1. Record Nr. UNINA9910822204103321 **Autore** Zepeda Sally J. <1956-, > Titolo Instructional leadership for school improvement / / Sally J. Zepeda Pubbl/distr/stampa New York:,: Routledge,, 2013 **ISBN** 1-138-13675-1 1-317-91930-0 1-315-85264-0 1-317-91931-9 Edizione [1st ed.] 1 online resource (183 p.) Descrizione fisica 371.2/03 Disciplina 371.203 Soggetti Educational leadership - United States School improvement programs - United States School principals - United States Teachers - Training of - United States Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia "First published 2003 by Eye On Education"--T.p. verso. Note generali Nota di bibliografia Includes bibliographical references. Nota di contenuto Cover; Title Page; Copyright Page; Dedication; About the Author; Acknowledgments: Table of Contents: 1 Thinking About School Improvement; Introducing School Improvement; Accountability; A Brief History Leading to the Present Call for High-Stakes Accountability; No Child Left Behind: School Improvement Broadly Defined: The Work of the Principal in School Improvement; The Power of Relationships: Effective Leaders Promote Learning Communities: The Process of School Improvement; Suggested Readings; 2 Principals Promote a Healthy Culture and Climate: Introduction Defining School Culture in a Context of School ImprovementCultures are Built on Values, Assumptions, and Norms; Framing Assumptions, Values, and Norms in the Context of School Improvement; Putting Culture into Context-Using Metaphor to Express Culture; Formal and Informal Cultures and Subcultures; Markers of School Culture; Mission Statement and Other Documents; Policy Statements; Programs for

Students; Programs for Teachers; The Learning Environment; The Health of the School Culture; School Climate; Two Dimensions of

Climate-Academic and Social Climate

Leadership-Building Culture and ClimateKey Norms: Collaboration and Trust; Characteristics of Collaborative Cultures; Building Collaborative School Cultures; Norms; Collegiality and Collaboration; Trust; Caring Builds Trust; Suggested Readings; 3 Principals Support Teacher Leadership; Introducing Teacher Leadership; The Need for Teacher Leadership; Teachers as Leaders Develop the Instructional Program; Teachers as Leaders Make Positive Changes in the School; Teachers as Leaders Share Their Expertise with Others; Teachers as Leaders Shape the Culture of the School

A Starting Point for Teacher Leadership-Scanning the EnvironmentKnowledge and Skills for Teacher Leaders; Motivation for Teacher Leaders; Organizational Barriers to the Emergence of Teacher Leadership; Cultivating Teacher Leadership; Provide Professional Development and Mentoring for Teacher Leaders; Assuming Leadership Can Be Risky Business for the Newcomer to Leadership; Suggested Readings; 4 Principals Build Strong Teams to Sustain School Improvement; Introducing School Improvement Teams; The Work of Creating School Improvement Teams; Characteristics of Effective Teams; What's Next?

Up-Front Work Needed to Develop TeamsEstablishing Purposes and a Vision for the End Results; Setting Goals; Selection of Team Members; Ongoing Work Needed to Maintain the Work of Teams; Leading Teams Through Group Development Stages; Providing Support Structures for Teamwork; Assessing Teams and Their Work; Suggested Readings; 5 The Work of the Principal in Planning for School Improvement; Introducing Planning for School Improvement; The Broad Base of Involvement Needed for Planning for School Improvement; Communication and School Improvement; Communication that Helps Plan

Sommario/riassunto

First Published in 2004. Routledge is an imprint of Taylor & Francis, an informa company.