementary School Principal Anita M. Pankake, I. Emmett Burnett, 1990 Aimed at both practicing administrators and university education professors this book discriminates among certain E words effective efficient excellent and empowerment in the educational reform lexicon According to the introductory chapter levels of effectiveness efficiency and excellence operate as interrelated factors within the school's social system The truly effective elementary principal factors both efficiency and effectiveness into identifying prioritizing and measuring a school's accomplishments The second chapter presents a tri-dimensional view of effective school site decision making dependent on the school's instructional political and economic microsystems The principal's job is to balance the

legitimate demands of these microsystems Chapter 3 summarizes research on effective schools principals and school districts Chapter 4 examines perspectives on the principal s instructional leadership role and advances a holistic approach to instructional leadership Chapter 5 outlines a three step process for improving administrative effectiveness 1 identifying educational outcomes 2 identifying ways to measure outcomes and 3 monitoring processes used to accomplish the identified outcomes Chapter 6 discusses empowerment for effectiveness and the final chapter provides mnemonic devices for pursuing effectiveness Each chapter contains numerous references MLH

The Principal Robert M. Bookbinder,1992 **Ten Traits of Highly Effective Schools** Elaine K. McEwan-Adkins,2008-07-16 The redoubtable Grandma this book is a sequel to Grandma Drove the Snowplow is at it again After all her hard work collecting the towns garbage and plowing the roads Grandma deserves a day off and what better day than Labor Day All she has to do is sit back and enjoy a nice boat ride with her littlest grandson Billy while her sons catch the lobsters for the town Lobster Bake But what happens when the waves get choppy the fog rolls in and all the boats are in difficulty Can Grandma take the helm and get the lobsters back to shore in time More great fun as our intrepid heroine is again placed at the center of small town life and in the middle of a local celebration

Ten Traits of Highly Effective Principals Elaine K. McEwan,2003-05-30 I feel that this is a book that principals will be interested in purchasing and reading It has practical advice and relevant examples of how the advice can and has been implemented Phillip Silsby Principal Belleville West High School Belleville IL I could hear the voices of some of the principals who were interviewed speaking to me The author clearly knows how to gather information and present it in a meaningful way Bonnie Tryon Zone 2 Director National Association of Elementary School Principals This is a powerful guidebook for new principals More than that it also contains valuable insight and examples to assist veteran principals in growing and improving professionally Kimberly Kay Janisch Principal Watertown High School Watertown SD How can principals raise achievement levels energize teachers and get results How can you remain productive and effective in this age of accountability Highly effective principals have strong communication skills high levels of knowledge about teaching and learning and the ability to provide instructional leadership This excellent new resource provides principals administrative teams and educators with tremendous resources to hone these skills and traits Ten Traits of Highly Effective Principals contains ideas reflections behaviors habits and stories from the trenches to guide and inspire as you seek to increase your own effectiveness Each chapter in this resource describes an essential component of personal effectiveness A highly effective principal is A communicator listen empathize and connect An educator with a depth of knowledge motivates intellectual growth An envisionser focused on the vision of what schools can be A facilitator building strong relationships A change master flexible futuristic and realistic and can motivate change A culture builder communicating and modeling a strong viable vision An activator with motivation energy and enthusiasm to spare A producer building intellectual development and academic achievement A character builder whose values are trustworthiness respect and integrity A

contributor whose priority is making contributions to the success of others Transform your school into a community of learners set high academic and behavioral expectations and create a culture where children feel special and safe

Effective Principals James O'Hanlon, Donald O. Clifton, 2004 Provides a close look at outstanding principals qualities behaviors and goals Building Leadership in Schools. Re Stephen Jackson, Casey Remer, 2014 Teachers have the greatest school based effect on the achievement of any child in their classrooms but highly effective principals can positively affect the achievement of every student in their schools The difference between a highly effective principal and an average one is equal to two to seven months of extra learning per year for each child in the school The effect is greatest in high poverty schools This confirms the conclusions drawn from case studies of schools where student achievement beats the odds no low achieving school has been turned around without a dynamic and effective principal For better or for worse school leaders shape the learning environment for teachers and students Effective school leaders inspire their staff to improve and create conditions that enable high student achievement Reforms to teacher preparation licensure evaluation and compensation will be less successful if attention is not paid to building and improving school leadership The role of principals has evolved and policy needs to ensure they are prepared and supported to meet the challenges schools face today This issue of re VISION part 5 of a special series on teacher effectiveness examines the qualities of successful principals and offers considerations for policymakers who are working to improve their preparation and effectiveness For Part 1 of this series see ED559386 for Part 2 see ED559387 for Part 3 see ED559381 and for Part 4 see ED559388 Effective Principal Mohd Shakir, 2014-10-29 Effective principals facilitate effective schools for teachers who in turn help students in achieving success Effectiveness of principals is one of the major and probably the most important factor contributing towards school effectiveness Highly successful schools are driven by highly effective principals The present work is a humble attempt in the field of school administration to unfold the prognosis of the effectiveness of secondary school principals It might stimulate and generate more work in the field of school administration **The Effective Principal** Barbara Scott Nelson, Annette Sassi, 2005 Using mathematics as a subject focus the authors examine several specific aspects of instructional leadership such as teacher supervision and classroom observation curriculum selection and student assessment *Leading Good Schools to Greatness* Susan P. Gray, William A. Streshly, 2010-09-20 This book is right on target with its thought provoking ideas and concepts on the characteristics of successful educational leaders Thomas F Leahy Consultant Executive Search Department Illinois Association of School Boards Our best teachers obtain great results by building positive relationships with their students Gray and Streshly show how our best principals do the same thing and how these behaviors can be learned and practiced Kevin Singer Superintendent Topeka Public Schools KS Build your capacity to lead your school to greatness Great leaders are made not born Written by the authors of From Good Schools to Great Schools this sequel shows how great school leaders can be developed and how leaders can acquire the powerful personal leadership characteristics that the best administrators

use to lead their schools to greatness Based on sound strategies and the work of Jim Collins Susan Penny Gray and William A Streshly tackle how to build relationships communicate effectively exercise your personal will with humility face brutal facts get faculty on board and build a school culture of self discipline Chapters include Case studies that provide an ongoing context for professional learning Self assessments that reveal your inherent leadership dispositions Interviews and tips from exceptional principals in the field Strategies for developing specific leadership qualities Application exercises that reinforce how to put the strategies into action Reflection activities that encourage professional growth Appropriate for both individual and group professional development Leading Good Schools to Greatness reveals how leadership skills can be learned and used to take your school to the next level

Effective School Leadership: a Framework for School Leaders Ada G. Omile, 2016-07-14 The effectiveness of school principals is a hot topic in these days of increased accountability for student performance but unfortunately there hasn't been a detailed framework available to help support and improve school leadership until now In *Effective School Leadership A Framework for School Leaders* author and educator Dr Ada G Omile addresses the problem of professional training by offering a detailed look at various operational strategies and best management practices Based on hands on research and practical experience this unique book outlines specific ways that educational leaders can improve their success By looking collectively at variables such as leadership instructional practice system wide improvement plans collaborative relationships and strong community partnerships this easy to use guide provides a comprehensive structure for supporting and enhancing an institution's improvement planning process With these factors in harmony educators stand a much better chance of making a real difference in terms of student achievement and reversing the often fruitless revolving cycle of reform and implementation In the vein of Jim Kouzes and Barry Posner this remarkable resource is designed specifically for administrators but is beneficial for anyone in a leadership position

Principals and Student Achievement Kathleen Cotton, 2003-10-15 What are the direct and indirect influences of principals on student achievement How do successful principals motivate others What kinds of relationships do they have with parents students and staff *Principals and Student Achievement* identifies 26 essential traits and behaviors of effective principals to show how they achieve success as instructional leaders Based on a review of 81 key research articles from the last 20 years this concise book examines how certain practices can affect student achievement including Communication and interaction Classroom observation and feedback to teachers Recognition of student and staff achievement Dedication to a safe and orderly school environment Support of professional development of staff Role modeling The book also reviews differences in instructional leadership between elementary and secondary principals male and female principals principals in high and low socioeconomic status schools and more We all know that principals are important to student success but few people have pinpointed exactly how they make a positive difference At a time when principals are being asked to do more for school reform and accountability *Principals and Student Achievement* provides a valuable resource for identifying what it takes to

be an effective principal and in turn an effective school Note This product listing is for the Adobe Acrobat PDF version of the book *The Policy Choices of Effective Principals* Sarah R. Cannon, David Figlio, Tim Sass, 2011 A vast literature has investigated the efficacy of school leadership Most of the extant research has been based on teacher perceptions of school leadership rather than on more direct measures of student performance A detailed review of the literature on principals through the mid 1990s is provided by Hallinger and Heck 1998 Within the last couple of years however researchers have begun to exploit longitudinal data on student test scores to evaluate the impact of principals on student achievement and how that impact varies with the characteristics of principals Rather than look at the relationship between personal characteristics and principal efficacy the authors instead focus on the policies that are adopted by effective principals In particular they consider how school policies change when there is a change in school leadership and which policy changes are associated with new schools leaders who have been previously effective While still very preliminary this paper provides new evidence of the role that principals play in shaping school policies Using survey data on school policies in three time periods matched with principal value added measures based on student test scores the authors are able to determine the relationship between principal effectiveness and the policies of the schools that principals lead Principals with stronger prior performance appear to systematically reduce focus on teacher incentives and concentrate more on other types of policies aimed at improving the performance of low performing teachers and students and principals who are measured as strong independent of the quality of their teachers apparently also focus more resources on teachers Although much more analysis needs to be done the authors initial findings highlight the role of principals in shaping school policy and suggest that policies aimed at recruiting and retaining effective principals are likely to have important effects on school policy Appendix 1 contains references and Appendix 2 contains 4 figures and 7 tables Also included are 3 footnotes

Qualities of Effective Principals James H. Stronge, Xianxuan Xu, 2021-04-28 What does it take to be a good school principal No two principals work exactly the same way but research shows that effective principals focus on a core set of factors critical to fostering success among all students In this second edition of *Qualities of Effective Principals* James H Stronge and Xianxuan Xu delineate these factors and show principals how to successfully balance the needs and priorities of their schools while continuously developing and refining their leadership skills Throughout the book the authors provide practical tools and extensive research that will help principals Assess exhibit and harness instructional leadership to meet a school s goals Foster and sustain an effective school climate for learning Select support and retain high quality teachers and staff Manage school resources effectively and efficiently Create maintain and strengthen internal and external community relationships Define their role in student achievement This book also includes practical skills checklists along with quality indicators and red flags for effective leadership *Qualities of Effective Principals* 2nd Edition is an excellent resource for both experienced and new principals committed to developing and leading strong schools that help all students succeed

Ten Traits of Highly Effective

Principals Elaine K. McEwan, 2003-05-30 Increase your own effectiveness with the help of the built in facilitator's guide ideas reflections behaviors habits and inspiring stories

The Effective School Leader: Leading by Principle Dr.

Richard A. NeSmith, 2020-07-09 Schools are built and operated from a particular angle or philosophy For example Thomas Jefferson American forefather and past President of the United States believed that education was needed to rake the good individuals from the bad ones John Dewey a pragmatic wanted to cultivate students with social and acceptable attitudes so as to make them good citizens Horace Mann the Father of American Education advocated public education so that all could be educated without concern for cost or availability He believed real democracy would demand an educated citizen However such good and noble philosophical reasons have all but gone by the wayside in our current modern era of educating America's children Though some educators and citizens can produce some modified version of why children need to be educated much has been lost In 1950 W Edwards Deming was invited by General Douglas McArthur to help Japan recover from World War 2 As an American engineer Deming focused on how to utilize research and data to restructure a weak nation He longed for Japan to become a prosperous industrial nation His philosophy emphasis on data and developed principles were well received and Japan did become one of the world's industrial leaders and even today that legacy remains In this book the author addresses the Deming principles with applications being made to education and the American Public School system Leaders who become principle driven are more consistent fairer and produce schools that are better equipped to teach and train effective teachers and successful students The purpose of this study is to help prod school leaders principals assistant principals department heads and lead teachers to look beyond the status quo of leading by whims or worse by the seat of the pants Principle driven people are more predictable more democratic and more likely to be successful in bringing about changes needed to help public education train the minds and hearts of American children Dr Richard A NeSmith

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