

1. Record Nr.	UNINA9910467888603321
Autore	Mickley Michael
Titolo	Database of permitting practices for seawater concentrate disposal / / Michael Mickley, Nikolay Voutchkov
Pubbl/distr/stampa	Alexandria, Virginia : , : Water Environment & Reuse Foundation, , 2016 ©2016
ISBN	1-78040-848-X
Descrizione fisica	1 online resource (197 pages) : illustrations
Disciplina	628.167
Soggetti	Saline water conversion Saline waters Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	"Desal-13-07."

2. Record Nr.	UNINA9910780826903321
Autore	Lytle James H. <1940->
Titolo	Working for kids [[electronic resource]] : educational leadership as inquiry and invention // James H. Lytle
Pubbl/distr/stampa	Lanham, : Rowman & Littlefield Education, c2010
ISBN	1-282-48092-8 9786612480928 1-60709-057-0
Descrizione fisica	1 online resource (185 p.)
Collana	New frontiers in education
Disciplina	371.2 371.2011
Soggetti	School management and organization School principals Educational leadership
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Working for Kids; Contents; Acknowledgments; Preface; Part I: EMERGENCE OF A SCHOOL LEADER; Chapter 01: Principal; Chapter 02: Central Office and "Sabbatical"; Chapter 03: Regional and Assistant Superintendent; Chapter 04: Principal, Again; Part II: CHANGING STATES; Chapter 05: Learning the Context; Chapter 06: Determining the Work; Chapter 07: Designing and Getting Under Way; Chapter 08: Building Capacity; Chapter 09: High School Reform; Chapter 10: To What End?; Part III: LEADERSHIP FOR LEARNING; Chapter 11: Considering the Teaching of Leadership; Bibliography; About the Author
Sommario/riassunto	Much of the current discourse on improving school leadership, and particularly the performance of principals, is misguided. There is much too much emphasis on evaluation and standards as determined by policy makers and professors and not nearly enough attention to how one provides performance-driven leadership in the context of day-to-day practice.