



LEARNING FROM LINCOLN



*Leadership Practices
for
School Success*

HARVEY ALVY
PAM ROBBINS

Learning From Lincoln Leadership Practices For School Success

William Sterrett



Learning From Lincoln Leadership Practices For School Success:

Learning from Lincoln Harvey B. Alvy, Pamela Robbins, 2010-08-15 Explore how today's teachers and education leaders can apply the leadership qualities of Abraham Lincoln to tackle challenges big and small [Learning from Lincoln](#) Harvey Alvy, Pam Robbins, 2010-08-15 What can 21st century educators learn from the example of a 19th century president In this intriguing and insightful book Harvey Alvy and Pam Robbins show how the legacy of Abraham Lincoln can guide today's education leaders principals teachers superintendents and others as they tackle large scale challenges such as closing the achievement gap and everyday issues such as communicating with constituents The authors identify 10 qualities attributes and skills that help to explain Lincoln's effectiveness despite seemingly insurmountable odds 1 Implementing and sustaining a mission and vision with focused and profound clarity 2 Communicating ideas effectively with precise and straightforward language 3 Building a diverse and competent team to successfully address the mission 4 Engendering trust loyalty and respect through humility humor and personal example 5 Leading and serving with emotional intelligence and empathy 6 Exercising situational competence and responding appropriately to implement effective change 7 Rising beyond personal and professional trials through tenacity persistence resilience and courage 8 Exercising purposeful visibility 9 Demonstrating personal growth and enhanced competence as a lifetime learner willing to reflect on and expand ideas 10 Believing that hope can become a reality Chapters devoted to each element explore the historical record of Lincoln's life and actions then discuss the implications for modern educators End of chapter exercises provide a structure for reflection analysis of current behaviors and guidance for future work so that readers can create their own path to success inspired by the example of one of the greatest leaders of all time **Balanced Leadership for Powerful Learning** Bryan Goodwin, Greg Cameron, Heather Hein, 2015-08-24 What makes a great school leader Contrary to what many believe the answer is not tied to a certain kind of personality but to specific behaviors and actions that have positive effects on student achievement behaviors and actions that any school leader can learn and put into practice Over the last decade thousands of school principals have done that by implementing balanced leadership an approach that recognizes the need to both maintain and challenge the status quo in order to move schools forward Building on the analysis that was first reported in *School Leadership That Works* the authors of *Balanced Leadership* identify the 21 responsibilities associated with effective leadership and show how they relate to three overarching responsibilities Establishing a clear focus keeping the work and the conversations targeted on the issues that matter most Managing change understanding how to skillfully steer through the challenges associated with making improvements both large and small and Developing a purposeful community creating a sense among all teachers and staff that they are invested in student outcomes and that they can make a difference For each of these areas key points and specific practices are described in detail and illustrated with stories from school principals who have successfully learned how to become great leaders Step by step tools provide clear guidance for readers who are ready to make the same kind of

journey one with the potential to transform them and the schools they serve *School Leader's Guide to Tackling Attendance Challenges* Jessica Sprick, Randy Sprick, 2018-10-08 For students to be successful in school they first have to be in school With that simple statement Jessica Sprick and Randy Sprick launch a compelling case for prioritizing student attendance This comprehensive guide provides school and district level administrators and teams with the background information strategies and tools needed to implement a multitiered approach to improving attendance and preventing chronic absence The authors use the results of their work in schools throughout the United States to dispel the myth that educators have little control over student attendance and provide success stories from elementary and secondary schools that have reversed longstanding patterns of absenteeism Citing extensive research Sprick and Sprick share details about the shocking prevalence of chronic absence in U S schools and its effects on students teachers families and the school community They explain how to replace punitive approaches to absenteeism with effective methods that begin with universal supports and continue through Tier 2 and Tier 3 interventions for students with more persistent problems Specifically they explain how to Build an effective school team to address absenteeism Create systems to collect accurate data and set priorities Develop an attendance initiative that generates student enthusiasm as well as staff parent and community support Design and implement strategies that are tailored to specific schoolwide concerns and demographics that reach all students Equipped with the information and tools presented in this book educators can ensure wise use of staff and other resources and create a culture of attendance that is the foundation of successful schools This book is a copublication of ASCD and Ancora Publishing *Peer Coaching to Enrich Professional Practice, School Culture, and Student Learning* Pam Robbins, 2015-05-19 How can educators work together more effectively to improve professional practice in a way that enhances student performance The answer says author Pam Robbins involves combining collaborative activities and peer coaching teachers supporting teachers This book describes how any school can implement these proven practices and experience positive changes in teaching school culture and learning Robbins explains how to develop a collaborative learning focused culture and build trust among colleagues offers strategies for participating in difficult conversations that yield useful feedback clarifies how to develop sustain and evaluate peer coaching efforts and showcases exemplary peer coaching practices used in real schools She also includes coaching tools scenarios process guidelines and reflection questions that make it easier to transfer these ideas into a school setting Peer coaching offers a job embedded learning strategy it s a valuable structure for supporting schoolwide and districtwide priorities such as analyzing data improving instruction integrating technology and implementing standards In short it creates an effective way to support the growth of every teacher and enrich learning processes in any school Pam Robbins is a former teacher coach director of professional development and school leader She consults with high performing and low performing districts and designs and conducts workshops on leadership school culture organizational change mentoring and peer coaching **The Principal Influence**

Pete Hall, Deborah Childs-Bowen, Ann Cunningham-Morris, Phyllis Pajardo, Alisa Simeral, 2016-01-28 Principals navigate the dynamic complexities and subtleties of their schools every day They promote facilitate and lead efforts to achieve both tangible and intangible results throughout the school community They fulfill a role that includes counseling budgeting inspiring teaching learning disciplining evaluating celebrating consoling and a million other critical functions As the principalship has evolved and grown so have the expectations of it With that in mind ASCD developed the Principal Leadership Development Framework PLDF The PLDF establishes a clear and concise definition of leadership and includes clear targets that support the ongoing growth and development of leaders Using the Framework principals will learn to capitalize on their leadership roles Principal as Visionary Principal as Instructional Leader Principal as Engager Principal as Learner and Collaborator The PLDF also offers 17 criteria of effective practice that allow leaders to focus on behaviors that have the greatest direct effect on the culture and status of learning and teaching Coupled with the PLDF are tools for self reflection that help principals identify and strengthen their reflective habits Whether you want to develop your own capacities or support the development of a group of principals assistant principals or aspiring principals The Principal Influence can help channel your efforts in ways that promote successful teaching and student learning **The Principal's**

Companion Pam Robbins, Harvey B. Alvy, 2014-02-18 The classic personal guide for principals updated to address today's challenges Of all the elements needed for a successful school a competent responsive and visionary principal may be the most important And for over a decade principals of all experience levels have turned to The Principal's Companion for ideas techniques and reflective opportunities that help them do their jobs better The thoroughly updated fourth edition covers big picture strategies and day to day tactics such as The principal's many roles Critical skills for effective leadership Honoring the school's mission Working together to build a learning community Starting effectively and staying the course **Fighting for Change in Your School** Harvey Alvy, 2017-08-15 In this indispensable book for K 12 leaders Harvey Alvy offers a thoughtful roadmap and guidance to help educators select implement and assess school or districtwide initiatives that actually work The book is filled with a wealth of resources action checklists principles to guide educators and in depth questions and protocols for engaging in collaborative professional development activities that strengthen teaching and learning practices and improve student achievement Alvy discusses in detail the six red flags that educators confront daily and a set of countervailing strategies six practical guidelines to pursue meaningful reforms initiatives and innovations Red Flags The Narrative Trap Overpromising and Overloading Minimizing the Enormous Difficulty of Implementation Eyes off the Prize Historical Amnesia The Business Solution Guidelines Building a Collaborative Learning Community Effectively Using Human Fiscal and Material Resources Respecting the Change Process Sustaining a Coherent School Mission and Vision Embracing Timeless and Eclectic Teaching Practices Championing and Empowering the Underserved Selecting and implementing reforms initiatives and practices wisely is key if we truly want the best for our students and skipping the

necessary planning and forethought can be catastrophic Fighting for Change in Your School How to Avoid Fads and Focus on Substance is the book every educator needs to ensure the former and prevent the latter The time to address these challenges is now *Being A Teacher in the 21st Century* Leon Benade,2017-03-01 This book provides scholars teacher educators as well as reflective school leaders and teachers with valuable insights into what it is to be a teacher in the 21st century It does so by presenting original research based on a study of several New Zealand schools between 2013 and 2015 and in particular a focussed study of four of those schools in 2015 The book draws on the findings to take stock of some of the central manifestations of 21st century learning especially digital pedagogies and the collaborative practices associated with teaching and learning in modern learning environments It reflects on the mental shifts and sometimes painful transitions teachers and leaders are making and experiencing as they enter uncharted waters moving from traditional classroom practices to ones that emphasise collaboration teamwork and the radical de centring of their personal roles It outlines a blueprint for understanding how to navigate these changes and describes and explains the nature of pedagogical shifts apparent in digital classrooms and modern learning environments *Igniting Teacher Leadership* William Sterrett,2015-12-14 William Sterrett serves as an associate professor and program coordinator at the University of North Carolina Wilmington Previously as a principal in Virginia Sterrett received the 2008 Milken National Educator Award Sterrett earned his B S in Middle Grades Education from Asbury College Kentucky and his Ph D in Educational Administration Supervision from the University of Virginia and he is the author of the ASCD books *Insights Into Action Successful School Leaders Share What Works* and *Short on Time How do I make time to lead and learn as a principal* *Leading with Humility, Hope, and Humor* Steve Firestone,2024-11-08 This book explores the intricate interplay between humility humor and hope in the context of Christian leadership Drawing upon biblical foundations and contemporary leadership theories it provides a comprehensive understanding of how these three qualities synergize to enhance the effectiveness of Christian leaders By examining their individual significance and exploring their combined impact this volume advances the field of organizational leadership particularly in addressing the challenges of leadership in a manner consistent with Christian principles The authors illuminate the crucial roles of humility hope and humor in Christian leadership making this a valuable resource for researchers interested in leadership within the context of faith This contribution will aligns with existing literature on how Christians can leverage their faith for improved leadership capabilities **Your Library Is the Answer** Christina T. Russo,Cathy Swan,2015-01-22 Today s tech savvy and digitally connected students present a new challenge for today s school librarians This book offers the 21st century tools and know how necessary for educators to appeal to and challenge students to learn and to want to learn What are the best ways to motivate students to become engaged and develop a passion for learning Can appealing to their desire for socialization and constant communication attributes of their lives outside of education via the integration of cutting edge technologies and new media in the library or classroom serve to ignite creativity

curiosity and critical thinking This book shows how you can make use of non traditional tools such as popular social networks collaborative technologies and cloud computing to teach information and communications technologies integrated with the school curriculum to improve student learning and demonstrates how these same technologies can help you measure skills and mastery learning The book provides an easy to follow blueprint for using collaborative techniques innovation and teaching for creativity to achieve the new learning paradigm of self directed learning such as flipping the classroom or library Readers of this book will find concrete step by step examples of proven lesson plans collaborative models and time saving strategies for the successful integration of American Association of School Librarians AASL standards The authors both award winning teachers explain the quantitatively and qualitatively measurable educational value of using these technologies for core curricular and information and communications technologies instruction showing that they both enhance student learning outcomes and provide data for measuring their impact on learning

Exemplary Leadership Practices Peter R. Litchka, 2016-08-19 This book shares stories of historical figures from the past as well as contemporary school superintendents and principals The present nature and complexity of leadership is heavily dependent on the past as we cannot fully understand or appreciate the current context without going back and exploring the past To ignore great leaders from the past would run the risk of having current and aspiring school leaders not completely knowing understanding and appreciating these exemplary lessons the contemporary context These stories help us to understand the values beliefs and morals of contemporary school leaders they help us define what it means to be a school leader in contemporary America We can learn history in terms of stories either through telling stories or listening to the stories of others But it is more than telling and listening It is learning for not only those who wish to be school leaders but learning for those who currently are in positions of school leadership

Handbook of Research on Effective Communication in Culturally Diverse Classrooms González, Katia, Frumkin, Rhoda, 2016-02-17 Meaningful interaction between teachers and students is crucial to any educational environment and particularly so in intercultural settings When educators take steps to incorporate culturally responsive teaching into their classrooms student learning is enriched and improved The Handbook of Research on Effective Communication in Culturally Diverse Classrooms focuses on the significance of cultural sensitivity toward diverse students and the importance of communication to increase the overall educational experience Highlighting key concepts relating to curriculum design teaching models and critical pedagogies in transcultural classrooms this book is a pivotal reference source for teachers teacher educators and researchers interested in the impact of intercultural communication in learning environments

An Unbroken Educational Apartheid Legacy David E. Morgan Ph.D., 2015-03-17 This is a thought provoking book on the black white academic achievement gap in Chicago s predominantly black communities of color and what highly effective school boards can do to change it In this book the reader will be powerfully enlightened by a civil and human rights debate that calls for effective leadership in our schools beginning with effective school boards The primary

agenda of effective school boards is raising student achievement performance levels and engaging the school district community to attain that goal These instructive analyses of effective school board leadership builds on the research and wisdom of great leaders Simultaneously it develops a breath of fresh air for school reformers who seek to implement a new model and escape the insanity and pathology inherent in school board dysfunctions and violations of our civil and human rights which prevents progress in Chicago s south suburban communities of color In both highs and lows of awesome moments as educational reform leaders and school board members we are in a strategic leadership position to help school boards carry out their essential responsibilities for creating equity and excellence in public education In doing so highly effective school leaders can team with our school board leaders to lead our school district communities in preparing all students to succeed in a rapidly changing global society School board members doing the same things over and over again and then expecting different results in academic outcomes is the definition for insanity Education is freedom In an era of mass educational apartheid with its consequent mass incarceration of blacks that has surpassed the enforced chattel bondage of slavery s peak numbers in 1860 this book addresses a subject that is critically essential timely and in need of immediate attention for the security success and ultimate survival of black America As the problems of the academic under achievement gap is addressed in this book it is also essential that school boards educators and community and national leaders accept reality to view the problem in its true perspective to contemplate it as it is in providing essential solutions toward removing limiting and limited school boards dysfunctions obstructions and other barriers to academic achievement in effective school board leadership Supporting educational excellence will thereby produce more African American scholars in mathematics science and in many other disciplines This book will provide information and focus on some key action areas that successful school boards in America and around the world have focused their attention on Vision Standards Assessment Resource Alignment Climate Collaboration and Continuous Academic Improvement

William Sterrett,2018-01-01 William Sterrett *Bibliography on Racism, 1972-1975*
Center for Minority Group Mental Health Programs (U.S.),1978 Mentoring and Coaching Tips Sheryn
Spencer-Waterman,2013-10-02 This book is for educators at all levels and is packed with creative use now tips and activities to support new and struggling teachers Combining real life scenarios with current research the author demonstrates how educators can get the most out of available resources promote a school culture devoted to helping and caring and meet common school challenges head on New and noteworthy by providing creative activities and acknowledging the complexity inherent in school culture this practical guide can really help educators implement a mentoring coaching program that works

Educational Leadership for Social Justice and Improving High-Needs Schools Bruce G. Barnett,Philip A. Woods,2021-01-01 To commemorate the 10 year anniversary of the International School Leadership Development Network ISLDN this book is a compilation of the work conducted by network scholars This volume is the first comprehensive overview

of the studies conducted by ISLDN members engaged in examining how social justice leaders and leaders of high needs schools address the social conditions learning experiences and performance of their students Other international school leadership research consortia have emerged in the 21st century however the ISLDN is the second longest operating project after the International Successful School Principalship Project ISSPP Since its creation in 2010 ISLDN scholars have delivered papers at a variety of international conferences and shared findings in research publications including books and special issues of journals Until now ISLDN research findings have been disseminated separately for the project s two strands a social justice leadership and b leadership in underperforming high needs schools Therefore the purpose of the book is to document the history and evolution of the ISLDN and to provide descriptions and reflections of the project s research findings methodologies and collaborative processes across the two strands This volume captures studies of school leaders from 19 countries representing six continents Africa Asia Australia and Oceania Europe North America and South America The authors examine important external and internal contextual factors influencing schools in different cultural settings and provide insights about the values and practices of social justice leaders working in high needs school settings Numerous practical strategies are provided for school leaders working in schools with similar conditions The concluding chapter by the co editors synthesizes the structural factors personal beliefs and values and contextualized change management strategies that shape school leaders actions aimed at ensuring the best learning outcomes for their students Besides capturing the range of findings emerging from various ISLDN studies conducted over the past decade several chapters critically examine the project s current contributions to the field Authors suggest broadening the dissemination of our findings to increase the visibility of the project expanding the research methods beyond qualitative interviews incorporating studies from non Anglophone countries and augmenting the scope of our analyses and research focus These researchers journeys also reveal the obstacles to and benefits of engaging in these types of international collaborative research ventures **Turning**

High-Poverty Schools into High-Performing Schools William H. Parrett, Ralph G. Leverett, 2012-02-08 Is it possible for high poverty schools to be high achieving Of course it is Real schools with students living in poverty do post high levels of student achievement Learn what these schools do to help students succeed and how you and your school can adopt the same practices no matter what socio economic climate students live in Lessons learned and practical advice from seven of these high performing high poverty HP HP schools along with hundreds of others that have been the subject of intensive research are the focus of this book Authors William Parrett and Kathleen Budge have synthesized the research studied the schools in depth and show you critical components that set these institutions apart from their struggling peers After setting the context by examining poverty and its stunning effects on students the authors then zero in on what HP HP schools stopped doing or eliminated and what they started doing or improved on in three key areas of performance Building leadership capacity Fostering a safe healthy and supportive learning environment and Focusing on student professional and system learning

Principals teacher leaders and district leaders can benefit from the real world examples and practical guidelines all based on research and experience Rather than suggesting a one size fits all approach the authors acknowledge the unique context of individual schools and urge readers to engage in self assessment reflection and coordinated action to learn together and lead together with rubrics and planning templates provided to guide the process The reality is that any school willing to refocus its efforts can become a high performing school

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