

Preface

P*Principal Leadership: Applying the New Educational Leadership Constituent Council (ELCC) Standards* was written to address the new standards for the preparation and development of school principals created jointly by the National Council for the Accreditation of Teacher Education (NCATE) and the Interstate School Leaders Licensure Consortium (ISLLC). These standards, known as the Educational Leadership Constituent Council standards, are of critical importance in creating, nurturing, and sustaining a culture and climate that values the soul of the school within its political, social, economic, legal, and cultural context. Although a myriad of books exist on school leadership, climate, and change, this book is the first to connect the new standards to the philosophy and implementation of the principal as steward of the school's vision. *Principal Leadership* addresses these connections from the perspective of the school as essential to the essence and success of a school learning community.

This book is unique and timely in format. At long last the separate administrative standards and guidelines of the NCATE and the ISLLC have merged into one set of collaboratively developed and agreed-upon standards for the development of future school leaders and for the professional growth of existing ones. No book has addressed these merged standards, making *Principal Leadership* both distinctive and opportune. It is written within a context of tying the new standards to practical yet research-based applications for principals and others interested in school leadership. Based on eminent leadership and

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management theory and research, *Principal Leadership* is written in an informative manner, yet it is also practical, readable, interesting, insightful, and inspiring. Future administrators may use it as a text for university coursework in school leadership. Current administrators can use it for individual or group reflective professional development.

Principal Leadership addresses both a global, proactive philosophy of school leadership as provided in the ELCC standards and specific treatment of the components within each standard. This is done through discussion, case studies, reflective questions and activities, and “The Ultimate Application” for individual or groups engaged in professional development opportunities. It is appropriate for preservice and current principals, assistant principals, deans of instruction, instructional supervisors, educational and other professional associations, and anyone interested in the development and nurturance of the school community. The text is divided into three sections. The first section is introductory in nature. The second focuses on each of the seven ELCC standards. The final section pulls all the components together and draws conclusions. A selection of additional readings for each standard is provided for supplementary conceptual purposes.

Principal Leadership is a must-read for those preparing for school leadership positions as well as for practitioners seeking to stretch beyond their comfort zones in our changing world. It provides a framework of the standards and tools necessary to facilitate school leaders’ work with students, teachers, families, and communities in a collaborative partnership. If you are ready to make this commitment—knowing it will require hard work, focus, and persistence—read on. This is the book for you!

ACKNOWLEDGMENTS

During the final days of writing this book, terrorists attacked the United States, our freedom, and our way of life. All of America was shocked by this blatant and violent attempt to harm us. But the attack spawned renewed vision and purpose as all Americans came together in a shared sense of purpose and patriotism. Other

societal issues have become blurred as we speak with a single, united voice.

As educators we, too, must develop this sense of urgency and passion as we speak with one voice for the needs of children and their families. This book provides a framework of the newly developed Educational Leadership Constituent Council standards for the preparation and development of school leaders. It provides a tool to use our unified voice to meet specific standards and goals. This is something we have needed for a long time.

Many important people in my life have been instrumental in facilitating both the development of the standards and the writing of this book. Although I cannot possibly acknowledge them all, there are some individuals whom I must recognize. As always, my family has been wonderful, working to spare me from as many interruptions as possible so I could focus and write. Thank you, Greg, Mother, Brandon, Brittani, and Brooke. In particular I thank Brittani for her conscientious editing, knowing she offered her time when she would rather have been doing almost anything else. Without her, I could not possibly have completed this work on time. Thank you, sweetie! You are our wonderful gift.

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Last, to America, who could say it better than the psalmist:

Restore us, Oh God.

Psalm 80:3

All my love,

Elaine