DIMENSION 1:  
Fostering Effective Relationships

_The principal builds trust and fosters positive working relationships, on the basis of appropriate values and ethical foundations, within the school community—students, teachers and other staff, parents, school council and others who have an interest in the school._

**Best Principals Espouse Collective Leadership, Research Finds**

**SOURCE:** *The Education Digest* 76, No. 7 (March 2011): 63-4

**ABSTRACT:** A national study investigating the characteristics of effective school principals discovered that high student achievement is directly tied to “collective leadership,” the shared influence of educators, parents, stakeholders, and community members. The five-year study, “Learning from Leadership: Investigating the Links to Improved Student Achievement” is the biggest of its kind to explore the relationship between school leadership and student achievement.

**Building Trust, Forging Relationships**

**SOURCE:** *Principal Leadership*; May 2011, Vol. 11, Issue 9, pp 20-25

**ABSTRACT:** An overview of how the school principal and a small number of supportive staff helped turn around the Amityville Memorial High School, in Suffolk County, New York, is presented. The school serves Grades 10–12. A brief explanation how a focus on the four Rs of Relevance, Respect, Responsibility, and Relationships by the leadership helped in their achievement is provided.

**Drawing on a Knowledge-Based Trust Perspective to Examine and Conceptualize Within-School Trust Development by Principals**

**AUTHOR:** Shelby Cosner

**SOURCE:** *Journal of School Leadership*; March 2010, Vol. 20, Issue 2, pp 117-144

**ABSTRACT:** Research has revealed the importance of trust to schools and pointed to the central role that principals play in cultivating within-school trust, yet less is known about the ways that principals cultivate such trust. With these issues in mind, the author examines and conceptualizes ways that principals cultivate within-school trust as a means of advancing understanding and practice.

**Examination of the Effectiveness of Male and Female Educational Leaders Who Made Use of the Invitational Leadership Style of Leadership**

**AUTHORS:** Gwen Burns and Barbara N. Martin

**SOURCE:** *Journal of Invitational Theory & Practice*, 2010, Vol. 16, pp 29-55

**ABSTRACT:** A study of the effectiveness of male and female educational leaders who made use of the invitational leadership style of leadership in their K–12 school settings. Study participants consisted of 14 principals (7 female and 7 male) and 164 teachers. While quantitative findings revealed a statistically significant difference between the usages of invitational leadership qualities in effective schools versus less effective schools, there were no differences based on gender.
From Discipline to Relationships

AUTHOR: William L. Sterrett
SOURCE: *Educational Leadership*; October 2012, Vol. 70, Issue 2, pp 71-74
ABSTRACT: The article discusses the role of school leaders in facilitating effective teacher-student relationships in order to reduce instances of school discipline. The author looks at the importance of a coherent school environment that facilitates positive communication between administrators, teachers, and students, while including parents. Topics include the creation of classroom environments that encourage students learning about their peers, as well as the use of mentoring and role models to create a supportive school environment.

Parents, Principals, and Power: A Historical Case Study of “Managing” Parental Involvement

AUTHORS: Erin McNamara Horvat, Juliet Dileo Curci and Michelle Chaplin Partlow
SOURCE: *Journal of School Leadership* 20, No. 6 (November 2010): 702-27
ABSTRACT: Scholarship on parent-principal relationships often ignores how some parental involvement can create challenges for school leaders. The authors analyze parent-principal relationships at an urban public K–8 school over a 30-year period, exploring how three different principals “managed” parental involvement and reveal how these principals negotiated relationships with parents across the shifting race and class terrains of different eras.

Principals as Cultural Leaders

AUTHORS: Karen Seashore Louis and Kyla Wahlstrom
ABSTRACT: The article explores school principals’ influence on school culture and necessity of having a strong culture that fosters student learning. The implementation of professional learning communities (PLC) amongst teachers is considered as is the isolation in which many teachers work.

Relationships among Principal Authentic Leadership and Teacher Trust and Engagement Levels

AUTHORS: James J. Bird, Chuang Wang, Jim R. Watson and Louise Murray
ABSTRACT: The authors examined the relationships among the leadership style of school principals and the trust and engagement levels of their teachers in a county school district in a Southeastern state. The authenticity of the school principal was found to be significantly positively related to teacher trust and teacher engagement levels. The participant demographic measures held no relationships of significance with any of the components of the study. The results are discussed with regard to their implications for future research and the improvement of practice.

Teacher Community in Urban Elementary Schools: The Role of Leadership and Bureaucratic Accountability

AUTHOR: John M. Weathers
ABSTRACT: The author examines the effect of principal leadership and accountability policies on teachers' sense of community. To date, few studies have examined the effect of leadership practices and accountability policies on teacher communities, and these studies do not conceptualize and measure teacher community in line with theories of community. The effect of teacher classroom control and policy influence is significant, but reduced by measures of principal leadership.
What Makes or Breaks a Principal

AUTHORS: Gordon Donaldson, George Marnik, Sarah Mackenzie and Richard Ackerman
SOURCE: Educational Leadership; October 2009, Vol. 67, Issue 2, pp 8-14
ABSTRACT: The authors discuss school principals who are caught between the duties of caring for staff and getting things done. It states that principals' skills in interpersonal relations are critical when trying to transform a school. Principals need to learn along with their staff so that they can demonstrate their interest and be effective consultants. Learning to listen and appreciate concerns of teachers, students and parents accurately is cited as important.

DIMENSION 2:
Embodying Visionary Leadership

The principal collaboratively involves the school community in creating and sustaining shared school values, vision, mission and goals.

Beyond Charisma: What Followers Really Need From Their Leaders

AUTHOR: Thomas S. Bateman
SOURCE: T+D 65, No. 6 (June 2011): 70-72
ABSTRACT: The author focuses on leadership and qualities that allow leaders to effectively provide their followers with what they need. He argues that the three qualities that make for effective leaders are: charisma, character, and competence.

Creating Collaborative Cultures

AUTHORS: Barbara Kohm and Beverley Nance
SOURCE: Educational Leadership; October 2009, Vol. 67, Issue 2, pp 67-72
ABSTRACT: Principals need to foster a collaborative climate to accelerate positive change at their school. To foster transparency, principals should make every attempt to communicate their vision and directives clearly.

Creating Positive Culture in a New Urban High School

AUTHORS: Virginia Rhodes, Douglas Stevens and Annette Hemmings
SOURCE: The High School Journal 94, No. 3 (Spring 2011): 82-94
ABSTRACT: In a new urban high school, a planning team comprised of lead teachers and the school principal sought to create a positive school culture with a clear vision and core values that would engender relational trust, a strong sense of community, and principal and teacher co-leadership. The culture was to be supported by social structures instituted through teams, professional development, student orientations, venues for instructional innovation, and informal gathering places.

Developing Lion Leaders

AUTHOR: Michael Bossi
ABSTRACT: The article focuses on the need to develop quality school principals in California. It defines an ideal principal as a leader who communicates a clear and focused vision that guides the school community. It presents six dimensions of leadership for principals which includes operational, visionary and strategic.
The Effects of Leadership on Innovative Program Implementation

AUTHORS: Maria G. Dove and Mary Ellen Freeley
SOURCE: *The Delta Kappa Gamma Bulletin* 77, No. 3 (Spring 2011): 25-32
ABSTRACT: The implementation of innovative educational practices is a complex process that requires a number of variables to work concertedly to bring about desired change. School district administrators play a vital role in fostering change that leads to school success inasmuch as their leadership often affects how teachers institute new programs and execute them successfully in their classes. The researchers investigated the impact of leadership on the process of program implementation.

New Opportunities for Principal Leadership: Shaping School Climates for Enhanced Teacher Development

AUTHOR: Ellie Drago-Severson
ABSTRACT: Improved professional development for teachers and principals is central to the national educational agenda. Principals struggle with the challenge of how to build school climates that improve practice in an era of heightened accountability and increasingly complex adaptive challenges. Research identifies strategies that principals use to foster school climates that promote teacher learning and development.

Pulling Together

AUTHORS: John Daresh and Jane Lynch
ABSTRACT: The writers argue that it is impossible for a principal to lead a school toward being a true learning community without involving everyone involved in the school structure, including non-certified staff. They contend that office workers, custodial staff, and food service workers should be appreciated, valued, listened to, and respected as contributors to the success of the school.

Requiring Collaboration or Distributing Leadership?

AUTHORS: Anne Kennedy, Angie Deuel, Tamara Holmlund Nelson and David Slavit
ABSTRACT: The article discusses the use of distributed leadership as a method for teachers to work collaboratively and to participate in the administration of their schools. A study was conducted by the authors to investigate the educational benefits of this approach to educational leadership and professional learning communities (PLCs).

Rethinking the Role of Leadership in General Education Reform

AUTHORS: Susan Gano-Phillips, Robert W. Barnett, Anne Kelsch, Joan Hawthorne, Nancy D. Mitchell and Jessica Jonson
ABSTRACT: The authors explore good leadership in achieving a successful outcome for reforming the general education. They discuss collaboration in leadership, developing trust among the constituents, and acting as stewards of the institution are the key themes in reforming the GE curriculum. They argue that the nature of leadership has emerged because the committee focuses only on the process of institutional change without the involvement in the content of the curriculum.
DIMENSION 3: Leading a Learning Community

The school principal nurtures and sustains a school culture that values and supports learning.

Engaging All Staff
AUTHORS: Linda Noel-Batiste and Tiffany Toledo
ABSTRACT: Many minorities will not actively and fully engage in professional development opportunities until their needs are taken into account. Administrators should be aware that daily social interactions tend to determine how much teachers invest of themselves in the school; a school's culture affects learning for teachers just as it does for students; and minority teachers need help in understanding community and school norms, interpreting school policies, establishing student expectations, and interacting with parents.

Mapping a pathway to schoolwide highly effective teaching
AUTHOR: Regie Routman
SOURCE: Phi Delta Kappan; February 2012, Vol. 93, Issue 5, pp 56-61
ABSTRACT: The author discusses techniques to elicit effective teaching from teachers in order to create a high-achieving school. These include strong and involved leadership from the principal, professional learning communities (PLCs) among teachers, and an Optimal Learning Model (OLM) that encourages student participation. The author argues that these techniques can lead to self-sustaining high quality education in a trustful and respectful environment.

PLCs: A Cultural Habit Built on Trust
AUTHORS: Gary Bloom and Barry Vitcov
SOURCE: Leadership 39, No. 4 (March 2010): 24-26
ABSTRACT: The article offers information on the conduct of professional learning communities (PLC) in schools. It mentions that PLC is adopted by schools because it is the professional development model for 2010. It cites that the conduct of PLC should be done by teachers and be supported by their principals where it should be transparent using multiple forms of data in determining students' achievements.

PLCs Demystified
AUTHOR: Hanna Doerr
SOURCE: Principal (Reston, Va.) 89, No. 1 (September/October 2009): 26-30
ABSTRACT: Guidelines for establishing a professional learning community (PLC) are provided. The guidelines relate to key elements of a PLC, in which administrators and teachers work to improve student achievement, and to the principal's role.
The Principal's Role in Supporting Learning Communities

AUTHORS: Shirley M. Hord and Stephanie A. Hirsh
SOURCE: Educational Leadership 66, No. 5 (February 2009): 22-23
ABSTRACT: The article discusses how school principals can support professional learning communities for teachers. The authors suggest principals can improve teacher motivation by emphasizing their confidence that teachers can succeed by combining their abilities and expertise. Principals should encourage teachers to improve their professional practices and knowledge through collaboration, promote self-governance of learning communities and develop decision making and discussion skills in teachers.

Professional Learning Communities, Principals, and Collegial Conversations

AUTHOR: Gene Spanneut
SOURCE: Kappa Delta Pi Record 46, No. 3 (Spring 2010): 100-3
ABSTRACT: Advice for principals on ensuring the success of professional learning communities (PLCs) is provided. The advice is to allocate time for dialogue and develop and support teachers' use of collegial conversations in PLCs. Resources for facilitating dialogue are outlined.

Teacher Commitment in Sustainable Learning Communities: A New "Ancient" Story of Educational Leadership

AUTHOR: Sabre Cherkowski
SOURCE: Canadian Journal of Education; February 2012, Vol. 35, Issue 1, pp 56-68
ABSTRACT: The findings from this qualitative case study reveal how a principal's demonstration of compassion and deep care towards his teachers was influential in the participants' renewed desire for a greater commitment to and improvement of their craft. Understanding how school leaders can nourish and sustain passion and commitment is an essential area of research on learning communities. Exploring the impact of emotions in leadership is highlighted as an important consideration for fostering conditions for sustainable learning communities.

DIMENSION 4
Instructional Leadership

The school principal ensures that all students have ongoing access to quality teaching and learning the opportunities to meet the provincial goals of education.

A Framework for Defining Literacy Leadership

AUTHORS: Sulentic Dowell, Dana Bickmore and Bonnie Hoewing
SOURCE: Journal of Reading Education; Winter 2012, Vol. 37, Issue 2, pp 7-15
ABSTRACT: Literature on educational leadership from the past 40 years clearly reveals an emphasis on the principal as instructional leader. Subsequently, instructional leadership has been operationalized through professional leadership standards. However, despite a decade of intense inquiry into literacy practices, scant research has been conducted identifying effective literacy leadership knowledge and skill as a subset of instructional leadership. Traversing the fields of literacy research and educational leadership, this study establishes a framework for defining literacy leadership.
New Thinking about Instructional Leadership
AUTHORS: Eileen Horng and Susanna Loeb
SOURCE: Phi Delta Kappan 92, No. 3 (November 2010): 66-69
ABSTRACT: The article discusses methods of instructional leadership for school principals. The authors report that traditional views of instructional leadership emphasize engagement with the curriculum and excellence in teaching. They suggest that organizational and personnel management are also important aspects of leadership.

Perpetual Motion
AUTHOR: Sarah McKibben
ABSTRACT: An interview with Lucy Beckham, principal of Wando High School in South Carolina is presented. Beckham discusses providing leadership for a school with five smaller learning communities, curriculum development for the specialized areas of study that Wando offers, establishing relationships with students and fostering a sense of school identity among students, providing instructional leadership to all her teachers, sharing her experience with other school leaders, and what she has learned to help principals in any size school be better leaders.

Preparing Leaders for Math and Science: Three Alternatives to Traditional Preparation
AUTHORS: Chad R. Lochmiller, Kristin S. Huggins and Michele A. Acker-Hocevar
SOURCE: Planning & Changing; 2012, Vol. 43, Issue 1/2, pp 198-220
ABSTRACT: Improving student achievement in math and science has become a priority in the United States. As instructional leaders, principals can influence instruction in these vital subjects by working with classroom teachers to improve their instruction. Surprisingly, the research about the principal’s role in supporting instruction in these subjects is limited. In this article, the authors draw from existing research to present three programmatic alternatives to existing preparation programs.

Principals + algebra (- fear) = instructional leadership
AUTHORS: Cynthia L. Carver, Michael Steele and Beth Herbel-Eisenmann
SOURCE: Journal of Staff Development; February 2010, Vol. 31, Issue 1, pp 30-33
ABSTRACT: The writers discuss the progress and experiences of several school principals participating in an algebra study group. Study groups of this kind will help to ensure that all principals provide the required support to teachers and students to achieve the new graduation requirement.

What Do Effective Principals Do?
AUTHOR: Nancy Protheroe
SOURCE: Principal (Reston, Va.) 90, No. 5 (May/June 2011): 26-30
ABSTRACT: The writer observes that effective principals demonstrate a range of behaviors in two critical areas—instructional leadership and management, and research supports the fact that each of these aspects is important for the effectiveness of principals. She presents an overview of two recent research projects focused on principal leadership that highlight activities that contribute to such effectiveness.
What's Teaching Got to Do with It?
AUTHOR: Mary F. Borba
ABSTRACT: The article offers information on how to become an outstanding educational administrator. It states that developing knowledge about literacy learning and gaining expertise as a classroom teacher is one of the first steps in preparing for educational administration. It notes that the quality of a principal's instructional leadership in creating effective instructional programs is directly related to his or her knowledge about literacy instruction.

DIMENSION 5:
Developing and Facilitating Leadership

The principal promotes the development of leadership capacity within the school community—students, teachers and other staff, parents, school council for the overall benefit of the school community and education system.

Effective Principal Support: What Will it Take?
AUTHORS: Christopher N. Thomas and Karen Kearney
SOURCE: *Leadership* 40, No. 2 (November 2010): 8-11
ABSTRACT: The article focuses on the stages to establish a coherent leadership development system for principals in California. The selection and recruitment of aspiring leaders with the potential to become effective principals has been viewed essential in building a statewide leadership development system. It notes that a school principal must be able to show a certificate of program completion which is essential in verifying his professional accomplishment deemed necessary as an entry-level principal.

Enabling Teachers to Become Pedagogical Leaders: Case studies of Two IDEAS Schools in Singapore and Australia
AUTHORS: Joy Oon Ai Chew and Dorothy Andrews
ABSTRACT: This research paper is about the role of the principal in enabling teacher leadership for pedagogical innovations and school improvement studied in two Innovative Designs for Enhancing Achievements in Schools (IDEAS) schools in Singapore and Australia over a 3-year period from 2005 to 2007. The research reported is based on the developing relationship between principals and teacher leaders as they collaboratively engage in a process of whole school improvement.

Future Leaders: The Way Forward?
AUTHORS: Peter Earley, Dick Weindling, Sara Bubba and Meli Glenn
ABSTRACT: The recruitment and retention of senior school leaders is high on the UK Government's agenda with much attention currently being given to succession planning. Future Leaders and other fast track leadership development programmes are, in part, a response to this 'crisis' brought about by demographic change—many headteachers are due to retire in the next few years—and by the unappealing nature of headship as a career option.
Leadership Development: The Larger Context

AUTHOR: Michael Fullan
SOURCE: *Educational Leadership* 67, No. 2 (October 2009): 45-49
ABSTRACT: Fullan discusses job-embedded school leadership development, defined as leadership development that occurs in the context of doing the job. He argues that programs with well-prepared principals are not noticeably different from other programs. To transform schools, he argues, organization-embedded leadership development is needed to work directly on the organization, its culture, structure and processes.

Leadership Development and School Improvement: Contemporary Issues in Leadership Development

AUTHOR: Tony Bush
ABSTRACT: There is great interest in educational leadership in the early part of the twenty-first century. This is because of the widespread belief that the quality of leadership makes a significant difference to school and student outcomes. There is increasing recognition that schools require effective leaders and managers if they are to provide the best possible education for their students and learners. This requires trained and committed teachers but they, in turn, need the leadership of highly effective principals with the support of other senior and middle managers.

Public anticipation yet private realisation: The effects of using cases as an approach to developing teacher leaders

AUTHORS: Allie Clemans, Amanda Berry and John Loughran
ABSTRACT: Recent research has begun to conceptualize the professional learning of practising teachers who take on leadership roles in schools. The authors focus on the way in which writing of a published case encouraged teacher leaders to articulate their growing knowledge about leadership. But teachers' traditional positioning as knowledge consumers led to reluctance in sharing the professional knowledge they had developed.

Teacher Leadership: Overcoming 'I Am Just A Teacher' Syndrome

AUTHORS: Valeri R. Helterbran
ABSTRACT: A well-developed literature base exists and continues to grow on the topic of teacher leadership; however, it remains largely an academic topic rather than actuality. Teachers have always been leaders, but there is little evidence that a focused, collaborative movement exists in public schools designed to promote and support widespread teacher leadership in the profession.

Teaching Gil to Lead

AUTHORS: Stephen H. Davis and Ronald J. Leon
ABSTRACT: The most effective teachers assume leadership roles as instructors and professional colleagues. In this article, we propose a framework for developing teacher leadership that consists of four intersecting domains: instrumental, intrapersonal, interpersonal, and organizational. These domains are mediated by the principal's beliefs, social context, organizational culture, work tasks, and district philosophy.
Dimension 6:
Managing School Operations and Resources

The school principal manages school operations and resources to sustain a safe, caring and effective learning environment.

A Breath of Fresh Air
AUTHOR: Rachel Belew
SOURCE: Principal (Reston, Va.); September/October 2011, Vol. 91, Issue 2, pp 22-25
ABSTRACT: Belew discusses the effect of indoor air quality in schools on students and suggests that poor indoor air quality can lead to lower student test scores, increased absenteeism, and decreased student concentration. Other topics include the lack of attention paid to air quality by school principals, the presence of volatile organic compounds (VOCs) in school air, and efforts that principals can take to create higher indoor air quality.

Building Social Media Connections
AUTHORS: William M. Ferriter, Jason T. Ramsden and Eric C. Sheninger
ABSTRACT: The authors present tips for principals in transforming communication practices in schools, incorporating tools for social media, and reaching out to the community. They urge principals to create their own social network connection by engaging into communities of principals and teachers who want to learn social media usage.

Correcting the Money Myth: Re-Thinking School Resources
AUTHOR: W. Norton Grubb
ABSTRACT: Grubb believes that while money is needed and is useful, it can't help to improve student outcomes that result from principal leadership and teacher cooperation. The Money Myth is the idea that any education problem requires increased spending and that educational reform isn't possible without more funding. He suggests that schools should carry out routine audits of identifying money that is spent on ineffective resources.

Financial Crisis 101
AUTHORS: Linda Marrs-Morford and Ralph L. Marshall
SOURCE: Education Digest; February 2013, Vol. 78, Issue 6, pp 53-57
ABSTRACT: Principals must collaborate with the entire school community to allocate resources effectively. This article explains how principals can navigate the competing needs of the school.

Getting Real: A Different Perspective on the Relationship Between School Resources and Student Outcomes
AUTHORS: Kennedy G. Greene, Luis A. Huerta and Craig Richards
ABSTRACT: Most research on the association between school resources and student outcomes has concentrated on finances as measured in dollars. This study takes a fresh look at the issue by focusing on the allocation of real resources, defined as the personnel and materiel used to increase student learning, which are more relevant measures of a school's instructional conditions.
Leading Through a Fiscal Nightmare: The Impact on Principals and Superintendents

AUTHORS: Rick Ginsberg and Karen D. Multon
SOURCE: Phi Delta Kappan 92, No. 8 (May 2011): 42-47
ABSTRACT: The authors discuss educational leadership during times of financial hardship for schools, particularly the impact of the global financial crisis that began in 2008 on education in the US. The burden of meeting these financial challenges falls to school principals and school superintendents, who had to adjust to the "new normal" of functioning with fewer resources available.

Principals' Perceptions on School Management: A Case Study with Metaphorical Analysis

AUTHOR: Ilhan Günbayi
ABSTRACT: Metaphors can serve as a powerful strategy to describe those complicated realities related to school management, illuminating aspects of school management phenomena not previously noticed, and adding depth of meaning to understanding it. The purpose of this study is to investigate the mental images (metaphors) that principals formulated to describe the concept of school management and school management activities in which they are involved.

The Role of the Principal's Leadership Style in the Implementation of ICT Policy

AUTHOR: Christina Hadjithoma-Garstka
ABSTRACT: A study in information communication technology (ICT) implementation that focuses on the principal's leadership style in relation to other factors that influence implementation. The findings have implications for practice related to principals' training and for the support provided to schools for embedding ICT.

Technological Leadership Behavior of Elementary School Principals in the Process of Supply and Use of Educational Technologies

AUTHORS: Esra Şişman Eren and Adile Aşkim Kurt
SOURCE: Education 131, No. 3 (Spring 2011): 625-636.
ABSTRACT: The purpose of this study is to examine the technological leadership behaviors of Turkish elementary school regarding the supply and use of educational technologies based on the national educational technology standards developed and approved for school principals in many countries. The study was carried out with 870 elementary school principals from 16 cities.

What Do Effective Principals Do?

AUTHOR: Nancy Protheroe
SOURCE: Principal (Reston, Va.); May/June 2011, Vol. 90, Issue 5
ABSTRACT: The writer observes that effective principals demonstrate a range of behaviors in two critical areas—instructional leadership and management, and research supports the fact that each of these aspects is important for the effectiveness of principals. She presents an overview of two recent research projects focused on principal leadership that highlight activities that contribute to such effectiveness.
DIMENSION 7: Understanding and Responding to the larger Societal Context

The principal understands and responds appropriately to the political, social, economic, legal and cultural contexts impacting the school.

Aboriginal Students Engaging and Struggling with Critical Multiliteracies
AUTHOR: Fatima Pirbhai-Illlich
SOURCE: *Journal of Adolescent & Adult Literacy* 54, No. 4 (December 2010): 257-266. Professional Development Collection, EBSCOhost
ABSTRACT: The article discusses the academic success rates of Aboriginal students in Canada, Australia, and the US. The author explains her analysis of educational statistics concerning indigenous students, noting that graduation rates are significantly lower among Aboriginal students. She is critical of educational literacy programs which do not factor in the sociocultural and ideological backgrounds of Aboriginal students.

Did You Know?
ABSTRACT: The article presents information on a report issued by the Gay, Lesbian and Straight Education Network (GLSEN) of the US. The report shows that while school principals view bullying as a problem, they do not appear to acknowledge the full effects of harassment faced by gay, bisexual, and transgender students.

Ethical Leadership in Public Education Living an Ethic of Criticality
AUTHORS: Duane Brothers and Brian O'Leary
ABSTRACT: The writers describe the principles behind the ethical culture of the Seven Oaks School Division in north Winnipeg. Seven Oaks is rooted in a culture of criticality in which continuous inquiry and educational debate are an integral part of school life, and Seven Oaks ensures that these inquiries and debate are followed by actions and these actions are assessed against educational and social justice ends.

Leaving Nothing to Chance
AUTHOR: Karin Chenoweth
ABSTRACT: Chenoweth outlines factors contributing to the success of students in high-performing, high-poverty, and high-minority schools. Drawing on interviews with principals of such schools, she says that success depends on ensuring that all stakeholders are responsible for operating the school, inspecting what is expected, being relentlessly respectful and respectfully relentless, utilizing student achievement data to assess decisions, and taking all necessary steps to ensure student learning.

The Myth of the “Culture of Poverty”
AUTHOR: Paul Gorski
ABSTRACT: Gorski discusses false perceptions and prejudices regarding economically disadvantaged students. She discusses how many teachers make assumptions about student motivation and parental participation in education based on stereotypes related to the culture of poverty.
No Homeless Child Left Behind

AUTHOR: David Saxberg
ABSTRACT: The writer outlines steps that principals should take in helping homeless students, which is a legal requirement. He advises principals on identifying students who are homeless, offering educational and support services, and providing teacher training.

Professional Development and Student Achievement in High Poverty Schools: Making the Connection

AUTHORS: Sheila D. Moore, Frances K. Kochan, Marie Kraska and Ellen H. Reames
ABSTRACT: The Alabama Torchbearer School Program was established to identify high-poverty, high-performing schools in the state. The purpose of this study was to determine if there are differences among the perceptions of principals in Torchbearer Schools and principals in similar schools with low student performance relative to the professional development practices in their schools.

Serving LGBT Students: Examining the Spiritual, Religious, and Social Justice Implications for an African American School Administrator

AUTHORS: Latish Reed and Les T. Johnson
ABSTRACT: This qualitative case study probes one African American school leader with a conservative religious upbringing as she works in a high school with a self-identified population of African American lesbian, gay, bisexual, and transgender (LGBT) students. The findings demonstrate that the participant's leadership practices were guided by her spiritual foundation and religious beliefs. At the same time, she encountered some limitations in her social justice enactment with LGBT students.

Special Schools for Homeless Students Bursting at the Seams

AUTHOR: Michelle D. Anderson
ABSTRACT: The article reports on schools for homeless children in the US, focusing on the work of the Monarch School in San Diego, California. The perspectives of Sarita Fuentes, co-principal and chief executive officer of the Monarch School, on homelessness are offered.

What Educators Need to Know about Bullying Behaviors

AUTHOR: Sandra Graham
SOURCE: Phi Delta Kappan 92, No. 1 (September 2010): 66-69
ABSTRACT: Graham presents information that educators need to know about bullying behaviors and discusses the many beliefs about bullying that have proven to be myths. She distinguishes victimization from simple conflict by describing victimization as involving the intent to cause harm with an imbalance of power between the bully and the victim.