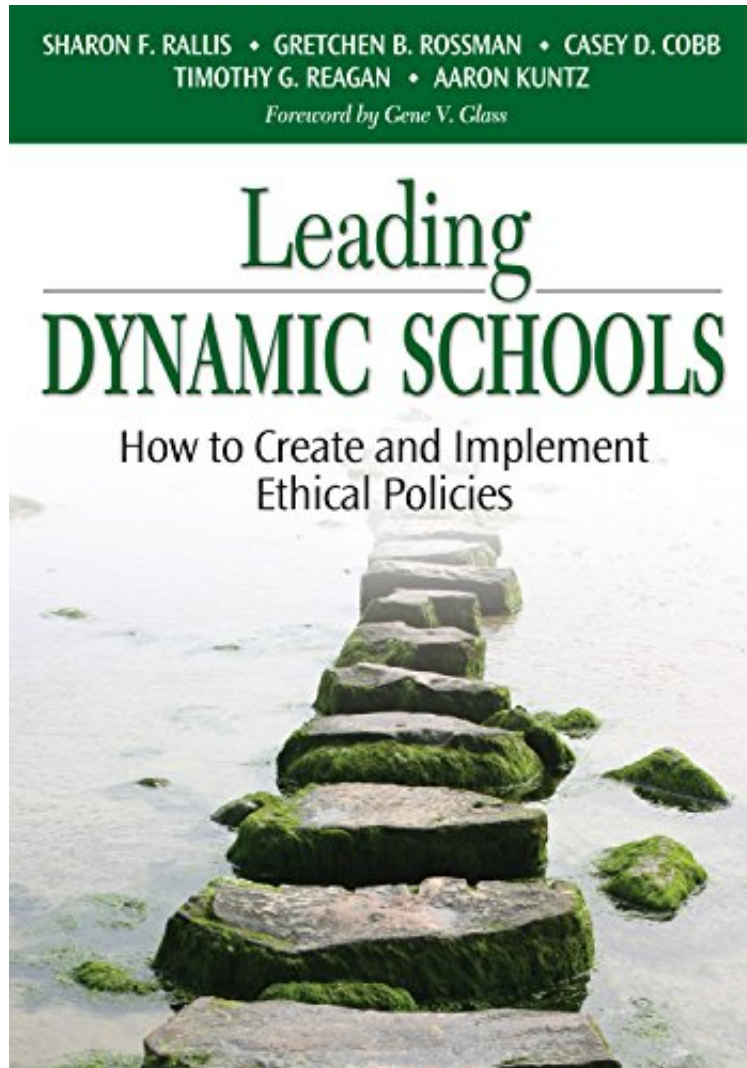


(Free read ebook) Leading Dynamic Schools: How to Create and Implement Ethical Policies

# Leading Dynamic Schools: How to Create and Implement Ethical Policies

*Sharon F Rallis, Gretchen B. Rossman, Casey D. Cobb, Timothy G. Reagan, Aaron M. Kuntz*  
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**Sharon F Rallis, Gretchen B. Rossman, Casey D. Cobb, Timothy G. Reagan, Aaron M. Kuntz : Leading Dynamic Schools: How to Create and Implement Ethical Policies** before purchasing it in order to gage whether or not it would be worth my time, and all praised *Leading Dynamic Schools: How to Create and Implement Ethical Policies*:

0 of 0 people found the following review helpful. Four StarsBy ashleyGreat book. Easy read1 of 1 people found the following review helpful. A key to designing successful school and community interactions.By Midwest Book ReviewSharon F. Rallis and Gretchen B. Rossman, et.al.'s *LEADING DYNAMIC SCHOOLS: HOW TO CREATE*

AND IMPLEMENT ETHICAL POLICIES offers a companion to PRINCIPALS OF DYNAMIC SCHOOLS AND DYNAMIC TEACHERS, reviewing the educational policy and helping decision-makers evaluate and analyze the policies that govern not just structure but functions of schools. Educators and collections catering to them receive a survey arranged by key issues which blends vignettes and research with policy reviews and more. From implementation of political principles and legal changes to confronting and debating over policies, LEADING DYNAMIC SCHOOLS is a key to designing successful school and community interactions.

A practical guide for creating, implementing, and evaluating school policy. This invaluable resource brings to life the process of making and enacting educational policy. The authors present a conceptual framework for developing effective and ethical school policies and help educational leaders evaluate, interpret, and analyze the regulations that govern their schools. Organized by key topics such as English Language Learners, inclusion, and bullying, the text incorporates vignettes, research, and relevant theories to illustrate how readers can: Create a dialogue that represents the needs of all stakeholders Define relevant policies that are ethically sound Integrate legally mandated policies with schoolwide resolutions

Because the book is critically aware of even the smallest detail and its ultimate effects on policy and stakeholders, the conclusions that the book draws are not only logical but very well thought out and applied for maximum benefit...I think this book would make a big difference in schools across the nation. -- Mike Fisher, Critical Thinking Specialist, Starpoint Middle School, Lockport, NY (10/08/2006)The authors do an excellent job of recommending practical strategies to help school leaders reason through policy dilemmas as the title suggests they will. As an academic, former practitioner former member of an educational policy and advocacy organization, hats off to the authors for approaching educational policy and school leadership in this way. -- Carri A. Schneider, Urban Educational Leadership Program, University of Cincinnati (10/09/2006)"Because the authors are critically aware of even the smallest detail and its ultimate effects on policy and stakeholders, their conclusions are not only logical but very well thought out and can be applied for maximum benefit. This book would make a big difference in schools across the nation." -- Michael Fisher, Critical Thinking Specialist (10/08/2006)"Because the authors are critically aware of even the smallest detail and its ultimate effects on policy and stakeholders, their conclusions are not only logical but very well thought out and can be applied for maximum benefit. This book would make a big difference in schools across the nation." "The authors do an excellent job of recommending practical strategies to help school leaders reason through policy dilemmas. As an academic, former practitioner, and former member of an educational policy and advocacy organization, I give a 'hats off' to the authors for approaching educational policy and school leadership in this way." "Because the authors are critically aware of even the smallest detail and its ultimate effects on policy and stakeholders, their conclusions are not only logical but very well thought-out and can be applied for maximum benefit." --Michael Fisher, Critical Thinking Specialist (10/08/2006)"Educators and library collections catering to them receive a survey arranged by key issues that blends vignettes and research with policy reviews and more. A key to designing successful school and community interactions." --The Bookwatch, September 2007 (10/12/2007)"The authors do an excellent job of recommending practical strategies to help school leaders reason through policy dilemmas. As an academic, a former practitioner, and former member of an educational policy and advocacy organization, I give a hats off to the authors for approaching educational policy and school leadership in this way." -- Carri A. Schneider, Adjunct Faculty, Urban Educational Leadership Program (10/09/2006)"Because the authors are critically aware of even the smallest detail and its ultimate effects on policy and stakeholders, their conclusions are not only logical but very well thought-out and can be applied for maximum benefit." --Michael Fisher, Critical Thinking Specialist (10/08/2006)"Educators and library collections catering to them receive a survey arranged by key issues that blends vignettes and research with policy reviews and more. A key to designing successful school and community interactions." --The Bookwatch, September 2007 (10/12/2007)"The authors do an excellent job of recommending practical strategies to help school leaders reason through policy dilemmas. As an academic, a former practitioner, and former member of an educational policy and advocacy organization, I give a 'hats off' to the authors for approaching educational policy and school leadership in this way." --Carri A. Schneider, Adjunct Faculty, Urban Educational Leadership Program (10/09/2006)-Because the authors are critically aware of even the smallest detail and its ultimate effects on policy and stakeholders, their conclusions are not only logical but very well thought-out and can be applied for maximum benefit.---Michael Fisher, Critical Thinking Specialist (10/08/2006)-The authors do an excellent job of recommending practical strategies to help school leaders reason through policy dilemmas. As an academic, a former practitioner, and former member of an educational policy and advocacy organization, I give a 'hats off' to the authors for approaching educational policy and school leadership in this way.---Carri A. Schneider, Adjunct Faculty, Urban Educational Leadership Program (10/09/2006)-Educators and library collections catering to them receive a survey arranged by key issues that blends vignettes and research with policy reviews and more. A key to designing successful school and community interactions.---The Bookwatch, September 2007 (10/12/2007) "Because the authors are critically aware of even the smallest detail and its ultimate effects on policy and stakeholders, their conclusions are not

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Previously, she was professor of education at the University of Connecticut; lecturer on education at Harvard; and associate professor of educational leadership at Peabody College, Vanderbilt University. Her doctorate is from the Harvard Graduate School of Education. She has coauthored numerous books, including several on leadership: *Principals of Dynamic Schools: Taking Charge of Change* (with Ellen Goldring); *Dynamic Teachers: Leaders of Change* (with Gretchen Rossman); *Leading Dynamic Schools: How to Create and Implement Ethical Policies* (with Gretchen Rossman and others); and *Leading With Inquiry and Action: How Principals Improve Teaching and Learning* (with Matthew Militello and Ellen Goldring). Her numerous articles, book chapters, edited volumes, and technical reports address issues of research and evaluation methodology, ethical practice in research and evaluation, education policy and leadership, and school reform. A past-president of the American Evaluation Association (2005) and current editor of the *American Journal of Evaluation*, Professor Rallis has been involved with education and evaluation for more than three decades. She has been a teacher, counselor, principal, researcher, program evaluator, director of a major federal school reform initiative, and an elected school board member. Currently, her teaching includes courses on inquiry, program evaluation, qualitative methodology, and organizational theory. Her research has focused on the local implementation of programs driven by federal, state, or district policies. As external evaluator or principal investigator (PI), she has studied a variety of domestic and international policy and reform efforts, such as alternative professional development for leaders; collaborations between agencies responsible for educating incarcerated or institutionalized youth; initiatives supporting inclusive education for children and youth with disabilities; local school governance and leadership; labor-management relations in school districts; and leadership development. Her work with students on evaluation and qualitative methodology has taken her as far as Afghanistan, Turkey, and Palestine. Gretchen B. Rossman is Professor of International Education at the Center for International Education at the University of Massachusetts Amherst. She received her PhD in education from the University of Pennsylvania with a specialization in higher education administration. She has served as a visiting professor at Harvard University's Graduate School of Education. Prior to coming to the University of Massachusetts, she was Senior Research Associate at Research for Better Schools in Philadelphia. With an international reputation as a qualitative methodologist, she has expertise in qualitative research design and methods, mixed-methods monitoring and evaluation, and inquiry in education. Over the past 30+ years, she has coauthored numerous books, two of which are editions of major qualitative research texts (this fourth edition of *Learning in the Field*, with Sharon Rallis, and *Designing Qualitative Research*, 6th edition, with Catherine Marshall—both widely used guides to qualitative inquiry). She has authored or coauthored more than 45 articles, book chapters, and technical reports focused on methodological issues in qualitative research syntheses, validity in qualitative research, mixed-methods evaluation practice, and ethical research practice, as well as the analysis and evaluation of educational reform initiatives both in the United States and internationally. Professor Rossman has served as principal investigator (PI) or co-PI on several international projects in such countries as Azerbaijan, India, Malawi, Palestine, Senegal, Tanzania, and the Gambia, as well as external evaluator on several domestic projects, including a Department of Education-funded reform initiative, a National Science Foundation-funded middle-grades science initiative, and a number of projects implementing more inclusive practices for students with disabilities. She regularly presents papers at the annual meetings of the American Educational Research Association and the Comparative and International Education Society. Casey Cobb is Associate Professor of Education Policy and Director of the Center for Education Policy Analysis at the University of Connecticut. His current research interests include policies on accountability, school choice, and bilingual education, where he examines the implications for equity among historically marginalized populations. He teaches courses in policy studies, research methods and evaluation. Casey has also served as evaluator on several projects, most recently working with the Connecticut Department of Education to study inter-district magnet programs. Timothy Reagan is currently Visiting Professor of Educational Leadership at Central Connecticut State University. He has previously been a faculty member at Gallaudet University, Central Connecticut State University, the University of Connecticut, Roger Williams University, and the University of the Witwatersrand. He has also served as the Associate Dean of the Neag School of Education at the University of Connecticut, Dean of the School of Education at Roger Williams University, and Dean of the Faculty of Humanities at the University of the Witwatersrand. His areas of interest include educational policy studies and the education of cultural and linguistic minority groups. Reagan co-authored *Becoming a Reflective Educator: How to Build a Culture of Inquiry in the Schools*, another Corwin Press book that contributes to the

author's illustration of leadership in dynamic schools. Aaron M. Kuntz is Assistant Professor of Qualitative Research Methodology at the University of Alabama. His research interests include social contexts of education, organizational culture, qualitative inquiry, identity theory, and democracy within the academy. Recently, he cotaught a course introducing inquiry to doctoral students with Rallis and Rossman.