

# THE LEADERSHIP PARADOX

BALANCING LOGIC  
AND ARTISTRY  
IN SCHOOLS

TERRENCE E. DEAL  
KENT D. PETERSON

# Leadership Paradox Balancing Logic And Artistry In Schools

**Terrence E. Deal, Kent D. Peterson**



## **Leadership Paradox Balancing Logic And Artistry In Schools:**

**The Leadership Paradox** Terrence E. Deal, Kent D. Peterson, 1994-03-25 Deal and Peterson argue for a ying yang sort of harmony between the technical and symbolic aspects of leadership The Leadership Paradox will help principals identify their strengths and weaknesses as rational or symbolic leaders and develop a more balanced leadership approach Approx

Shaping School Culture Terrence E. Deal, Kent D. Peterson, 2010-12-28 A Guide for Shaping Your School's Culture In this thoroughly revised and updated edition of their classic book *Shaping School Culture* Terrence Deal and Kent Peterson address the latest thinking on organizational culture and change and offer new ideas and strategies on how stories rituals traditions and other cultural practices can be used to create positive caring and purposeful schools This new edition gives expanded attention to the important symbolic roles of school leaders including practical suggestions on how leaders can balance cultural goals and values against accountability demands and features new and powerful case examples throughout Most important the authors show how school leaders can transform negative and toxic cultures so that trust commitment and sense of unity can prevail Praise for *Shaping School Culture* For those seeking enduring change that is measured in generations rather than months and to create a legacy rather than a headline then *Shaping School Culture* is your guide Dr Douglas B Reeves founder The Leadership and Learning Center Englewood CO Deal and Peterson combine exquisite language vibrant stories and sage advice to support school leaders in embracing the paradoxical nature of their work A must read for all school leaders Pam Robbins educational consultant and author Once again the authors have presented practitioners researchers professional developers school coaches and others with a tremendous resource for renovating and reinvigorating schools Karen M Dyer Ed D group director Education and Nonprofit Sector Office Center for Creative Leadership Greensboro NC *The Shaping School Culture Fieldbook* Kent D. Peterson, Terrence E. Deal, 2011-01-04 When the bestselling books *Shaping School Culture* and *The Shaping School Culture Fieldbook* were first published Kent D Peterson and Terrence E Deal described the critical elements of school culture the purposes traditions norms and values that guide and glue the community together The authors showed how a positive culture makes school reform work and the companion *Fieldbook* included the tools needed to bring out the best in students teachers and the surrounding community In today's complex educational environment new challenges have surfaced for school leaders who must grapple with issues of standards based testing school accountability and student achievement The second edition of *The Shaping School Culture Fieldbook* offers a companion to the newly revised edition of *Shaping School Culture* and includes an expanded version of Peterson and Deal's time tested model to address the latest thinking on school culture and change The *Fieldbook* offers a wealth of new ideas and approaches and includes new material on toxic environments with specific action plans In addition the book contains powerful new case examples for revitalizing school culture The *Shaping School Culture Fieldbook* draws on the authors extensive research and nationwide school contacts and includes hands on strategies and exercises for helping

school leaders Uncover a school's hidden values, beliefs, and assumptions Think through and develop a school's mission and purpose Work out appropriate stories, metaphors, and symbols to represent a school Devise rituals and ceremonies for enriching the school experience Rethink leadership practices in light of educational and cultural needs Identify, transform, and heal a toxic educational culture This important resource will help school leaders understand, assess, and transform school culture for organizational success

**Creating Partnerships with Parents** Donald Lueder, 2000-10-25 Are you wondering how to nurture a better relationship with the parents of your students? This book provides teachers with comprehensive methods to bridge the gap between school and home in order to enhance the development of their students

**School Principal** Dan C. Lortie, 2009-08-01 When we think about school principals, most of us imagine a figure of vague yet intimidating authority for an elementary school student being sent to the principal's office is roughly on par with a trip to Orwell's Room 101. But with *School Principal*, Dan C. Lortie aims to change that. Much as he did for teachers with his groundbreaking book *Schoolteacher*, Lortie offers here an intensive and detailed look at principals, painting a compelling portrait of what they do, how they do it, and why. Lortie begins with a brief history of the job, before turning to the daily work of a principal. These men and women he finds stand at the center of a constellation of competing interests around and within the school. School district officials, teachers, parents, and students all have needs and demands that frequently clash, and it is the principal's job to manage these conflicting expectations to best serve the public. Unsurprisingly, then, Lortie records his subjects' professional dissatisfactions, but he also vividly depicts the pleasures of their work and the pride they take in their accomplishments. Finally, *School Principal* offers a glimpse of the future with an analysis of current issues and trends in education, including the increasing presence of women in the role and the effects of widespread testing mandated by the government. Lortie's scope is both broad and deep, offering an eminently useful range of perspectives on his subject. From the day-to-day toil to the long-term course of an entire career, from finding out just what goes on inside that office to mapping out the larger social and organizational context of the job, *School Principal* is a truly comprehensive account of a little-understood profession

**The Inner World of Teaching** David Tuohy, 2004-01-14 A practical book which, through case study, exercises, and engages the reader in a close examination of their own personal assumptions, practices, and experiences of school life. The book takes a good look at the assumptions that prevail in different schools and circumstances and shows how the desire to improve will often need to be met by an equal desire to change and expand horizons. The initiatives suggested show how change can be handled to minimize fears and reservations

**Resources in Education**, 1997-05

**Building Trust for Better Schools** Julie Reed Kochanek, 2005-04-13 While trust has been shown as a key mechanism for facilitating school improvement, how that can be accomplished is not altogether clear. In this excellent book, Kochanek, through in-depth case studies and sophisticated quantitative analyses of data from a large urban school system, convincingly demonstrates how principal leadership can promote and sustain trust among administrators, teachers, and parents. Barbara Schneider, Professor

of Sociology University of Chicago Kochanek's book not only clearly explains the theoretical underpinnings of trust development in schools but also provides rich case studies that explore this theory in action Carmen Manning Assistant Professor of English Education University of Wisconsin Eau Claire Why is trust in schools so important What does trust mean to a school's productivity Relationships between principals teachers and parents cannot be ignored when attempting school reform No matter how innovative the changes or ideas reform is unlikely to succeed unless the adults work together to implement it Building Trust for Better Schools answers the question of how to build trust within the school community Parents are dependent on teachers to educate their children Teachers are dependent on principals to create school conditions that are conducive to helping children learn This excellent new resource identifies links between the growth of trust and positive organizational outcomes that benefit school improvement efforts But how do we build trust Kochanek offers an innovative process model of trust building Increased trust in schools Fosters participation among faculty in school reform efforts Creates a greater openness to innovation among teachers Increases outreach to parents Produces even higher academic productivity in schools There is a need for efficient sharing of information in schools across role relationships This can be done with the building of trust between principals teachers and parents as they work together toward a common goal

The Collaborative Analysis of Student Learning Amy Colton, Georgea Langer, Loretta Goff, 2015-05-21 A proven approach to transformative professional learning that raises achievement for all students Does professional learning at your school promote teacher growth and propel student achievement If you're ready for a change turn to trusted educators Colton Langer and Goff pioneers of an extraordinarily effective design for professional learning Collaborative Analysis of Student Learning CASL You'll find complete strategies resources and more in this evidence based book that addresses the Common Core State Standards Learn how to Benefit from the lessons learned by the authors over two decades of nationwide implementation as you design a sustainable CASL program that drives positive change at your school Inquire into student work and assessments to promote learning excellence for all Use the CASL Teacher as Collaborative Inquirer framework to promote culturally competent academically rigorous teaching Develop and implement new instructional strategies that mesh with Common Core standards Discover how to put CASL in place at your school helping faculty and students to reach their full potential This book is extraordinary and a must have for every practitioner striving to improve student learning Colton Langer and Goff provide explicit guidance on building a culture of collaborative inquiry to empower teachers and leaders to explore their own practices in a way that fosters meaningful and relevant learning for students Victoria Duff Coordinator of Professional Learning New Jersey Principal and Supervisors Association Teacher collaborative professional learning leads to improved teaching and student learning when it is skillfully orchestrated In this book Colton Langer and Goff provide an essential resource rich with strategies tactics tools and examples to guide both facilitators and team members to structure collaborative inquiry analysis and learning in ways that deepen their learning and practice and increase results for all

students Joellen Killion Senior Advisor Learning Forward

### **The Principal's Guide to Managing School Personnel**

Richard D. Sorenson, Lloyd M. Goldsmith, 2008-11-10 An excellent tool for aspiring principals as well as those who find it uplifting to be reassured that they are doing the right thing Gerard Dery Principal Nessacus Regional Middle School Dalton MA This book serves as a valuable tool for districts seeking to enhance the skill level of their principals and would be ideal for professional development Carolyn Banks Regional Director of Teacher Education University of La Verne A comprehensive guide to building successful relationships with all school personnel Inspiring faculty and support staff to perform their best is a key factor in developing a school culture that helps students thrive This resource provides principals with the policies procedures and techniques to lead and manage school personnel and create an effective work environment The authors provide real world scenarios and practical strategies to help define the principal's leadership role and strengthen personnel management skills The book also offers reflective exercises in each chapter to assist administrators in evaluating their own schools and practices Based on ISLLC and ELCC standards for school leadership this book covers Shaping school culture to promote shared ownership of the school's vision Recruiting selecting and retaining qualified personnel Effective communication and conflict resolution Handling challenging situations such as supervising marginal employees and addressing grievances The Principal's Guide to Managing School Personnel is an indispensable reference for managing one of your school's most important resources your staff

Research Anthology on Preparing School Administrators to Lead Quality Education Programs Management Association, Information Resources, 2020-07-24 The delivery of quality education to students relies heavily on the actions of an institution's administrative staff Effective leadership strategies allow for the continued progress of modern educational initiatives It is crucial to investigate how effective administrators lead their organizations in challenging and difficult times and promote the accomplishments of their organization Research Anthology on Preparing School Administrators to Lead Quality Education Programs is a vital reference source that offers theoretical and pedagogical research concerning the management of educational systems on both the national and international scale It also explores academic administration as well as administrative effectiveness in achieving organizational goals Highlighting a range of topics such as strategic planning human resources and school culture this multi volume book is ideally designed for educators administrators principals superintendents board members researchers academicians policymakers and students

*Research and Practice in Education* Stephen H. Davis, 2008-07-25 Over the years bridging the gap between research and practice in education has proven to be a stubborn and persistent problem This book examines the issue from several perspectives First the characteristics of educational research are examined with particular attention given to the contrasting perspectives and professional orientations of researchers and practitioners Second the book provides a critical analysis of the current focus on scientifically based research as defined by No Child Left Behind and of the dubious relevance and uneven quality of research produced by schools of education Third several suggestions and resources are provided that can help

practitioners improve their research literacy and for researchers interested in advancing the practical relevance of their work

Engage Every Family Steven M. Constantino, 2015-11-24 Reach beyond theory and engage every family in student success Family engagement increases student achievement but how do schools connect with families who don't participate yet Educators can easily become frustrated trying to reach the disconnected and often fall back to engaging the already engaged How can you involve the entire school community in a positive way Dr Steve Constantino known for his experience and sound teaching on family engagement believes you can and promises far more than easy answers and theory to make it so This book shows you how to bring real shifts to your culture through steps reflections and diligent effort Simple logic models and best practice case studies will reveal How and where family engagement breaks down and How to create a truly inviting culture for successful community and family partnerships Introduce this field book as a springboard for professional development and watch family engagement strategies improve student outcomes in your school or district Veteran teachers will note that the ideas and strategies come from someone who has been in the classroom and understands the different types of teachers that will be on any school staff Strategies are presented in a manageable format and within reasonable time constraints It is a practical fieldbook that will be easy for teachers to use Dana Leonard Exceptional Children's Teacher Ledford High School Thomasville NC In my work with nearly 400 public school systems across the country spanning a dozen years I have witnessed and experienced a wide range of issues hurdles and home run ideas on the subject of Family Engagement In this book Steve brings them all and I really mean all together He has woven a narrative that is at once funny and profound anchored in research yet ready for practical implementation Without family engagement America's public schools risk obsolescence and without our public schools our democracy will lose the foundation upon which it stands Steve's book will inspire every educator and then arm them with step by step directions to re-vitalize our schools Suhail Farooqui CEO of K 12 Insight

Charting Chicago School Reform Anthony Bryk, 2018-03-08 In 1989 Chicago began an experiment with radical decentralization of power and authority Intertwining extensive narratives and rigorous quantitative analyses this book tells the story of what happened to Chicago's elementary schools in the first four years of this reform In 1989 Chicago began an experiment with radical decentralization of power and authority This book tells the story of what happened to Chicago's elementary schools in the first four years of this reform Implicit in this reform is the theory that expanded local democratic participation would stimulate organizational change within schools which in turn would foster improved teaching and learning Using this theory as a framework the authors marshal massive quantitative and qualitative data to examine how the reform actually unfolded at the school level With longitudinal case study data on 22 schools survey responses from principals and teachers in 269 schools and supplementary system wide administrative data the authors identify four types of school politics strong democracy consolidated principal power maintenance and adversarial In addition they classify school change efforts as either systemic or unfocused Bringing these strands together the authors determine that in about a third of

the schools expanded local democratic participation served as a strong lever for introducing systemic change focused on improved instruction Finally case studies of six actively restructuring schools illustrate how under decentralization the principals role is recast social support for change can grow and ideas and information from external sources are brought to bear on school change initiatives Few studies intertwine so completely extensive narratives and rigorous quantitative analyses The result is a complex picture of the Chicago reform that joins the politics of local control to school change This volume is intended for scholars in the fields of urban education public policy sociology of education anthropology of education and politics of education Comprehensive and descriptive it is an engaging text for graduate students and upper level undergraduates Local state and federal policymakers who are concerned with urban education will find new and insightful material The book should be on reading lists and in professional development seminars for school principals who want to garner community support for change and for school community leaders who want more responsive local institutions Finally educators administrators and activists in Chicago will appreciate this detailed analysis of the early years of reform

**Effort and Excellence in Urban Classrooms** Dickson Corbett, Bruce Wilson, Belinda Williams, 2002 This timely volume reveals in great detail how educators closed the performance gap for low income students by linking expectations and results Drawing heavily on the words and experiences of students teachers and parents this book describes how students who traditionally had not succeeded academically in school began to do so Effort and Excellence in Urban Classrooms demonstrates just how this was done by including In depth descriptions of classrooms and schools where students began succeeding when educators assumed the responsibility for their success Data based discussion of teachers views on parental involvement in schools and parents views of teachers and schools actions on behalf of students Identification of the kinds of support that schools and districts must provide if educators are to be successful An unrelenting emphasis on how educators enabled students to be motivated and to produce high quality work At last a book that helps us see and feel what a no excuses approach to teaching is like in urban classrooms This close look at teachers and students in high poverty settings gives new meaning to all children can learn A must read for those who are serious about closing the achievement gap Michael S Knapp Center for the Study of Teaching Policy University of Washington

*The Untested Accusation* Bruce Jesse Biddle, Lawrence J. Saha, 2002 Here is a report of a systematic study based on interviews with 120 school principals that addresses questions about the utilization of knowledge from social research It offers evidence that challenges allegations about the awful reputation of educational research and its supposed lack of impact The Untested Accusation Describes the methods used in the investigation Provides reviews of related work with social research impact Defines major terms Provides a conceptual model for thinking about the problem Provides both quantitative evidence and verbatim quotes from principals Compares research knowledge use among public private and independent schools in two national contexts the United States and Australia Discusses various strategies that can be used to improve the impact of educational research Findings from this



study details How principals are exposed to research knowledge and their attitudes concerning its use The types of research knowledge with which principals are familiar Reports of research knowledge use in various schools A summary of m their attitudes concerning its use The types of research knowledge with which principals are familiar Reports of research knowledge use in various schools A summary of major findings and a discussion of conclusions and their implications are provided This report concludes that educational research already has considerable impact and that school principals play active roles in converting that knowledge into innovative policies and practices For teachers administrators school board members and others interested in educational and social research their attitudes concerning its use The types of research knowledge with which principals are familiar Reports of research knowledge use in various schools A summary of major findings and a discussion of conclusions and their implications are provided This report concludes that educational research already has considerable impact and that school principals play active roles in converting that knowledge into innovative policies and practices For teachers administrators school board members and others interested in educational and social research

**Leadership Resources** Center for Creative Leadership, Greensboro, NC.,2000 This guide provides over 300 pages of resources suggested by leadership educators in surveys Center for Creative Leadership staff and search of library resources This eighth edition is half new including web sites and listserv discussion groups and it places a stronger focus on meeting the needs of human resources professionals and corporate trainers An annotated bibliography groups leadership materials in several broad categories overview in context history biography and literature competencies research theories and models training and development social global and diversity issues team leadership and organizational leadership 180 pages Includes annotated lists of journals and newsletters 9 pages instruments 21 pages exercises 41 pages instrument and exercise vendors 5 pages videos 29 pages video distributors 4 pages web sites 6 pages organizations 21 pages and conferences 9 pages Contains a 66 page index of all resources TEJ

**Education, Social Justice and Inter-Agency Working** Sheila Riddell,Lyn Tett,2003-08-27 This book explores policy and practice in a range of areas where education and other agencies interact Its theme is central to those interested in promoting social justice for adults and children experiencing the effects of exclusion

Leading Diverse Schools Jim Ryan,2006-04-11 This book explores the challenges that school administrators face in ethnically diverse contexts Based on an empirical study it shows how principals do or do not promote inclusive practices in their schools This volume is the first of its kind to specifically target school administrators and ethnic diversity It will be of interest to school administrators prospective administrators teachers graduate students and academics

The Life and Work of Teachers Christopher Day,Alicia Fernandez,Trond E. Hauge,Jorunn Muller,2005-06-23 Contributors from around the world tackle the factors that have the greatest impact on creating quality learning opportunities for students namely policy school leadership and teaching teachers lives Drawing on a range of critical conceptual and empirical perspectives the contributions illustrate the extent to which experience can be similar around the

world The book sheds much needed light on the effects of mandated change upon school leaders and teachers both nationally and internationally It also demonstrates how teachers have coped or flourished both because and in spite of the changing circumstances they work under

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