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| Nota di contenuto | <p>CONTENTS; INTRODUCTION; I. HISTORICAL AND THEORETICAL PERSPECTIVES; 1. The Evolution of Training for School Administrators by Bruce S. Cooper and William L. Boyd; 2. Principles of Quality Staff Development: Lessons for Administrator Training by Nancy J. Pitner; 3. The Legacy of the Theory Movement: Learning from the New Tradition by Robert L. Crowson and R. Bruce McPherson; II. PROFESSIONAL ASSOCIATIONS; 4. The Center for Advancing Principalship Excellence (APEX): An Approach To Professionalizing Educational Administration by Paula F. Silver</p> <p>5. The AASA Model for Preparing School Leaders by John R. Hoyle; III. STATE MODELS; 6. Maryland's MPDA: The Maryland Professional Development Academy and Its Odyssey in Comprehensive Training by A. Skipp Sanders; 7. The North Carolina Leadership Institute for Principals by Lee W. Grier; IV. LABORATORY AND UNIVERSITY APPROACHES; 8. Peer-Assisted Leadership: Peer Observation and Feedback as Catalysts for Professional Growth by Bruce G. Barnett; 9. The Harvard Principals' Center: School Leaders as Adult Learners by Sarah L. Levine, Roland S. Barth and Kenneth W. Haskins</p> <p>10. The Institute of Educational Administration in Australia by Colin R. J. Moyle and Keith C. Andrews; 11. Facilitating/I/D/E/A/Principals' Collegial Support Groups as a Means of Professional Development and School Improvement by James C. Laplant; 12. Lewis and Clark College's</p> |

Summer Institute for Beginning School Administrators by Daniel L. Duke; 13. Research, Practice, and Conceptual Models: Underpinnings of a Principals' Institute by Kent D. Peterson; 14. The Australian Administrative Staff College: The Syndicate Method by W. G. Walker; V. CONCLUSION
15. New Directions in the Professional Development of School Administrators: A Synthesis and Suggestions for Improvement by Joseph Murphy and Philip Hallinger; CONTRIBUTORS; INDEX

Sommario/riassunto

In this important new collection Murphy and Hallinger bring together descriptions of a wide range of the new models in use in educational administrative training. Most of these eleven models have developed in response to contemporary criticism of the educational administrative theory movement, and each, in its own way, strives to bridge the chasm between educational theory and practice. The approaches represented here stress the importance of the administrators' engagement in the daily life of the school, and encourage administrators to learn from one another. While some models have come from leadership academies, others have been developed and tested in state departments of education, professional associations, and educational institutions. The book represents an important resource for those working with pre- and inservice administrators as they learn ways in which their involvement can improve the nation's schools. Joseph Murphy is Associate Professor of educational administration, higher, and continuing education at the University of Illinois at Urbana-Champaign. Philip Hallinger is Director of the Westchester Principals' Center in Ardsley, New York.
