

# HELPING EDUCATORS GROW

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Strategies and Practices for  
Leadership Development



ELEANOR DRAGO-SEVERSON

# Helping Educators Grow Strategies And Practices For Leadership Development

**Albert A Gayle**



## **Helping Educators Grow Strategies And Practices For Leadership Development:**

*Helping Educators Grow* Eleanor Drago-Severson, 2012-11-01 How can we prepare practicing and aspiring education leaders for the complex adaptive challenges they face In *Helping Educators Grow* Eleanor Drago Severson presents a new approach to leadership development Too often she argues we teach leadership development the same way we teach world history just the facts Instead we need to create professional learning environments that invite educational leaders to experience the conditions that support adult growth even as they are learning about them The book takes as its starting point the premise that adult development is leadership development that is the task of school leaders is to develop the capacities of adults as well as students Drawing on the principles of constructive developmental theory Drago Severson offers a framework for conceptualizing growth based on the core elements of care respect trust collaboration and intentionality Richly informed by examples of effective developmentally oriented learning experiences for aspiring and practicing leaders the book includes application exercises and reflective questions to help readers engage with the ideas presented Widely respected for her groundbreaking work in adult development leadership and capacity building in learning communities Drago Severson provides the tools and concepts to make any professional learning initiative a developmental opportunity for individuals and groups in a variety of contexts university based seminars professional development workshops professional learning communities or peer to peer networks

*Helping Teachers Learn* Eleanor Drago-Severson, 2004-03-12 Drago Severson has created an indispensable resource for anyone who wants to learn how to be a school's principal adult educator Robert Kegan Meehan Professor of Adult Learning and Professional Development Harvard University Graduate School of Education *Helping Teachers Learn* is a remarkably ambitious and comprehensive work that describes how principals may effectively exercise leadership in support of teacher learning within schools The book is an extraordinary treasure chest of real world examples insights and uncommon sense Richard H Ackerman Author *The Wounded Leader* A new learning oriented leadership model to help principals support teacher development and growth How can you as a principal create opportunities for teacher learning that really work to support teachers with different needs and preferences There is wide agreement that the best teacher development is informal diverse democratic school based and continuous The best programs ignite and sustain teachers excitement in learning growing and changing their classroom practices Drago Severson presents case studies from 25 diverse schools across the U S and examines strategies that help shape a school climate of teacher support growth and learning In addition she suggests many creative solutions to secure any resources needed to implement this learning oriented professional growth model Concepts covered in *Helping Teachers Learn* include A new model of learning oriented leadership that can be tailored to particular settings or individuals Adult learning principles that inform teacher growth and development and why they are essential to effective teacher development programs The Four Pillars teaming providing leadership roles engaging in collegial inquiry and mentoring Real world examples of principals sharing

leadership building community and managing change Enhance your professional development model to better support teacher growth and development as well as your own self development as a principal **Learning for Leadership** Eleanor Drago-Severson, Jessica Blum-DeStefano, Anila Asghar, 2013-08-01 Prepare education leaders to support adult professional growth with this comprehensive guide Supporting adult professional development or capacity building is a challenge in today's high accountability atmosphere especially with new teacher and principal evaluations Help prepare leaders to nurture human potential and build internal capacities with this one of a kind resource Through the authors practical advice you'll learn to Employ practices that support leadership development in your schools and districts Teach on the ground applications for effective professional learning initiatives Design and implement action plans based on Four Pillar Practices for Growth that comprise a learning oriented model of school leadership Teaming Providing Leadership Roles Collegial Inquiry and Mentoring with Developmental Intentionality Help leaders bridge theory and practice with first hand case study analyses If you want to improve student achievement then make schools and districts havens for learning for both students and educators with this comprehensive highly adaptable and accessible resource Ellie Drago Severson is one of our most insightful experts on the development of adult educational leaders She is unique in her ability to move back and forth comfortably between powerful ideas and promising practices Howard Gardner Professor of Cognition and Education Harvard University This is not another book about education reform to be read and cast aside this is a book to be savored It contributes profoundly to our understanding about how adults learn the differences in the ways that adults learn and how we can support and challenge adults as continuous learners within the context of the school day Deanna Burney Executive Director Leading by Learning LLC Can those who teach in and lead our schools dramatically improve the development of their students without a new commitment to their own ongoing development Drago Severson and her co authors think not But more than this they provide an expansively intelligent intensely practical research based route to realizing this new commitment Robert G Kegan Meehan Professor of Adult Learning and Professional Development Harvard Graduate School of Education **Growing for Justice** Eleanor Drago-Severson, Jessica Blum-DeStefano, Deborah Brooks Lawrence, 2023-03-21 Be the leader you want to see in the world Educators committed to social justice enter into the work in markedly different ways Drawing from research with 50 educational leaders from across the United States Growing for Justice explores how leaders committed to social justice support the growth of others while also developing their own capacities to engage connect and lead for change This groundbreaking book informed by adult developmental theory and based on a first of its kind study helps school leaders assess their own strengths and areas for growth and then take concrete steps toward improvement Features include Exploration of meaning making systems and how they affect leaders understandings of diversity equity and social justice A research based developmental model of justice centering educational leadership capacities and practices Leaders personal stories of growth and development as advocates Planning activities and reflective

exercises to drive decision making action and internal capacity building Wherever you are in your social justice journey wanting to do better is the first step toward actually doing better With this book s help you ll outline the supports stretches and scaffoldings you need to continually grow for justice

*Adult Education and Vocational Training in the Digital Age* Wang, Viktor,2016-11-08 In order to deliver optimum educational opportunities to learners higher education institutions must utilize emerging innovations and resources By doing so they can begin to develop more student centric pedagogies *Adult Education and Vocational Training in the Digital Age* is an authoritative reference source for the latest scholarly material on the use of recent technologies to facilitate and optimize classroom environments for adult learners Highlighting relevant andragogical organizational and institutional issues this book is ideally designed for professionals educators upper level students administrators and academics interested in emerging research on digital classrooms

**Handbook of Research on Teaching and Learning in K-20 Education** Wang, Viktor,2013-06-30 While the general agreement in education remains that the more senses involved in learning the better we learn the question still remains as to the distinction between the education of children and the education of adults *Handbook of Research on Teaching and Learning in K 20 Education* provides well rounded research in providing teaching and learning theories that can be applied to both adults and children while acknowledging the difference between both This book serves as a comprehensive collection of expertise research skill and experiences which will be useful to educators scholars and practitioners in the K 12 education higher education and adult education field

**Handbook of Research on Scholarly Publishing and Research Methods** Wang, Viktor,2014-12-31 For faculty to advance their careers in higher education publishing is essential A competitive marketplace strict research standards and scrupulous tenure committees are all challenges academicians face in publishing their research and achieving tenure at their institutions The *Handbook of Research on Scholarly Publishing and Research Methods* assists researchers in navigating the field of scholarly publishing through a careful analysis of multidisciplinary research topics and recent trends in the industry With its broad practical focus this handbook is of particular use to researchers scholars professors graduate students and librarians

**Transformational Professional Learning** Deborah M. Netolicky,2019-08-09 Emerging from an education world that sees professional learning as a tool to positively shape teaching practice in order to improve student learning *Transformational Professional Learning* elucidates professional learning that is transformational for teachers school leaders and schools Written from the unique pracademic perspective of an author who is herself a practising teacher school leader and researcher this book articulates the why and the what of professional learning It acts as a bridge between research and practice by weaving scholarly literature together with the lived experience of the author and with the voices of those working in schools It covers topics from conferences coaching and collaboration to teacher standards and leadership of professional learning This book questions the ways in which professional learning is often wielded in educational settings and shows where teachers school leaders system leaders and researchers can best

invest their time and resources in order to support and develop the individuals teams and cultures in schools It will be of great interest to teachers leaders within schools staff responsible for professional learning in school contexts professional learning consultants professional learning providers and education researchers      *Preparing Future Leaders for Social Justice* Kathleen M. Brown,Haim Shaked,2018-09-24 In today s Western school systems white straight middle class and physically able students reach higher achievements drop out less and have a greater chance of learning in higher education institutions than their counterparts who do not possess these characteristics While many agree that theory research and practice should be intertwined to support the type of schooling and society that values rather than marginalizes few scholars offer ground breaking pragmatic approaches to developing truly transformative leaders The purpose of this book is to offer a practical process oriented model aimed at helping educational leaders to perceive social political and economic contradictions and then to take action against the oppressive elements of reality To this end this book utilizes transformative andragogy which leads to a new way of seeing and a new way of being It is the art and science of helping others to think critically and act responsibly to examine beliefs to accept reject or modify values and to engage in activism and advocacy with and for others Therefore this book is of great value to those who wish to prepare tomorrow s school leaders for their role as promoters of social justice and excellence      Heroism and Wellbeing in the 21st Century Olivia Efthimiou,Scott Allison,Zeno Franco,2018-02-13 Offering a holistic take on an emerging field this edited collection examines how heroism manifests is appropriated and is constructed in a broad range of settings and from a variety of disciplines and perspectives Psychologists educators lawyers researchers and cultural analysts consider how heroism intersects with wellbeing and how we still use and even abuse heroism as a vehicle to thrive and prosper in the everyday and in the face of the most unbearable situations Highlighting some of the most pressing issues in today s world including genocide racism deceitful business practices bystanderism mental health unethical governance and the global refugee crisis this book applies a critical psychological perspective in synthesizing the social construction of heroism and wellbeing contributing to the development of global wellbeing indicators and measures      *Advancing the Development of Urban School Superintendents through Adaptive Leadership* Sarah Chace,2019-02-18 Based on a case study of urban school superintendents in a leadership development program this book offers a concrete demonstration of how adaptive leadership is applied and learned Blending the theory of adaptive leadership with the practice of urban school superintendents this book also utilizes the analytic lens of transformative learning as developed by Jack Mezirow      **The School Leaders Our Children Deserve** George Theoharis,2024 This is the updated edition of the bestselling seminal book on school leadership equity and social justice Drawing on the experiences and words of successful public school principals Theoharis shows why social justice leadership is needed and how it can be effective in creating more equitable schools Although they faced tremendous barriers the principals featured in this book made important strides toward closing the outcome and opportunity gaps in their schools by

using inclusive equitable practices Featuring a mix of theory and practical strategies this edition has been updated with new examples and frameworks relevant to today's leaders Responding to the current context of national resistance to issues of diversity equity and inclusion this timely book portrays how real school leaders seek create and sustain equitable schools especially for marginalized students The School Leaders Our Children Deserve identifies seven keys that are crucial for social justice leadership Key 1 Acquire Broad Reconceptualized Consciousness Knowledge Skill Base Key 2 Possess Core Leadership Traits Key 3 Advance Inclusion Access and Opportunity for All Key 4 Improve the Core Learning Context Both the Teaching and the Curriculum Key 5 Create a Climate of Belonging Key 6 Increase Student Learning Key 7 Sustain Oneself Professionally and Personally PRAISE FOR THE FIRST EDITION Theoharis does a beautiful job at marrying research with practical application that can be utilized by school administrators Journal of Educational Administration Presents a hopeful humanistic and democratic approach to school reform that many will no doubt wish to replicate American School Board Journal An important book that deserves a wide readership Michael W Apple

**Empirical Understanding of School Leaders' Ethical Judgements** Ori Eyal, Izhak Berkovich, 2022-12-30 This volume offers a holistic empirically grounded examination of the factors which influence educational leaders ethical judgments in their day to day work in schools Drawing on a range of quantitative studies the text utilizes organizational psychology to explore multiple ethical paradigms It considers social aspects including ethnicity gender hegemony minority relations and leadership styles which influence and drive ethical judgment patterns employed by educators and principals The book ultimately demonstrates the Ethical Perspectives Instrument EPI as an effective tool for the assessment of various ethical viewpoints and their interactions suitable for application to diverse cultures and socio educational circumstances An important study of the leaders ethics and preparation in handling marginalized populations this book will be valuable for academics researchers and graduate students working in the fields of educational leadership organizational psychology and the sociology of education The Contemporary Superintendent Meredith Mountford, Leigh E. Wallace, 2019-06-01 What is R Evolutionary Leadership Why Does it Matter How can contemporary school district administrators specifically superintendents contend with so many difficult and almost impossible competing commitments Building on the definitions of revolution revolutionary evolution and evolutionary the notion of R Evolutionary Leadership emerged while discussing the need for school district leaders to push back against the status quo while improving teacher and leadership practices improving student learning outcomes engaging with the community and ensuring decision making processes that include check and balance systems that are just fair and equitable for all The chapters in this book introduce superintendents or research on superintendents in which these tenants were practiced both in their ability to enact radical change by overthrowing the status quo as well as evolutionary in their deliberate approach to viewing change as a process they can control over time These leaders were willing to confront and defy practices and policies that were counter to student well being and achievement while concurrently knowing how to

reach their desired results The chapters chosen for inclusion in this volume are those that offered a glimpse of these revolutionary tenants in practice We ask that you consider this emerging concept as you explore the chapters of our book You will find the R evolutionary Leaders you meet in the chapters know how to evolve not just to stay alive but to ensure the organization school remains relevant and vital to society These leaders use their positional power social capital and expertise to advocate for policies and practices that are in the best interest of the school community and they innovate in ways that challenge the status quo You will also find practices that are R Evolutionary and provide ways for leaders to innovate collaborate and simply take care of themselves and those around them Our description does not seek to support or define or delineate the characteristics of a R Evolutionary Leader or how one might enact R Evolutionary Leadership but serves as a way to re think the way we view the vastly complex work of school district administrators specifically the superintendent R Evolutionary leadership may change our ways of thinking about the significant advocacy role a superintendent can play in influencing both practice and policy to enact the change necessary to move forward issues of justice equity and quality in PK 12 schools and further to improve educational and social outcomes for those served *Tell Me So I Can Hear You* Eleanor Drago-Severson, Jessica Blum-DeStefano, 2017-11-14 In *Tell Me So I Can Hear You* Eleanor Drago Severson and Jessica Blum DeStefano show how education leaders can learn to deliver feedback in a way that strengthens relationships as well as performance and builds the capacity for growth Drawing on constructive developmental theory the authors describe four stages of adult growth and development and explain how to differentiate feedback for colleagues with different ways of knowing which include Instrumental knowers who tend to see things in black and white Did I do it right or wrong and may need to develop the capacity for reflection Socializing knowers who are concerned with maintaining relationships What do you want me to do and may need support developing their own ideas Self authoring knowers who have strong ideologies and values How does this fit with my goals and vision and may need help with perspective taking Self transformative knowers who are able to examine issues from multiple points of view How can I understand this more deeply and may need guidance in resolving tensions and contradictions The authors show how leaders can provide feedback in ways that meet people where they are while expanding the developmental capacities educators bring to their work Drago Severson and Blum DeStefano provide real life examples with practical strategies for creating a safe space for feedback finding the right words and bridging feedback and action *Tell Me So I Can Hear You* offers invaluable guidance to help educators support a culture of learning in classrooms schools and districts *Systems Thinking for School Leaders* Haim Shaked, Chen Schechter, 2017-03-02 This book presents a new approach to school leadership Holistic School Leadership whereby school leaders lead schools through systems thinking concepts and procedures Facing growing complexity change and diversity school leaders need to regularly apply the systems view and perform at the systems level This book proposes a holistic approach providing school leaders with systemic principles of action for excellence in education What a wonderful book once



I started it I couldn't put it down The book masterfully makes a systems leadership perspective accessible and grounded in the reality of the daily life of educators Holistic School Leadership is a must read for anyone who has the responsibility for making schools better places from professors to emerging teacher leaders Karen Seashore Louis Regents Professor of Organizational Leadership Policy and Development University of Minnesota Shaked and Schechter have constructed a much needed bridge to the future of educational leadership a future of systemic thinking and positivity Joseph Murphy Professor of Education and Public Policy Peabody College of Education Vanderbilt University Shaked and Schechter offer a comprehensive yet concise account of the meaning of systems thinking The authors systematically develop their Holistic School Leadership approach with compelling examples carefully attending to the perennial challenge of implementation Important reading for scholars and practitioners of school leadership and management James P Spillane Olin Professor in Learning and Organizational Change Northwestern University This is the most important book on systems thinking since Senge's 1990 seminal work on learning organizations Shaked and Schechter demonstrate the critical and practical utility of systems thinking for school leaders a must read for all reflective practitioners Wayne K Hoy Professor Emeritus The Ohio State University Holistic School Leadership provides an innovative and exciting look into a new perspective on educational leadership that holds tremendous potential in reshaping educational research policy and practice The idea of interdependence alone makes this powerful new book required reading for anyone concerned with the future of education and educational leadership in particular Give yourself your colleagues your students and your system the gift of the wisdom in this book Alan J Daly Chair and Professor Department of Education Studies University of California San Diego In this informative book Shaked and Schechter offer a fresh application of systems thinking to schools and to the work of school leaders This book is a useful addition to the bookshelves of both those who prepare and those who support school leaders Megan Tschannen Moran Professor of Educational Leadership College of William and Mary *Redesigning Professional Education Doctorates* Valerie A. Storey, 2013-12-11 This volume demonstrates that Critical Friendship Theory can help distinguish education doctorate EdD programs from research doctorates education PhDs Drawing on multiple detailed case studies of CFT implementation at universities it covers curriculum and implementation online and in person education challenges and strategies for success **Doing Good and Doing Well** Michael L. Kaufman, 2023-12-24 Helping professionals of all types are everyday heroes who routinely and selflessly improve the lives of others But they often don't believe or realize that they also form a valuable pool of future leaders that their specific characteristics distinct aptitudes and servant leader's mindset not only prepare them but already uncommonly equip them to rise to the highest tiers of their organization's leadership structure You don't have to be either someone who does good in the world for others or someone who makes a good living running a company or managing others You can be both you can remain committed to the greater good of society and still lead a for profit or nonprofit organization or become a successful entrepreneur You can

simultaneously activate your right brain and left brain faculties apply your honed service oriented side and your business savvy side How does the author know this can be done Because he did it himself Sharing lessons learned over a 30 year career and featuring plentiful anecdotes to illustrate the pointed discussions and central themes Doing Good and Doing Well Inspiring Helping Professionals to Become Leaders in Their Organizations aims to inspire helpers to exercise the power they already possess and encourage them to travel a fruitful and fulfilling path to professional development and organizational leadership

**Improvement Science** Deborah S. Peterson, Susan P. Carlile, 2021-09-08 A 2022 SPE Outstanding Book Honorable Mention Improvement Science Promoting Equity in Schools is intended for classroom teachers school leaders and district leaders charged with leading improvement efforts in schools From questions such as how do I develop a love of reading in my classroom to how can I better manage student behavior during independent learning time to what should we do to make sure kids of all races read at grade level by 3rd grade to how could we include families of all backgrounds as partners in learning or how do we increase our graduation rate among underserved students this book shares real life examples from those who are currently leading equity focused improvement in our classrooms and schools If you are curious about how Improvement Science has been used or how others have succeeded or failed at equity focused improvement efforts in our classrooms and in our schools or if you re wondering how to spur discussions in school districts universities and communities about leading equity focused improvement this book is for you Teachers students family members community members principals and superintendents will be inspired to embrace Improvement Science as a method to improve equity in their schools The book helps people new to Improvement Science to understand the basic steps to implement the process If you re a beginner it provides some basic steps and a resource <https://www.carnegiefoundation.org/our-ideas/six-core-principles-improvement-to-help-you-understand-the-process-better> for those with some experience the book will be an excellent refresher and tool with functional suggestions to take your practice further

- 1 Form a Team
- 2 Examine Data
- 3 Ask Why
- 4 Read Research
- 5 Get Perspective of Those Closest to the Problem
- 6 Plan the Change

After you ve done the above then it s time to test one idea using short Plan Do Study Act cycles These are short improvement cycles Students are only in our classrooms generally for one year so the cycles need to be short perhaps even as short as one week to ensure that every instructional move we are making truly does improve the experience of the students Readers of Improvement Science Promoting Equity in Schools will be taking an important step toward achieving the goal of producing socially just classrooms and schools

**WATCH** Meet the Authors **ZOOM** recording from CPED21 Virtual Convening 10 20 21 To learn more about Improvement Science and see our full list of books in this area please click through to the Myers Education Press Improvement Science website Perfect for courses such as Culturally Responsive Learning Environments Educating For Equity And Social Justice Cultivating Culturally Responsive Classrooms Integrating Methods And Curriculum Design Inquiry Assessment And Instructional Design Foundations Of Culturally And Linguistically Responsive Practice Math Literacy

Physical Education Professional Collaboration In Education Language And Literacy Development Of Diverse Learners Equal Opportunity Racism Diversity And Equity In Schools Cultural Proficiency In Schools Language And Power In Education Teaching For Equity In Literacy Supportive Classroom Communities Cultural Diversity In Literature Engaging Students In Writing Introduction To School Leadership Introduction To School Improvement Teacher Leadership And School Improvement     Actionable Feedback to PK-12 Teachers Alyson L. Lavigne, Mary Lynne Derrington, 2023-03-12 Actionable Feedback to PK 12 Teachers provides practical applications for those who conduct teacher classroom observations and provide feedback for growth Leaders will learn strategies to support content and program area teachers with effective feedback practices The book supplements effective instructional practices and includes strategies for useful modifications of mandated uniform observation instruments The collection of thirteen chapters in this edited text includes Supervisory theories Developmental and differentiated feedback Applying human resource orientation to supervision Using classroom video for supervision Feedback for equitable change Feedback for culturally responsive instruction Teacher supervision in STEM literacy early childhood education gifted education career and technical education and virtual schools After reading Actionable Feedback to PK 12 Teachers readers will be equipped with foundational knowledge as well as specific feedback strategies for supervising programs and content areas Readers will develop skills in providing effective feedback that promotes teacher growth leading to instructional strategies that increases student learning

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