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Note generali

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Nota di contenuto

""Cover ""; ""Title Page ""; ""Copyright ""; ""Dedication ""; ""Table of Contents ""; ""Foreword""; ""Preface""; ""Acknowledgments""; ""Chapter 1: Deepening the Concept""; ""Chapter 2: Major Participation Patterns""; ""Chapter 3: The Professional Development of Leaders""; ""Chapter 4: Teachers as Leaders: The Heart of the High Leadership Capacity School""; ""Chapter 5: The Changing Role of the Principal""; ""Chapter 6: Student Learning and Leading""; ""Chapter 7: Parents as Leaders""; ""Chapter 8: Time for Leadership""; ""Chapter 9: District Leadership"" ""Chapter 10: Sustaining Leadership Capacity"" ""Appendix A: Leadership Capacity Strategies""; ""Appendix B: Rubric of Emerging Teacher Leadership""; ""Appendix C: Continuum of Emerging Teacher Leadership""; ""Appendix D: Leadership Capacity Staff Survey""; ""Appendix E: Leadership Capacity School Survey""; ""Appendix F: Problem Resolution Policy for the Saratoga Union School District""; ""Appendix G: How Principals Build Leadership Capacity in Others""; ""References""; ""Index""; ""About the Author""; ""Related ASCD Resources""; ""Search this Book""

Sommario/riassunto

Following the publication of *Building Leadership Capacity in Schools* in 1998, Linda Lambert visited educators around the world to see how they had applied the ideas presented in her book to their schools and districts. Though everyone she spoke with agreed on the importance of high leadership capacity, they also had many questions about how best to achieve this goal. *Leadership Capacity for Lasting School Improvement* is the author's attempt to answer those questions. The book begins by outlining the five major prerequisites for high leadership capacity: . Skillful participation in the work of leadership . Inquiry-based use of data to inform decisions and practice . Broad involvement and collective responsibility for student learning. Reflective practice that leads to innovation. High or steadily improving student achievement. In addition to providing a comprehensive overview of steps schools should take to meet these criteria, the author quotes at length from her discussions with educators to provide a view of leadership enhancement techniques in practice. Finally, the handy rubrics and surveys at the end of the book can be used by teachers and administrators alike to personally assess their leadership skills. By combining the author's own insights with real-life examples and practical exercises, *Leadership Capacity for Lasting School Improvement* offers invaluable guidance to educators at all stages of development. Linda Lambert is founder of the Center for Educational Leadership at California State University, Hayward, where she is professor emeritus. She is coauthor of *The Constructivist Leader* (1995) and *Who Will Save Our Schools: Teachers as Constructivist Leaders* (1997) and author of *Building Leadership Capacity in Schools* (1998).