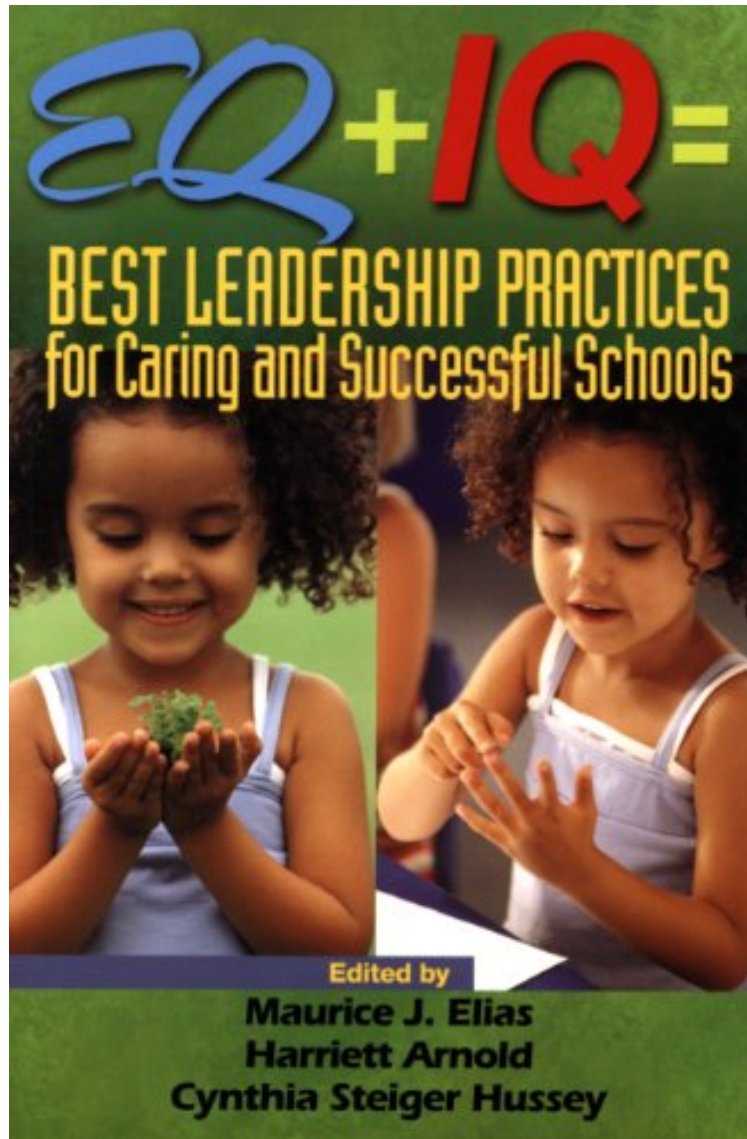


EQ + IQ = Best Leadership Practices for Caring and Successful Schools

From Corwin

**Download PDF | ePub | DOC | audiobook | ebooks*



[Download](#)

[Read Online](#)

#2249192 in eBooks 2002-11-20 2014-05-15 File Name: B00YWEG4GY | File size: 22.Mb

From Corwin : EQ + IQ = Best Leadership Practices for Caring and Successful Schools before purchasing it in order to gauge whether or not it would be worth my time, and all praised EQ + IQ = Best Leadership Practices for Caring and Successful Schools:

1 of 1 people found the following review helpful. Ahead of its Time By Maurice J. Elias When my co-editors and I were privileged to be able to compile the inspiring examples in this book, those who developed their models were well ahead of their time. In the ensuing years, the George Lucas Education Foundation has recognized and created videos

of many of these sites in action ([...]) and there have been many empirical studies documenting the connection of EQ and IQ (see [...] for a summary). The U.S. Department of Education is now focusing on school culture and climate, realizing that caring and successful schools is not a term that can be further reduced. Successful schools, including academic success, are caring, safe, and civil schools. This book contains the work of those who have led in the science and practice of this point of view, and whose tenacity and foresight have been vindicated by emerging science, practice, and policy in education. 0 of 1 people found the following review helpful. For All Students By A Strong Poet I appreciate that there are documented, data-driven results for these programs. I see the smiles on the kids faces in the classrooms. The best of both worlds. 3 of 7 people found the following review helpful. More of the same By A Customer Unfortunately, Elias et al continue to try to sell the same concepts with new packaging. There is little new here, and I find it a bit disconcerting that the EQ wave continues to be exploited for personal gain by academics, of all people. Shame on "Johnny come lately" academics trying to follow in Dan Goleman's success. Give us something new, or at least, stick to your science.

In this dynamic book, today's educational leaders offer their best ideas for building school communities that are safe, smart, caring, successful, and emotionally intelligent.

"There's enormous interest in emotional intelligence and brain-friendly learning, and this book is an excellent contribution to the debate." -- The Times Educational Supplement, UK Editorial, 2003 "Schools cannot teach character . . . Schools have to create an environment that models and promotes character development, and then they have to allow the children to 'catch' character from the behavior of the adults and students around them." -- James P. Comer, Maurice Falk Professor of Child Psychiatry "There's enormous interest in emotional intelligence and brain-friendly learning, and this book is an excellent contribution to the debate." -- The Times Educational Supplement, UK Editorial, 2003 "Schools cannot teach character . . . Schools have to create an environment that models and promotes character development, and then they have to allow the children to catch character from the behavior of the adults and students around them." -- James P. Comer, Maurice Falk Professor of Child Psychiatry "There's enormous interest in emotional intelligence and brain-friendly learning, and this book is an excellent contribution to the debate." -- The Times Educational Supplement, UK Editorial, 2003 "Schools cannot teach character . . . Schools have to create an environment that models and promotes character development, and then they have to allow the children to 'catch' character from the behavior of the adults and students around them." -- James P. Comer, Maurice Falk Professor of Child Psychiatry "There's enormous interest in emotional intelligence and brain-friendly learning, and this book is an excellent contribution to the debate." -- The Times Educational Supplement, UK Editorial, 2003 "Schools cannot teach character . . . Schools have to create an environment that models and promotes character development, and then they have to allow the children to 'catch' character from the behavior of the adults and students around them." (James P. Comer, Maurice Falk Professor of Child Psychiatry) "There's enormous interest in emotional intelligence and brain-friendly learning, and this book is an excellent contribution to the debate." (The Times Educational Supplement, UK Editorial, 2003) About the Author Maurice J. Elias, Ph.D. is Professor, Psychology Department, Rutgers University, Director of the Rutgers Social-Emotional Learning Lab, and Academic Director of The Collaborative Center for Community-Based Research and Service at Rutgers. He is Past President of the Society for Community Research and Action/Division of Community Psychology (27) of APA and has received the SCRA Distinguished Contribution to Practice and Ethnic Minority Mentoring Awards, as well the Joseph E. Zins Memorial Senior Scholar Award for Social-Emotional Learning from the Collaborative for Academic, Social, and Emotional Learning (CASEL), the John P. McGovern Medal from the American School Health Association, and the Sanford McDonnell Award for Lifetime Achievement in Character Education. Prof. Elias lectures nationally and internationally to educators and parents about students' emotional intelligence, school success, and social-emotional and character development. Among Dr. Elias' numerous books are ASCD's Promoting Social and Emotional Learning: Guidelines for Educators, the Social Decision Making/Social Problem Solving curricula for grades k-8, the new e-book, Emotionally Intelligent Parenting, and a book for young children: Talking Treasure: Stories to Help Build Emotional Intelligence and Resilience in Young Children (www.researchpress.com, 2012). He also writes a blog for on SEL-related topics for the George Lucas Educational Foundation at www.edutopia.org. With colleagues at the College of St. Elizabeth, he has developed an online credentialing program for Direct Instruction of Social-Emotional and Character Development (SECD) programs in classroom, small group, and after school settings (sel.rutgers.edu), and for School-Focused Leadership and Coordination of SECD and School Culture and Climate (SELinSchools.org). Professor Elias interviewed with Rae Pica on Bam! Radio's Studentcentricity. You can find the interview, Classroom Management: Redirecting Misbehavior, here. Take a look at a review on [The Other Side of the Report Card](#), published by the New Jersey Association of School Psychologists; here. Dr. Harriet Brown Arnold is a

veteran educator who has served as elementary school teacher, middle school administrator, elementary school principal, director of personnel and staff development, and international consultant to schools. A graduate of San Francisco State University with a B.A. in Social Welfare, she received her Masters in Education at California State University, San Jose and her Doctorate with an emphasis in Curriculum and Instruction from the University of San Francisco. Her professional development projects have included training for the Ministry of Education in the Bahamas and coordinating the Sequoia Beginning Teacher Program. nbsp;