

Extraordinary Educators: Lessons in Leadership

Charles A. Reavis

Note: This is not the actual book cover

Extraordinary Educators Lessons In Leadership

Lauren Gardner



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, 1988 [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

The School Leader Surviving and Thriving Andrew Marotta,2020-11-29 Become more effective efficient and confident in your role as a school leader This book provides tips strategies and inspirational stories to help you overcome common challenges improve school culture make deeper connections with parents and staff and more Appropriate for K 12 leaders in any type of setting this updated edition includes new tips on handling difficult situations and being a connected educator Each chapter presents key tips in quick concise chunks so that you can easily implement one strategy at a time and survive and thrive in your leadership role Take these tips and make them your own so you can do your best for your students and staff

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

Using Telecommunications in Middle School Reading Rosemary Lee Potter,1992 This paper describes 2 years of international telecommunications experiences between seventh grade reading classes in Florida and England The report is presented in five sections 1 Telecommunications and Reading Instruction telecommunications and how it can motivate students develop their confidence and empower them and how telecommunications helps to integrate reading into other areas of the curriculum using such tools as bulletin boards electronic pen pals comparative literature creative writing joint literary publications and teleconferencing 2 Getting Started how a network was selected for the project funding for the project and online expenses and changes in operations over the 2 year period 3 The Florida England Connection getting the project started conducting online operations problems with timing other possibilities using online activities evaluation of the project based on the first year's goals other miniprojects and the second year 4 What We Have Learned So Far the impact of the project on students and parents and 5 Recommendations for Implementing Telecommunications insights gained from the experiences of the project A description of how the use of telecommunications changed both the delivery of instruction and the role of the teacher in teaching reading conclude the report The names and addresses of the producer of one software package and 11 telecommunications services are included Contains 9 references ALF

Teacher Leader Thomas Stewart Poetter,Bernard J. Badiali,2001 *Inclusive Teaching in South Africa* Tsedisio M. Makoele,2016-08-31 Inclusive education presupposes an all inclusive approach where all learners are taught in regular classrooms regardless of background disability or social context While there has been much debate indications are that inclusive education has been gaining momentum The book is divided into six coherent sections that address the how of inclusive education both inside and outside of the classroom

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 *The Principal: Traversing the High-Wire with No Net Below: 79 Places Where the High-Wire Can Be Greasy ,*

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 **The School Journal**

,1909 **New York School Journal** ,1895 **Restructuring Through School Redesign** Jerry Villars,1991

Restructuring an Urban High School Donn Weinholtz,1991 This booklet challenges assumptions about the hopelessness of educational reform in urban high schools by presenting the stories of 1 Theodore Sizer s Coalition of Essential Schools and 2 Metro High School in Cedar Rapids Iowa a school that participates in the Coalition Following an introduction the Coalition of Essential Schools program is described including a listing of nine common principles for the Coalition of Essential Schools and data on attendance academic performance discipline and the pursuit of higher education the success of Coalition schools is indicated Another section describes the experiences the students the school climate and the faculty of Metro High School which joined the Coalition in 1985 A section on the school administrators describes what was originally supervision by three lead teachers and the current on site principal who functions much as a lead teacher A section on academics describes a curriculum that has focused on basic skills and practical electives with an increasing emphasis on accelerated academic coursework in recent years Also described are Metro High School s vocademics program which helps students explore career choices and a report of data indicating positive outcomes at this school A concluding section offers reflections on the Metro High School experience and final thoughts Fourteen references are included JB

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 *Initiating Restructuring at the School Site* Robert J. McCarthy, 1991 **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 protégé 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

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Table of Contents Extraordinary Educators Lessons In Leadership

1. Understanding the eBook Extraordinary Educators Lessons In Leadership
 - The Rise of Digital Reading Extraordinary Educators Lessons In Leadership
 - Advantages of eBooks Over Traditional Books
2. Identifying Extraordinary Educators Lessons In Leadership
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Extraordinary Educators Lessons In Leadership
 - User-Friendly Interface
4. Exploring eBook Recommendations from Extraordinary Educators Lessons In Leadership
 - Personalized Recommendations

- Extraordinary Educators Lessons In Leadership User Reviews and Ratings
- Extraordinary Educators Lessons In Leadership and Bestseller Lists
- 5. Accessing Extraordinary Educators Lessons In Leadership Free and Paid eBooks
 - Extraordinary Educators Lessons In Leadership Public Domain eBooks
 - Extraordinary Educators Lessons In Leadership eBook Subscription Services
 - Extraordinary Educators Lessons In Leadership Budget-Friendly Options
- 6. Navigating Extraordinary Educators Lessons In Leadership eBook Formats
 - ePub, PDF, MOBI, and More
 - Extraordinary Educators Lessons In Leadership Compatibility with Devices
 - Extraordinary Educators Lessons In Leadership Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Extraordinary Educators Lessons In Leadership
 - Highlighting and Note-Taking Extraordinary Educators Lessons In Leadership
 - Interactive Elements Extraordinary Educators Lessons In Leadership
- 8. Staying Engaged with Extraordinary Educators Lessons In Leadership
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Extraordinary Educators Lessons In Leadership
- 9. Balancing eBooks and Physical Books Extraordinary Educators Lessons In Leadership
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Extraordinary Educators Lessons In Leadership
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Extraordinary Educators Lessons In Leadership
 - Setting Reading Goals Extraordinary Educators Lessons In Leadership
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Extraordinary Educators Lessons In Leadership
 - Fact-Checking eBook Content of Extraordinary Educators Lessons In Leadership

- Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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