

Extraordinary Educators: Lessons in Leadership

Charles A. Reavis

Note: This is not the actual book cover

Extraordinary Educators Lessons In Leadership

Donovan R. Walling



Extraordinary Educators Lessons In Leadership:

Extraordinary Educators Charles A. Reavis, 1988 Profiles are presented of six superior educators whose students achieved an excellence far beyond what might be expected of them The subjects were a speech and drama teacher a girls basketball coach a choral music teacher an art teacher and principals of an elementary and a secondary school The major finding of the study was that without exception these leaders gave a high number of correctives Any deviations even minor ones from their high standards were corrected quickly and not infrequently very sharply Other significant findings were 1 they were purposive demanding perfectionists 2 they had a sense of humor and tended toward self deprecation 3 they gave only a limited amount of praise 4 they stressed self discipline responsibility and always doing one s best 5 they attained a high amount of time on task and 6 they were very family oriented Comparisons are made between the characteristics of these educators and leaders in the business world Recommendations are made for teacher and administrator education JD

Resources in Education ,1997 **How to Reform a Business School - The Ivy League Way** Ashish

Jaiswal, 2015-02-16 Within 100 years of its existence BUSINESS for better or worse has become the most popular subject in higher education sending a larger number of graduates into the economy than any other Ironically the most popular discipline is also now the most condemned Undoubtedly business schools are at a crossroads and under the scanner In *How to Reform a Business School* Ashish Jaiswal meticulously demonstrates the problems plaguing the world of business schools and brings together the key contextual debates and concepts of foundational theory on the subject of reforms in MBAs Jaiswal makes a major methodological contribution to this little explored field by presenting a novel exploratory framework which employs a fresh combination of the social constructionist and implementation perspectives to research the implementation of business school reform Jaiswal conducts a rigorous in depth case study of one of the most substantial curricular and pedagogical reforms in business school history recently undertaken by Yale School of Management The Yale case study illustrates the forces influencing the development of a unique integrated MBA curriculum at an Ivy League business school and presents the factors that can help business schools around the world in implementing a successful reform Jaiswal establishes how the perceived identity of a particular business school impacts upon the way in which MBA curricula are evolving Ashish Jaiswal presents a strong argument against the monolithic treatment of higher education in the reform literature and urges scholars to focus on departmental idiosyncrasies and the territorial characteristics of subjects particularly in the MBA where context market and accreditation dynamics play a vital role *How to Reform a Business School* is a must read for business schools wanting to break the shackles of the ordinary and to successfully implement an MBA curriculum relevant in the 21st century ADVANCE PRAISE There is little doubt that business schools are at a crossroads and looking for answers Jaiswal s superbly captured Yale School of Management s case study is a must read for business school deans and anyone remotely connected with or interested in reforming business education Jaiswal meticulously lifts the dark

fog surrounding the world of curricular reforms in MBA The business schools can definitely use *How to Reform a Business School* as a manual to implement successful reforms A very important and timely book for business schools Sue Dopson Rhodes Trust Professor of Organisational Behaviour Sa d Business School University of Oxford MBAs have proved extraordinarily resilient in the last decade despite having played a role in the education of those often held responsible for the global financial collapse This book examines the way Yale succeeded in breaking the mould and developing an integrated curriculum that transcended the functional silos which still bedevil the vast majority of MBAs If you want to know what the future MBA looks like read this Keith Grint Professor of Public Leadership Management Warwick Business School With calls for accountability in Higher Ed increasing this is a timely look at a curriculum reform at Yale s School of Management Ashish Jaiswal s dual focus on process and implementation of the MBA curriculum at Yale advances the study of curriculum reform and provides a road map for practitioners Dr Jaiswal pulls back the curtain and lets us see what s behind the wizardry at Yale School of Management Given Yale s resources prestige and brand their choices provide a good perspective for MBA programs around the globe William J Swinton Director International Business Studies Temple University Japan Campus

New Pathways in Teacher Preparation and Certification Eric Wearne,2023-11-23 In this compelling and timely collection Eric Wearne and a group of diverse contributors make the case for a new approach to teacher preparation and certification in which institutions are empowered to educate prepare certify hire and develop teachers who have been prepared by different educational traditions In the first part contributors offer a background in history policy and economics to argue the need for more creativity in teacher preparation In the second part Wearne and contributors showcase how a variety of different creative educational organizations have prepared teachers more clearly suited to their specific school models from Montessori teacher preparation to teaching online to teaching in classical schools Overall this collection prompts those involved in teacher preparation to work to find creative solutions for improving teacher education certification and hiring and is relevant for scholars policymakers educators and administrators working in or studying teacher education programs

Community-Centered School Leadership Gwen Agna,2025 Written by a successful elementary school principal this book sheds light on everyday practices and shares practical strategies that support leaders growth and commitment to equity The author chronicles her formative years education and 24 years of experience as a principal reflecting on the critical role of school leadership in the age of accountability and a political environment that influences the work of educators Agna uses examples of social justice pedagogy to show how a principal s role and responsibilities can be adapted to include being a change agent as well as real life stories that illustrate how leadership is manifest in a school committed to antibias education This lifetime journey has been defined by a commitment to developmentally appropriate inclusive and antiracist practices to improve education for all children Readers will come to appreciate the awesome power of the principal to shape influence support and change a school Book Features An insider view of how childhood and educational experiences shape the

educator and how to lead without compromising your principles and ethics Approaches for meeting state and national curriculum standards while integrating social justice in all that occurs in teaching and learning Strategies for encouraging and incorporating teacher and student empowerment and voice in the operation of a school Encouragement for classroom teachers to consider the principal's job as an option on the career ladder Photographs that illustrate the main points as well as educator friendly forms and templates principals can use with staff

Restructuring Education Through Technology Theodore Wayne Frick, 1991 This paper examines the role of technology in restructuring education by analyzing how it influences seven important relationships in the educative process 1 teacher student relationships 2 student content relationships 3 teacher content relationships 4 student context relationships 5 teacher context relationships 6 content context relationships and 7 educational system environment relationships After a brief historical overview of the uses of technology in education the paper discusses the nature of systems in education and examines the process of restructuring through systems change in the seven pairs of relationships as they exist today and as they might change in a restructured educational system How educational technology can empower teachers and students is then discussed with emphasis on how electronic technology is transforming the way information is communicated and processed A brief discussion of the role of the teacher in evaluating the worth of content i e selecting the best of culture for sharing with students concludes the report

ALF *Using Paraeducators Effectively in the Classroom* Anna Lou Pickett, Stanley F. Vasa, Allen L. Steckelberg, 1993 Discusses the growing role of paraprofessionals in the classroom

Teacher Leader Thomas Stewart Poetter, Bernard J. Badiali, 2001 **Teachers for Tomorrow** Mary Reid Klinedinst, Katherine Green, 1992 Each summer since 1990 a select group of Pennsylvania high school students has taken part in the Pennsylvania Governor's School for Teaching PGST held at Millersville University The school is dedicated solely to the profession of teaching and brings together sophomores and juniors who have expressed an interest in teaching as a career This volume describes the first two years of PGST its goals program and achievements The following topics are covered 1 evolution of the PGST including its rationale and funding information 2 student recruitment and selection 3 structure and staffing of the program resident life counselors support staff special presenters and the cooperative model of staff development 4 program highlights including reflective journals teaching in the school within a school multicultural experiences learning theories teacher learner pairs action research a model school project and leadership projects and 5 program evaluation by everyone involved in PGST 64 students 22 staff 16 Advisory Council members 79 parents and 30 mentor teachers in the students home districts

LL **Strategies for Involving Parents in Their Children's Education** Linda T. Jones, 1991 This publication presents an overview of programs and practices that schools can use for involving parents in the education of their children at home and in school The first chapter describes programs that demonstrate the ways in which parents can be involved in the education of their children of 1 to 5 years of age A list of 10 approaches for involving parents in their children's early education is included The second

chapter discusses the topics of 1 improving communication between home and school 2 helping parents work with their children at home 3 involving parents in school activities 4 developing collaborative planning among parents students and teachers and 5 empowering parents to become decisionmakers in their children s schools The third chapter provides brief descriptions of parent workshops and activities that schools might want to offer or sponsor Some are for parents only others are for parents and children The fourth chapter describes types of school parent collaboration that can improve children s behavior attitudes and study habits The concluding chapter offers guidelines for planning a successful parent involvement program Contains 37 references RH

Developing an Effective Teacher Mentor Program Melvin P. Heller, Nancy W. Sindelar, 1991 School districts considering a mentoring program need to consider four things 1 the reasons for a teacher mentor program 2 how to start such a program 3 administrative support needed for a successful program and 4 pitfalls to avoid The reasons for having a mentor program are that it benefits the new teacher the mentor and the school The new teacher s opportunities to exchange views with an experienced teacher is a distinct benefit to him her The mentor benefits also however because of the opportunity to share views experiences and strategies The improved teaching that usually results is an asset to the school Starting a program involves six stages establishing a rationale setting criteria for the selection of mentors defining roles inviting the mentors training the mentors and evaluating the program To be successful the program must have administrative support from the board of education the superintendent the central office staff the teacher union and the principal As with any new program anticipating problems can help to avoid them Some pitfalls are overdependence on the part of the protege ego problems on the part of the mentor and the evaluation dilemma arising from the mentor s dual role of confidant and evaluator Mentorship programs promote professionalism by providing continuous staff development during the first year of teaching AMH

Teachers as Servant Leaders Joe D. Nichols, 2010-12-16 In today s political environment with the emphasis on testing standards and accountability teachers can easily feel frustrated by the amount of time and resources left over for teaching for guiding students not only in academics but also in character education Educators can find themselves losing focus of what initially inspired them to teach Teachers as Servant Leaders provides pre service teachers and those currently in the profession with a renewed perspective of not just being a content expert or classroom behavioral manager but leaders within their own classrooms school buildings and local communities Building on Servant Leadership A Journey into the Nature of Legitimate Power and Greatness by Robert Greenleaf this book applies the concept of servant leadership to the classroom teacher where the focus is on service to students parents colleagues the school and community

Implementing the Disabilities Acts Patricia F. First, Joan L. Curcio, 1993 This booklet presents information helpful in implementing laws intended to extend full societal participation to individuals with disabilities Information concerning the Individuals with Disabilities Education Act of 1990 IDEA addresses the law s major provisions provisions for medically fragile children amendments and modifications and case law related to least restrictive environment

A discussion of the Americans with Disabilities Act of 1990 reviews major provisions specific titles enforcement and remedies and the impact on schools Section 504 of the Rehabilitation Act of 1973 is also briefly described focusing on its impact on schools The pamphlet concludes that schools and school districts that have a commitment to inclusive education for all children will have no difficulty in complying with the requirements of these three laws JDD **Using Captioned TV for Teaching Reading** Milton E. Goldman,1993 Suggesting that captioned television is a powerful motivator for teaching reading comprehension this fastback offers a procedure for teaching with captioned television including taping captioned programs off the air The fastback notes that captioned television is useful in intermediate and advanced English as a Second Language ESL programs students in grades 5 to 12 and adults whose reading comprehension levels are significantly below expectations for their grade or age and remedial programs special education reading or English programs for students whose tested comprehension is between fourth and eighth grade reading levels The fastback provides suggestions for choosing appropriate programs and explanations of copyright and off air recording regulations The fastback also provides two sample lesson plans for ESL students and advice for using captioned television in the content areas A sample captioned television study guide is attached RS Using Computer Technology to Create a Global Classroom Dan H. Wishnietsky,1993 Defines global education and describes how to use computers to teach students about the necessity of thinking globally

Integrating the Trans-national/cultural Dimension Seymour Fersh,1993 Describes the why s and how s of multicultural education **A Primer on Attention Deficit Disorder** Beth Fouse,Suzanne Brians,1993 Brief description of AAD for parents and educators **Gay Teens at Risk** Donovan R. Walling,1993 Guide for educators on understanding and working with teenage homosexuals *Changing Leadership For Changing Times* Leithwood, Ken,Jantzi, Doris,Steinbach, Rosanne,1999-05-01 Changing Leadership for Changing Times examines the types of leadership that are likely to be productive in creating and sustaining schools of the future Based on a long term study of transformational leadership in school restructuring contexts the chapters in this book offer a highly readable account of such leadership grounded in a substantial body of empirical evidence **Career Beginnings** William M. Bloomfield,1989 Career Beginnings CB is a national program begun in 1985 to increase the likelihood of minority and other disadvantaged urban students to participate in postsecondary education or to obtain a good job CB unites high schools businesses and local colleges in working partnerships to develop the potential of moderately achieving high school students and help them overcome their social and educational deficiencies by exposing them to the college environment and the world of work in a personal way The program provides the following services 1 college and career preparation 2 summer and school year work experience 3 academic tutoring 4 counseling and support services and 5 individual guidance and encouragement from adult mentors from the business and professional communities Participants are targeted during the beginning of their junior year in high school and attend a series of structured workshops to assist them make the transition from youth to adulthood Each student is matched

with a mentor who meets with the student at least once a month to discuss career and college planning Students have the opportunity to work in entry level jobs with career potential to teach them the demands of the workplace Ongoing advising advocacy and counseling is provided year round to keep the student focused on his her goals In the first three years of the program 95 percent of the participants graduated from high school 65 percent attended college and 80 percent of those students completed their second year of college In October 1988 90 percent of the graduates were either in college enrolled in training programs in the military or on the job A list of 16 references and a list of titles in the Phi Delta Kappa Fastback Series are appended FMW

Reviewing **Extraordinary Educators Lessons In Leadership**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is truly astonishing. Within the pages of "**Extraordinary Educators Lessons In Leadership**," an enthralling opus penned by a very acclaimed wordsmith, readers attempt an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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Extraordinary Educators Lessons In Leadership Introduction

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