

SCHOOL PRINCIPALS, BEST QUOTES ON

If a school is a vibrant, innovative, child-centered place; if it has a reputation for excellence in teaching; if students are performing to the best of their ability; one can almost always point to the principal's leadership as the key to success.

—*U.S. Senate Resolution*
359, (1970)

High expectations are the key to everything.

--Sam Walton

The object now is to take the brilliance of the ideas of the people who work for you and focus them to affect the direction of the school, its growth, and strategic educational issues. Principals must realize people are 'intellectual assets' that make things happen; the costs of mismanaging them can be disastrous. Success will go to schools whose principals mobilize their people and unleash their competence, creativity, and commitment.

--Mike Brown

The most important person in the school is the principal.

--Hillary Clinton

Things do not get better by being left alone. Unless they are adjusted, they explode with a shattering detonation.

--Sir Winston Churchill

A school without a public relations program is like winking at a girl in the dark. You know what you're doing, but no one else does.

--Steuart Henderson
Britt

A positive school climate is perhaps the single most important expression of educational leadership.

—Scott Thompson

An institution is the lengthened shadow of one man.

--Ralph Waldo Emerson

Nothing that is not a real crime makes a man appear so contemptible and little in the eyes of the world as inconsistency.

--Joseph Addison

It is the greatest good to the greatest number which is the measure of right and wrong.

--Jeremy Bentham

He that listens after what people say of him shall never have peace.

--Thomas Fuller

To know what is right and not to do it is the worst cowardice.

—Confucius

If a better system is thine, impart it; if not, make use of mine.

--Horace

Much worse than training teachers and losing them is not training them and keeping them.

--Harry Wong

Put up with it and you will get more of it.

--Lynne Deal

The man who is worthy of being 'a leader of men' will never complain about the stupidity of his helpers, the ingratitude of mankind nor the inappreciation of the public. These are all a part of the great game of life. To meet them and overcome them and not to go down before them in disgust, discouragement or defeat—that is the final proof of power.

--Wm. J. H. Boetcker

The man who has not learned to say 'No' will be a weak if not a wretched man as long as he lives.

--Alexander Maclaren

What gets measured gets done.

—Tom Peters

Example is not the main thing in influencing others. It is the only thing.
--Albert Schweitzer

I am not supposed to be an expert in every field. I am supposed to be an expert in picking experts.

--Moshe Dayan

Nothing motivates a man more than to see his boss putting in an honest day's work.
--Mark Twain

You take people as far as they will go, not as far as you would like them to go.
--Jeannette Rankin

What you cannot enforce,
Do not command.

--Sophocles

It is a bad plan that admits of no modification.

--Publius Syrus

With public sentiment, nothing can fail; without it, nothing can succeed.
--Abraham Lincoln

Wise people are foolish if they cannot adapt themselves to foolish people.
--Michel de Montaigne

Treat a person as he is and he will remain as he is. Treat him as he could be, and he will become what he should be.

--Jimmy Johnson

Before you implement an idea that has been generated in the office, you should always take it to the field and ask for their criticisms. Pretty soon the idea will look like Swiss cheese—full of holes. They know what they're doing and we don't.

--Herb Kelleher

The executive who works from 8:00 a.m. to 8:00 p.m. every day will be both very successful and fondly remembered by his widow's next husband.

--John M. Capozzi

Human beings are not perfectible. They *are* improvable.

--Eric Sevareid

A 'no' uttered from deepest conviction is better and greater than a 'yes' merely uttered to please.

--Mohandas Gandhi

Creativity is so delicate a flower that praise tends to make it bloom, while discouragement often nips it in the bud. Any of us will put out more and better ideas if our efforts are appreciated.

--Alex F. Osborn

The man whose life is devoted to paperwork has lost the initiative. He is dealing with things that are brought to his notice, having ceased to notice anything for himself. He has been essentially defeated by his job.

--C. Northcote Parkinson

It is easy to fool yourself. It is possible to fool the people you work for. It is more difficult to fool the people you work with. But it is almost impossible to fool the people who work under you.

—Harry B. Thayer

To be happy with human beings, we should not ask them for what they cannot give.

--Tristan Bernard

If you have some respect for people as they are, you can be more effective in helping them to become better than they are.

--John W. Gardner

'Try to handle each piece of paper only once.' Every time you pick up a piece of paper needing your action, failing to act only means you'll have to double your time and energy spent on it by picking it up again.

--Michael LeBoeuf

The best way to escape from a problem is to solve it.

--Brendan Francis

Treat people as if they were what they ought to be and you help them to become what they are capable of being.

--Johann W. van Goethe

The executive exists to make sensible exceptions to general rules.

--Elting E. Morison

A miracle worker who can do more with less, pacify rival groups, endure chronic second guessing, tolerate low levels of support, process large volumes of paper, and work double shifts. He or she will have carte blanche to innovate, but cannot spend much money, replace any personnel, or upset any constituency.

—Michael Fullan

Time is one of the most precious resources available to us as principals. What teachers see us spending time on is what they'll perceive as important.

--Rick DuFour

The primary responsibility for monitoring teaching practices and curriculum implementation rests with the building principal. An effective principal provides leadership aimed at diagnosing instructional behaviors, improving teaching, and continuously reviewing expected teaching of the board-adopted curriculum and accompanying supplemental materials. Monitoring needs to be systematic and occur at all levels to ensure that the curriculum is being implemented in the way the system has established. Written documents need to clarify district expectations for principals, assistant principals, and other instructional supervisors to assist and support them in monitoring the curriculum.

—*Phi Delta Kappa*

You can have a bad school with a good principal; but you can't have a good school with a bad principal.

--Unknown

School leaders must be pulled by the desire to do what is right, rather than driven by the fear of doing something wrong.

--Robert J. Shoop

The school principal is one who spends his career urging people to do things they don't want to do.

--Dan L. Miller

The hardest thing to cope with is not selfishness or vanity or deceitfulness, but sheer stupidity.

--Eric Hoffer

Being principal of Du Sable High School is like stirring cement. You have to constantly keep moving and you have to constantly challenge teachers. If you don't, it will set on you, and you'll need a jackhammer to break it up again.

--Charles Mingo

TOP 10 REASONS FOR BECOMING A SCHOOL PRINCIPAL

10. Lots of cool keys.
9. Choice of parking spots.
8. Hot lunch every day.
7. Free admission to games and concerts.
6. Neat office where you can read magazines and take naps.
5. Get to keep teachers after school.
4. Name often appears in print (usually graffiti).
3. Never grow old being around young people.
2. Chance to shape tomorrow today.
1. KIDS!!

--The Principals' Book of Lists

The school principal is a master juggler twirling as many as twenty daggers at any one time.

--Dan L. Miller

The school principal is a mighty force--

1. To the child
He is a friend and protector.
2. To the teacher
He is a guide and advisor.
3. To the parent
He is a counselor and neighbor.
4. To the school superintendent
He is a trusted officer.
5. To the community
He is a leader and interpreter.
6. To the teaching profession
He is a pioneer and builder.
7. To democracy
He is a loyal and active citizen.

—Unknown

Everything you do or say is public relations.

--Unknown

Principals are brain surgeons—they are molding the minds of our children.

--Paul Vallas

Principals suffer when teachers suffer, and principals gain when teachers gain because we occupy the same foxhole in the battle to improve schooling.

--Scott D. Thomson

If he gets things done, he's a dictator;
If he asks others for advice, he lacks competence.
If he has fun, he's doing it for show;
If he does not, he's not easy to work with.

If he sticks to fundamentals, he's antique.
If he engages in experimentation, he's too progressive.

If he insists on order and discipline, he's too firm.
If the pupils run wild, he's much too easy.

If he sells popcorn and candy, he's on the toboggan;
If he doesn't, he's a poor business man.

If he has a sense of humor, he's not intellectual.
If he doesn't have, he's a prig.

If he's efficient in community relations, he's a politician;
If he isn't, he's a square from Delaware.

If he always agrees or keeps still, he's a rubber stamp;
If he has strong convictions, he's too blunt.
If he strives to improve the school, he's too idealistic;
If he chooses to coast instead, he has lead in his pants.

--Unknown

To no other school activity do teachers give so willingly of their extra-class time as to the lamentable but absorbing practice of complaining about the appointed head of their school organization, the school principal.

--Miniver Cheevy

One of the most important tasks of the school administrator is to know people, and especially children, intimately; be accepted by them; be a real friend.

--Walter Cocking

Famous last words: 'Gentlemen, I consider scholarship more important than athletics and I shall reorganize the school to that end.'

--Frederick Moffitt

Good Advice to School Administrators

'Give me the serenity to accept what cannot be changed, give me the courage to change what can be changed, and the wisdom to know one from the other.'

--Reinhold Niebuhr

Get ye up from the paper-and-memo morass,
Eschew the executive chair;
Go help out the lass who is 'losing' her class,
Your real job is waiting you there.

--Frederick Moffitt

It is better to be hated for what you are than loved for what you are not.

--Andre Gide

No *easy* problems ever come to the school principal. If they are easy to solve, they've already been taken care of by somebody else.

--Dan L. Miller

Those who can, do; those who can't, teach; and those who can do neither, administer.

--Collet Calverley

The key to a school's success is the principal principle: The notion that a strong administrator with vision and with the ability to carry out his or her goals can make an enormous difference in a school.

--Jane Eisner

In schools that were extremely good we inevitably found an aggressive, professionally alert, dynamic principal determined to provide the kind of educational program he deemed necessary, no matter what.

--Keith Goldhammer

Bad administration, to be sure, can destroy good policy; but good administration can never save bad policy.

--Adlai Stevenson

If you promise not to believe everything your child says happens at this school, I'll promise not to believe everything he says happens at home.

--Note to Student's
Parents from an
English
Schoolmaster

The only reason I always try to meet and know the parents better is because it helps me to forgive their children.

--Louis Johannot,
Headmaster,
Institute Le Rosey,
Switzerland

If he looks around, he's snooping; if he doesn't, he's lazy.

If he tries to settle all complaints, he's a fool; if he doesn't, he's not earning his pay.

If he confers with an experienced teacher, she is his pet; if he doesn't, he's a bull-headed dictator.

If he talks with young teachers, he's a Romeo; if he doesn't, he shuns their problems.

If he insists on rules, he's a stickler; if he doesn't, he's a lax administrator.

He's expected to be cunning as a cat, as blind as a bat, as patient as Job, and as wise as Solomon...But isn't that asking a bit too much?

--Unknown

I find myself utterly unable to adopt the indurating policy which seems to be the refuge of all schoolteachers. I must be interested and discharge my conscience of the 80 souls that are waiting on me for instruction and example. These are a terrible weight upon me: I dream for them, I labor for them, I suffer for the thousand brutalities and derelictions of their parents, which it requires all my patience, all my labor, all my ingenuity, all my art and culture and poverty and religion to withstand it all.

--Sidney Lanier
(1842-1881)

One good schoolmaster is worth a thousand priests.

--Robert Ingersoll

A headmaster has to pretend to know everything, and the pretense soon becomes a conviction.

--George Santayana

Probably the most forbidding figure throughout our entire public or private school career was the principal or headmaster. Whether it was a man or woman, we always sensed a pervading air of ultimate authority. Everyone in the school was responsible to this person. When our problems could not be handled within the classroom, it was to the principal we were sent. This was the final stopping place before expulsion. Instinctively we knew that no matter who ran the school system or the school board, the autonomy and control of our school was under the rule of the principal, administrator, or headmaster. Most of us simultaneously feared and respected him, but we never really understood his functions. What were his responsibilities? He simply seemed always to be there, always omnipotent, and always the final arbiter in the decisions and problems affecting our lives at school.

--Murray M. Kappelman
and Paul R.
Ackerman

First graders like surprises; your principal doesn't.

--Harry P. Roberts

School principals don't make friends; they accumulate enemies.

--Dan L. Miller

I am inclined to think that one's education has been in vain if one fails to learn that most schoolmasters are idiots.

--Hesketh Person

It is when the gods hate a man with uncommon abhorrence that they drive him into the profession of schoolmaster.

--Seneca

No one every got a word of sense out of any schoolmaster. You may, at a pinch, take their word about equilateral hexagons, but life, life's a closed book to them.

--John Mortimer

Headmasters have powers at their disposal with which Prime Ministers have never been invested.

--Winston Churchill

In many cases, unfortunately, a school building can run itself quite nicely without the supervision or interference of the principal.

--Dan L. Miller

A successful principal today must be a leader who is a symphony conductor—not an authoritarian.

--Mike Brown

A schoolmaster is a man among boys and a boy among men.

--C. E. M. Joad

No man, however strong, can serve ten years as schoolmaster, priest, or Senator, and remain fit for anything else.

--Henry Adams

Few administrators of any kind or at any level are directly involved in instruction. Principals who develop skills and knowledge required to become instructional leaders do so because of their own preferences and values—and often at some cost to their own careers.

—Richard F. Elmore

Administrators learn quickly to accommodate themselves to the status quo. They are untrained for leading instructional change. They have been socialized to be maintainers....Almost everything one learns as a principal reinforces the old congressional saw: to get along, go along.

--Robert Evans

A mediocre idea that generates enthusiasm will go farther than a great idea that inspires no one.

--Mary Kay Ash

Administrators need to shift from being controllers to enablers, so as to liberate the energies and talents of the teachers.

—Steve Denning

There is no final way to judge the worth of a teacher except in terms of the lives of those he has taught.

--*Peabody Journal of
Education*

The fish rots from the head.

—Chinese Proverb

Basic assumptions that underlie the curriculum development and monitoring process are:

- Effective schools have focus
- The focus of schools should be student outcomes
- The principal is the person who has primary responsibility for monitoring outcomes
- The appropriate level for monitoring outcomes is the individual classroom
- Leaders communicate the importance of an areas by paying attention to it.

--Rick DuFour

The administrator may promote or prevent innovation. S/He is powerful, not because s/he has a monopoly on imagination, creativity, or interest in change—the opposite is common—but simply because s/he has the authority to precipitate a decision.

—Henry Brickell

Major findings presented in the research on curriculum monitoring include the following:

- Direct, meaningful supervision of employees increases the probability of success, The term Management by Wandering Around (MBWA) was coined by Peters and Waterman in 1982 and used to describe the management style of officials in highly successful companies. There is strong evidence that school management by wandering around is specifically related to student achievement and successful schools. MBWA principals consistently:
 - Conduct classroom walkthroughs;
 - Observe and work in classrooms;
 - Participate with teachers in discussions and problem-solving regarding curriculum and instruction;
 - Give constructive feedback to teachers regarding curriculum alignment and instructional practices.
- Substantial research has linked MBWA-principal behaviors to a number of desirable results, including, but not limited to the following:
 - Increased student achievement across socioeconomic and ethnic groups
 - Improved classroom instruction
 - Improved student discipline

—*Phi Delta Kappa*

Management is practice. Its essence is not knowing but doing. Its test is not logic but results. Its only authority is performance.

--Peter Drucker

An educational system is no broader, no deeper, no more humane, no more dynamic, no more qualitative in its aspects than the people who are its architects and leaders. In the last analysis, one quality of education is the quality of each of us.

--Samuel Gould

Parents have to be recognized as special educators, the true experts on their children; and professional people have to learn to be consultants to parents.

--Nicholas Hobbs

It's easy to give a test but it only tells you something at the extremes. The totally incompetent teacher and the totally incompetent arithmetic student—they'll pop out in a test. In a good school, you wouldn't have to give a test. You'd know who's having a problem. Testing reduces teaching to mechanics, and as a principal, I don't want mechanical teachers.

--Theodore R. Sizemore

It is, all in all, a historic error to believe that the master makes the school; the students make it!

—Robert Musil

An individual school can handle a resident idiot from time to time, but an entire school system is only as good as its weakest leader.

—Tucker Elliot

All grown-ups appear as giants to small children. But Headmasters (and policemen) are the biggest giants of all and acquire a marvelously exaggerated stature.

—Roald Dahl

Mr. Abrahams was a preparatory schoolmaster of the old-fashioned sort. He cared neither for work nor games, but fed his boys well and saw that they did not misbehave. The rest he left to the parents, and did not speculate how much the parents were leaving to him. Amid mutual compliments the boys passed out into a public school, healthy but backward, to receive upon undefended flesh the first blows of the world.

—E. M. Forster

You show me a school with a principal behind the desk, and I'll show you a school without principal leadership.

—Baruti Kafele

‘America generally loves crime and punishment—this idea that punishment somehow corrects behavior, that it teaches kids a lesson,’ says Jenny Egan, the Maryland public defender. In reality, the more involvement kids have with the legal system, the worse their behavior gets. Kids who get arrested and appear in court are nearly four times as likely to drop out of high school, Gary Sweeten found. But most people in the chain of decision making—from state lawmaker to the teacher to the principal to the school police officer to the prosecutor—do not realize how much damage their actions can do. Egan says: ‘I don’t think a majority of people in the system understand what it does to a child to put him in handcuffs and take him to court—at the very moment when he is trying to figure out who he is in the world.’

—Amanda Ripley

AFTER SCHOOL SPECIAL

Dear Mr. Schneider,
I attended your elementary
School almost thirty years ago
And I’m very sure that
You will remember
Me.

My name is Suzy.
I’m that hyperactive girl
From the Egyptian family
Who used to always play dead
On the playground during
Recess.

You used to keep me
After school a lot,
And then my father would
Force me to make the long
Walk home in the cold or rain.
Sometimes I would arrive
After dark.

I'm writing to tell you
That I was bored as a kid.
I was bored by your curriculum
And the way I was always taught a
Bunch of useless
Junk.

I did not like being locked up
In a prison of scheduled time
Learning about irrelevant material,
And watching belittling cartoons and
Shows approved by academia that
Made me even more
Bored.

As a kid
Who was constantly
Growing, evolving, and
Being shaped by all around me,
I wanted to travel,
See other kids
In the world like me,
To understand what was going
On amongst us and around us,
To know what we were here for
And what was our real purpose
For existence.

I have some questions
I would like to ask you, Mr. Schneider,
Now that I know that you are no
Longer a school principal,
But the new superintendent
Of the entire school
District.

I want to know
Why racism today
Was not clearly explained to me
Even though we covered events
That happened long ago.
I want to know why you
Never shared with us
Why other countries
Never liked us,
Why we are taught to compete,
To be divided in teams,
And why conformity is associated
With popularity, while
Eccentricity is considered
Undesirable?

I want to know
Why my cafeteria lunches
Were slammed packed
With bottom-tier
Processed junk food
Only suitable
For pigs?
And why is it
That whenever a bully
Slammed a kid into a locker for
His lunch money,
Nobody explained to us
That egotism, selfishness and greed
Were the seeds of
War?

I want to know
Why we were never taught
To stick up for each other,
To love one another, and that
Segregation sorted by the
Occupations of our fathers,
The neighborhoods we lived in, our houses,
Choices of sport, wealth, clothing,
Color of our skin
And the texture of our hair
Should never, ever
Divide us?

And lastly,
I want to know why
Is it that whenever I pledged
Allegiance to the flag,
I was never told that I was
Actually hailing to the
Chief?

You used to say that
I was a troubled child,
A misfit, and that I needed
Obedience training,
But you never acknowledged that
I was the fastest runner in the district
And that I took the school
To State and Nationals to compete
In the Spelling Bee among kids
Grades higher than me.
And that it was me,
Who won that big trophy
That sat in your office when you
Used to detain me for hours

And tell me I was no
Good.

Mr. Schneider,
If we are not taught truths as kids,
Then how do you expect us to
Grow up to be truthful citizens?
If we are only being taught the written way,
And it has not shown positive effects
In societies of yesterday or today,
Then how can we progress as a
United and compassionate
Nation?
What good is it,
To memorize the histories
Of our forefathers,
Without learning what could be
Gained from their lessons and mistakes
To improve our future
Tomorrows?

And finally,
I want to thank you;
For I know you have a tough job
Dealing with rebellious children like me.
Your job of mass processing and boxing
The young minds of America has not been an easy one,
And I congratulate you
On your recent promotion.
But I sincerely want to thank you,
Thank you,
And thank you,
For always pointing out
That I was
Different.

—Suzy Kassem

A pat on the back is only a few vertebrae removed from a kick in the pants, but is
miles ahead in results.

--Ella Wheeler Wilcox

It is wrong to say that schoolmasters lack heart and are dried-up, soulless pedants! No, by no means. When a child's talent which he has sought to kindle suddenly bursts forth, when the boy puts aside his wooden sword, slingshot, bow-and-arrow and other childish games, when he begins to forge ahead, when the seriousness of the work begins to transform the rough-neck into a delicate, serious and an almost ascetic creature, when his face takes on an intelligent, deeper and more purposeful expression - then a teacher's heart laughs with happiness and pride. It is his duty and responsibility to control the raw energies and desires of his charges and replace them with calmer, more moderate ideals. What would many happy citizens and trustworthy officials have become but unruly, stormy innovators and dreamers of useless dreams, if not for the effort of their schools? In young beings there is something wild, ungovernable, uncultured which first has to be tamed. It is like a dangerous flame that has to be controlled or it will destroy. Natural man is unpredictable, opaque, dangerous, like a torrent cascading out of uncharted mountains. At the start, his soul is a jungle without paths or order. And, like a jungle, it must first be cleared and its growth thwarted. Thus it is the school's task to subdue and control man with force and make him a useful member of society, to kindle those qualities in him whose development will bring him to triumphant completion.

—Hermann Hesse

7 EFFECTIVE WAYS TO MAKE OTHERS FEEL IMPORTANT

1. Use their name.
2. Express sincere gratitude.
3. Do more listening than talking.
4. Talk more about them than about you.
5. Be authentically interested.
6. Be sincere in your praise.
7. Show you care.

—Roy T. Bennett

Systems of schooling are over-managed and under-led.

Thomas J. Sergiovanni

Principals who serve as the instructional leaders in their schools must ensure that their teachers are using the most effective methods and materials for teaching all students to read. The notion that children who are poor or disadvantaged, who come to school 'less ready' than their peers, or who have uninvolved parents cannot learn to read is wrong.

--Ian Hasbrouck

It was a formidable criticism when a student said, 'They do not know I am here.' In fact no teacher or official does, in most cases, become aware of the student as a human whole; he is known only by detached and artificial functions.

--Charles Horton Cooley

One of the best ways to influence people is to make them feel important. Most people enjoy those rare moments when others make them feel important. It is one of the deepest human desires.

—Roy T. Bennett

We need to recognize that our public schools are low-tech institutions in a high-tech society. The same changes that have brought cataclysmic change to every facet of business can improve the way we teach students and teachers. And it can also improve the efficiency and effectiveness of how we run our schools.

--Louis V. Gerstener, Jr.

Timid and unimaginative leaders who have tried to modernize their institutions by clinging to the status quo need to move aside. Visionary leaders, who can see the full potential of technological innovations in schools are what schools need.

--Dr. Terrel Bell

Technology that improves learning in the classroom must go from being the last priority to the first priority. Technology should be built into the base budget of the school and of the classroom. The school boards must be told by the superintendents and the principals that technology is something they must have. It should be the same as having a blackboard and chalk. Those are the tools of learning, and technology is now a tool of learning.

--Thomas H. Kean

He who praises everybody praises nobody.

--Samuel Johnson

Indecision is fatal. It is better to make a wrong decision than to build up a habit of indecision. If you're wallowing in indecision, you certainly can't act—and action is the basis of success.

--Marie Benyon Ray

The formula for success is simply putting the right people in the right jobs and then sitting on the sidelines and being a damned good cheerleader.

--A. Marshall Jones

Few things help an individual more than to place responsibility upon him, and to let him know that you trust him.

--Booker T. Washington

Among the smaller duties of life, I hardly know any one more important than that of not praising when praise is not due.

--Sydney Smith

Always remember that the soundest way to progress in any organization is to help the man ahead of you to get promoted.

--L. S. Hamaker

Make up your mind to act decidedly and take the consequences. No good is ever done in this world by hesitation.

--Thomas Henry Huxley

My experience of the world is that things left to themselves don't get right.

--Thomas Henry Huxley

Even if it doesn't work, there is something healthy and invigorating about direct action.

--Henry Miller

The intangible duty of making things run smoothly is apt to be thankless, because people don't realise how much time and trouble it takes and believe it is the result of a natural and effortless unction.

--A. C. Benson

But where organizing an effort is concerned it is sometimes better to have mediocre talent than a bunch of creative individuals who disturb the situation by questioning everything.

--Alan Harrington

The man of narrower mind is often the better administrator.

--Joseph Rickaby

Delay is preferable to error.

--Thomas Jefferson

All victories breed hate, and that over your superior is foolish or fatal.

--Baltasar Gracian

He that has much to do will do something wrong.

--Samuel Johnson

The man who makes no mistakes does not usually make anything.

--William Connor Magee

If you want work well done, select a busy man; the other kind has no time.

--Elbert Hubbard

To expect to rule others by assuming a loud tone is like thinking oneself tall by putting on high heels.

--J. Petit-Senn

A SUPERVISOR'S PRAYER

Dear Lord, please help me--

To accept human beings as they are--not yearn for perfect creatures;

To recognize ability--and encourage it;

To understand shortcomings--and make allowance for them;

To work patiently for improvement--and not expect too much too quickly;

To appreciate what people do right--not just criticize what they do wrong; To be slow to anger and hard to discourage;

To have the hide of an elephant and the patience of Job;

In short, Lord, please help me be a better boss!

--John Luther

Never tell anyone how to do things. Tell them *what* to do and they will surprise you with their ingenuity.

--General George S.
Patton

Desire to have things done quickly prevents their being done thoroughly.

--Confucius

Please all, and you will please none.

--Aesop

Make up your mind to act decidedly and take the consequences. No good is ever done in this world by hesitation.

--Thomas Henry Huxley

Don't think there are no crocodiles because the water is calm.

--Malayan Proverb

As soon as you are complicated, you are ineffectual.

--Konrad Adenauer

If it ain't broke, don't fix it.

--Bert Lance

When someone does something good, applaud! You will make two people happy.

--Samuel Goldwyn

The secret of success lies not in doing your own work, but in recognizing the right man to do it.

--Andrew Carnegie

Not to oversee workmen is to leave them your purse open.

-- Benjamin Franklin

When dealing with people remember you are not dealing with creatures of logic, but with creatures of emotion.

--Dale Carnegie

Help people reach their full potential. Catch them doing something right.

--Kenneth Blanchard and
Spencer Johnson

The best executive is the one who has sense enough to pick good people to do what he wants done, and self-restraint enough to keep from meddling with them while they do it.

--Theodore Roosevelt

Detestation of the high is the involuntary homage of the low.

--Charles Dickens

If you can't stand the heat, get out of the kitchen.

--Harry S. Truman

After you've done a thing the same way for two years, look it over carefully. After five years, look at it with suspicion. And after ten years, throw it away and start all over.

--Alfred Edward Perlman

Like all weak men he laid an exaggerated stress on not changing one's mind.

--W. Somerset Maugham

One great mistake made by intelligent people is to refuse to believe that the world is as stupid as it is.

—Mme. de Tencin

The people to fear are not those who disagree with you, but those who disagree with you and are too cowardly to let you know.

--Napoleon Bonaparte

The fellow that agrees with everything you say is either a fool or he is getting ready to skin you.

--Kin Hubbard

It is common sense to take a method and try it. If it fails, admit it frankly and try another, but above all, try something.

--Franklin D. Roosevelt

Good management consists of showing *average* people how to do the work of *superior* people.

--John D. Rockefeller

Be honest! *Always* tell a straight story and *always* treat employees in an honest manner. Don't be false or insincere.

--Dan L. Miller

The way to develop the best that is in a man is by appreciation and encouragement.

--Charles Schwab

If you're too sweet and nice, they just leave tire marks on your back.

--Gert Boyle

If you are losing a tug-of-war with a tiger, give him the rope before he gets to your arm. You can always buy a new rope.

--Max Gunther

The worst rule of management is 'If it ain't broke, don't fix it.' In today's economy, if it ain't broke, you might as well break it yourself, because it soon will be.

--Wayne Calloway

We know where most of the creativity, the innovation, the stuff that drives productivity lies—in the minds of those closest to the work. It's been there in front of our noses all along while we've been running around chasing robots and reading books on how to become Japanese—or at least manage like them.

--John F. Welch

To be a manager, you have to start at the bottom, no exceptions.

--Henry Block

If I had to sum up one word that makes a good manager, I'd say decisiveness. You can use the fanciest computers to gather numbers, but in the end you have to set a timetable and act. And I don't mean rashly. I'm sometimes described as a flamboyant leader and hip-shooter, fly-by-the-seat-of-the-pants operator. But if that were true, I could never have been successful in this business.

--Lee Iacocca

You'll never have all the information you need to make a decision. If you did, it would be a foregone conclusion and not a decision.

--David Mahoney, Jr.

Nothing will ever be attempted if all possible objections must first be overcome.

--Dr. Samuel Johnson

The man who gets the most satisfactory results is not always the man with the most brilliant single mind, but rather the man who can best coordinate the brains and talents of his associates.

--W. Alton Jones

Money alone won't attract, hold, or motivate talented, creative people. To be sure, they appreciate money. But in the end, the good ones choose a place to work based on pride—in their work, their colleagues, their clients, the standing of the agency. And they want a supportive environment where their skills can flourish. Provide that environment, and you'll attract talented people.

--Kevin O'Neill

You can have the smartest people in the world working for you, but if they can't communicate with and motivate other people, they are of no use to you.

--Thomas Bickett

I consider my ability to arouse enthusiasm among people the greatest asset that I possess, and the way to develop the best that is in people is by appreciation and encouragement. There is nothing else that so kills the ambitions of a person as criticism from his or her superiors. I never criticize anyone. I believe in giving people incentive to work. So I am anxious to praise, but loath to find fault. If I like anything, I am hearty in my appreciation and lavish in my praise.

—Charles Schwab

The manager, in today's world, doesn't get paid to be a *steward of resources*, a favored term not so many years ago. He or she gets paid for one and only one thing—to make things better (incrementally and dramatically), to change things, to act—today.

--Tom Peters

No sensible decision can be made any longer without taking into account not only the world as it is , but the world as it will be.

--Isaac Asimov

If you find a way of working so that people are cared for, they will give of their best, strive for excellence, or at least do better than the competition. That way round you cannot lose. Yes it is about good staff canteens, cloakrooms, pay and pensions. But in the end it is about caring.

--Sir Hector Lang

If you're going to play together as a team, you've got to care for one another. You've got to love each other...The difference between mediocrity and greatness...is the feeling these guys have for each other. Most people call it team spirit.

--Lee Iacocca

There are three simple things to remember about running a business. One, encourage youth...Two, give them responsibility as soon as you can and they will seldom let you down. Three, you must show an interest in what they are doing and have them report to you frequently on a fairly informal basis.

--Lord Hanson

You can compare our roles in the front office to the military: we're the supply corps, not the heroes. We supply the heroes, period. The heroes are out there.

--Herb Kelleher

Human beings were held accountable long before there were corporate bureaucracies. If the knight didn't deliver, the king cut off his head.

--Alvin Toffler

When, against one's will, one is high pressured into making a hurried decision, the best answer is always, 'No,' because 'No' is more easily changed to 'Yes,' than 'Yes' is changed to 'No.'

--Charles E. Nielson

Never make a decision yourself, if you don't have to. When one of your men asks you a question, ask him what is the answer. There is only one answer to many questions, and, therefore, this method answers many questions before they are asked. It not only develops your men, but also enables you to measure their ability.

--Henry L. Doherty

Murphy's Law: If there is a wrong way to do something, then someone will do it.

--Edward A. Murphy, Jr.

Creativity always dies a quick death in rooms that house conference tables.

--Bruce Herschensohn

When traveling in unfamiliar territory, explorers frequently consult their compasses to ensure they have not lost their way or are not headed in a direction away from their destination. The value of a compass is that it defines one direction—north. All other directions can be determined and selected or rejected based on this knowledge. As educators, we also need to consult our professional compass. Rather than showing north, our compass needs to point directly at helping students learn. Every issue, every decision, and every expenditure of an organizational resource—human or financial—must be judged on its consistency with the point of our compass. If we are clear and consistent in our pursuit of and support for student learning, we can monitor our direction and adjust our course with relative ease. Like explorers, we need to frequently consult our compass and adjust our course accordingly. However, our compass is not something we can carry in our pocket. We must keep it in our hearts and minds.

--*The Master Teacher*

Nothing else can quite substitute for a few well-chosen, well-timed, sincere words of praise. They're absolutely free—and worth a fortune.

--Sam Walton

High-performing systems show that their leaders provide direction that is clear, strong, and unambivalent.

--Robert Evans

People perform better for managers who are not interested in production alone, but who express interest in their employee's welfare, keep in touch with them, and are approachable.

--*Managers Magazine*

Management is nothing more than motivating other people.

--Lee Iacocca

An employee's motivation is a direct result of the sum of interactions with his or her manager.

--Bob Nelson

You get the best effort from others not by lighting a fire beneath them, but by building a fire within.

--Bob Nelson

Executives owe it to the organization and to their fellow workers not to tolerate nonperforming individuals in important jobs.

--Peter Drucker

When you handle yourself, use your head; when you handle others, use your heart.

—Eleanor Roosevelt

It is not always what we know or analyzed before we make a decision that makes it a great decision. It is what we do after we make the decision to implement and execute it that makes it a good decision.

—William Pollard

Be decisive. Right or wrong, make a decision. The road of life is paved with flat squirrels who couldn't make a decision.

—Unknown

By failing to plan, you plan to fail.

—Benjamin Franklin

Just being available and attentive is a great way to use listening as a management tool. Some employees will come in, talk for twenty minutes, and leave having solved their problems entirely by themselves

—Nicholas V. Lippa

Of all the skills of leadership, listening is the most valuable—and one of the least understood. Most captains of industry listen only sometimes, and they remain ordinary leaders. But a few, the great ones, never stop listening. That's how they get word before anyone else of unseen problems and opportunities.

—Peter Nulty

Act boldly and unseen forces will come to your aid.

—Dorthea Brande

Your time, energy and resources will get used no matter how well you focus them. By choosing to focus properly, you get the highest return for the efforts you invest in your life. Most people spend too much time on what is urgent and not enough time on what is important. Productivity is not just about getting things done, it's about getting the right things done.

—John Geiger

Leadership is *action*, not position.

--Donald H. McGannon

A chief is a man who assumes responsibility. He says, 'I was beaten,' he does not say, 'My men were beaten.'

--Antoine de
Saint-Exupéry

The first method for estimating the intelligence of a ruler is to look at the men he has around him.

--Niccolò Machiavelli

Leadership should be born out of the understanding of the needs of those who would be affected by it.

--Marian Anderson

No amount of study or learning will make a man a leader unless he has the natural qualities of one.

--Sir Archibald Wavell

The most important quality in a leader is that of being acknowledged as such. All leaders whose fitness is questioned are clearly lacking in force.

--Andre Maurois

I don't like a kind man in power....Nothing is so dangerous for the underdog as a good-natured man at the top.

--Charles Peguy

People think of leaders as men devoted to service, and by service they mean that these men serve their followers....The real leader serves truth, not people.

--J. B. Yeats

A great man who succeeded in being what little men desired him to be, would have only one drawback—that of being like them.

--Ernest Hello

I would rather try to persuade a man to go along, because once I have persuaded him he will stick. If I scare him, he will stay just as long as he is scared, and then he is gone.

--Dwight D. Eisenhower

In this world no one rules by love; if you are but amiable, you are no hero; to be powerful, you must be strong, and to have dominion you must have a genius for organizing.

--John Henry Cardinal
Newman

The first duty of a leader is to make himself be loved without courting love. To be loved without 'playing up' to anyone—even to himself.

--Andre Malraux

It is extremely difficult to lead farther than you have gone yourself.

--Gene Mauch

Real leaders are ordinary people with extraordinary determination.

--Unknown

Leadership is the art of getting someone else to do something you want done because he wants it done.

--Dwight D. Eisenhower

A person who walks in another's tracks leaves no footprints.

--Proverb

There is nothing so unequal as the equal treatment of unequals. Individualize your leadership.

--Thomas Jefferson

Judge a leader by the followers.

--Unknown

I have an absolute rule. I refuse to make a decision that somebody else can make. The first rule of leadership is to save yourself for the big decision. Don't allow your mind to become cluttered with trivia.

--Richard Nixon

No person can be a great leader unless he takes genuine joy in the successes of those under him.

--W. A. Nance

Not the cry, but the flight of the wild duck, leads the flock to fly and follow.

--Chinese Proverb

The crowd will follow a leader who marches twenty paces ahead of them, but if he is a thousand paces ahead of them, they will neither see nor follow him.

--Georg Brandes

All of the great leaders have had one characteristic in common: it was the willingness to confront unequivocally the major anxiety of their people in their time. This, and not much else, is the essence of leadership.

--J. K. Galbraith

Executives are given subordinates...they have to earn followers.

--John W. Gardner

Leadership means vision, cheerleading, enthusiasm, love, trust, verve, passion, obsession, consistency, the use of symbols, paying attention as illustrated by the content of one's calendar, out-and-out drama (and the management thereof), creating heroes at all levels, coaching, effectively wandering around, and numerous other things. Leadership must be present at all levels of the organization.

--Tom Peters

You can only govern men by serving them. The rule is without exception.
--Victor Cousin

Leadership, like swimming, cannot be learned by reading about it.
--Henry Mintzberg

People ask the difference between a leader and a boss...the leader works in the open, and the boss is covert. The leader leads, the boss drives.
--Theodore Roosevelt

It is better to have a lion at the head of an army of sheep, than a sheep at the head of an army of lions.
--Daniel Defoe

If I had to name a single, all-purpose instrument of leadership, it would be communication.
--John Gardner

Do what you feel in your heart to be right, for you'll be criticized anyway.
—Eleanor Roosevelt

True leadership lies in guiding others to success--in ensuring that everyone is performing at their best, doing the work they are pledged to do and doing it well.
—Bill Owens

I'm sick of hearing how far we've come—about the isolated promotions of occasional women, about the 'pipeline' of potential female leaders rising in the ranks. That fact is that so far as leadership is concerned women in nearly every realm are nearly nowhere—hardly any better off than they were a generation ago.
--Barbara Kellerman

Women are no better or worse than men, in general. There are only good managers and bad managers. I have had good and bad experiences with both sexes. It completely depends upon the individual and not the sex.
--Dave Denison

There is an exception to every rule, standard operating procedure, and policy; it is up to leaders to determine when exceptions should be made and to explain why they made them.
--General David Petraeus

It is very hard to be a female leader. While it is assumed that any man, no matter how tough, has a soft side... a female leader is assumed to be one-dimensional.

—Billie Jean King

Good leaders make people feel that they're at the very heart of things, not at the periphery. Everyone feels that he or she makes a difference to the success of the organization. When that happens people feel centered and that gives their work meaning.

—Warren Bennis

Catch them doing something right! If you can catch people doing something well, no matter how small it may seem, and positively reinforce them for doing it, they will continue to grow in a positive direction.

--Ken Blanchard

The worst disease which can afflict executives in their work is not, as popularly supposed, alcoholism; it's egotism.

—Robert Frost

SEVEN DECISIONS THAT MAKE PRINCIPALS LEADERS

For several years I have been dismayed by the constant attacks on the leadership role of the principal. Most of these attacks have originated with teacher groups or professors. The following seven decisions involve the principal and cannot effectively be delegated to department chairmen or teachers. Through these decisions, there is little doubt that the nature of the principalship is essentially a position of educational leadership.

1. **Construction of the Master Schedule.** Through the master schedule made each year, a principal establishes instructional priorities and determines the instructional climate for the entire school.
2. **Allocation of Resources.** Each year as budget time approaches, the principal must allocate scarce resources among the instructional program. Only the principal is in a position to evaluate the conflicting claims on the available funds and to allocate the resources in a manner that will be most beneficial to all students.
3. **Curriculum Regulations.** Questions concerning graduation requirements, school regulations, class credits, and scholarship standards involve the principal. Administrative regulations on these questions provide the structure and parameters within which both teachers and students must function.

4. **Program Changes.** From time to time, a decision must be made to add or delete a course in the curriculum. Again, it is the principal who is in a position to evaluate the effect that the addition or deletion would have on the instructional program.
5. **The Informal Curriculum.** One of the most important lessons that students learn in their schools is to function successfully in a complex social system. Schools vary greatly in their ability to develop wholesome attitudes and standards of behavior. It is the principal, through his personal example and administrative regulations, who sets the tone and climate of the school and can thus have a major influence on the attitudes and values that students form during their high school years.
6. **Contacts with Parents and Students.** When serious problems develop in the instructional program, both parents and students view the principal as the appropriate person to correct a poor learning situation. This perception exists because the principal is the only supervisor who is physically located in the school building and who has the legal authority and responsibility to oversee the instructional program.
7. **Evaluation of teachers.** Although the principal cannot possibly be a specialist in all subject areas, it does not mean that he is therefore unqualified to evaluate the quality of a teacher's performance. Elements of good teaching such as the level of student participation, a classroom climate conducive to learning, and the level of rapport and mutual respect between teacher and students are all areas that a principal can evaluate.

—Richard P.
McAdams, Jr.

As a principal, I believe I have a responsibility to not just take care of my students' academic needs but also to ensure support for their overall well-being. Some students enter our school building each morning hungry, dirty, and unloved. We cannot teach these children how to add or subtract until their physical and mental health needs are met.

My staff and I take care of our students on many levels that include providing breakfast or clean clothes, moving a family from tents to a house, or even paying electric bills—whatever it takes to make sure that they are on equal ground to learn with their classmates. Sometimes the most important thing I can do is give children a hug or pat on the back and tell them that I'm glad that they are in school today....Supporting the mental health needs of our students has not only improved their ability to learn, solve problems, and get along with others. It has made our teachers more effective educators and my job as principal more enjoyable.

—DeLanna Lacy

The way I understand power should be used is that if you're the head of an organization—the principal of a school, or the teacher of a class—there are at least two ways you can use your power that are need-satisfying for both you and for those you're trying to direct. One way is to provide them with material support: the best possible tools, the best possible workplace. The second is to use your power to facilitate what they do. The more powerful you're perceived to be, the more you should listen to what other people say; and in this way your power helps them get some power too. It's really the opposite of the conventional notion of power as exemplified by 'Sit down and shut up.' The ultimate use of power should be to empower others. That's what our Constitution is all about.

—William Glasser

Sudden adolescent death is very traumatic to all concerned, and its impact on the school can be enormous. Generally speaking, principals have no experiential base or formal training upon which to draw in responding to the circumstances. Yet the students, the faculty and the community all look to principals for guidance and direction. They expect some sort of undefined leadership where a sudden void has been created.

What does one do? What should be done first? How does one provide the leadership and stability in a school community that is acutely distressed?

These are heavy questions that must be addressed by principals. Suffice it to say that there are no single answers to a problem so loaded with emotion. In every instance the situation and conditions are different. The impact on the student body of the death of one youth may be quite different from that of another youth. The external support system needed by one family may differ significantly from the needs of another family.

It is important, therefore, that principals understand the great emotional upheaval that suicide creates and that they take deliberate steps to reduce the painful remorse among the living.

....During the course of events that surround the incident, principals are expected to display composed, steady leadership. While others may vent their emotions openly, principals are expected to remain calm or even stoic and in so doing bottle up their personal emotions. It is imperative that principals understand this, find ways of taking stock of their emotions, and not harbor them too long. The impact of an adolescent suicide can haunt a person for a long time, and for this reason steps may need to be taken to talk out one's feelings with a professional counselor.

Principals should not hesitate to do this. As professional leaders of their schools, as the parent figure of the school family their emotional balance during and after the shock of a student suicide is vital to the success of the school's efforts to deal with this consequence-laden tragedy.

—Richard A. Dempsey

When asked what they perceive as the greatest needs of high school students in their schools, one group of principals answered such things as loneliness of new students, low motivation (especially in ninth and tenth graders), poor study habits, lack of internal controls, and inability to say no to peer pressure, When asked how many had a program set up through their counseling department to meet those needs, none responded.

—Mary Joe Hannaford

I'm not a naughty brat. I'm little and I'm still learning. I get overwhelmed and frustrated just like you do. Because nobody is perfect. Help me. Guide me. Love me.

—*The Learning Station*

Schools have used the team concept classrooms less than any other part of society... you sit and work by yourself, keep quiet, don't share, don't relate to one another.

—William Glasser

There are no problem children—only children with problems.

—Unknown

One looks back with gratitude to those who touched our human feelings. Warmth is the vital element for the growing plant and for the soul of the child.

--Carl Jung

Last year, Shaftsbury (Michigan) Elementary School counselor Teresa Severy met a new fourth grader for the first time. The bright and resilient little girl's life had been colored by the horrors of neglect, substance abuse, and family incarcerations. 'I met her as I do all my new students, and she shared much of what was in her heart,' said Severy. Then, one morning, Severy found on her desk a box -- clearly wrapped by a young person—and a card, addressed in the beautiful awkward curative of a child.

'The box contained a wind chime for my office, to add special music to my day,' Severy related. 'The card touched my heart.'

It read: 'Thank you for being a special person who really cares to listen and hear me. I wish you a very happy Mother's Day. Your friend...'

I wept when I read her words. Her mom was incarcerated, and [the child] was living with another family. One never knows that what we say or do can be significant in the life of a child.

—Gary Hopkins

Listen to the whispers and you won't have to hear the screams.

--Cherokee Saying

The most solid comfort one can fall back upon is the thought that the business of one's life is to help in some small way to reduce the sum of ignorance, degradation, and misery on the face of this beautiful earth.

--George Eliot

Authority is never without hate.

—Euripides

Lawful and settled authority is very seldom resisted when it is well employed.

--Samuel Johnson

The sole advantage of power is that you can do more good.

--Baltasar Gracian

If you wish to know what a man is, place him in authority.

--Yugoslav Proverb

Society is well governed when the people obey the magistrates, and the magistrates obey the law.

--Solon

Nothing intoxicates some people like a sip of authority.

--L. Ron Hubbard

Authority is like a bank account. The more you draw on it, the less you have.

--Unknown

Give authority to some people and they grow; give it to others and they swell.

—Unknown

Nothing pleases a little man more than an opportunity to crack a big whip.

--Unknown

If there's anything small, shallow, or ugly about a person, giving him a little authority will bring it out.

—Unknown

The lust for power, for dominating others, inflames the heart more than any other passion.

—Tacitus

They who are in highest places, and have the most power, have the least liberty, because they are most observed.

--John Tillotson

One very common error misleads the opinion of mankind, that authority is pleasant, and submission painful. In the general course of human affairs the very reverse of this is nearer to the truth. Command is anxiety; obedience is ease.

—William Paley

Responsibilities gravitate to the person who can shoulder them; power flows to the man who knows how.

--Elbert Hubbard

Nothing is more gratifying to the mind of man than power or dominion.

--Joseph Addison

Nothing more impairs authority than a too frequent or indiscreet use of it. If thunder itself was to be continual, it would excite no more terror than the noise of a mill.

--A. Kingston

Wherever there is authority, there is a natural inclination to disobedience.

--Thomas Haliburton

We live in an age when carping at authority and denigration of those who carry responsibility is the order of the day. The world is a chillier and uglier place because of it.

--Desmond Heap

If authority has no ears to listen, it has no head to govern.

--Danish Proverb

Authority is no stronger than the man who wields it.

--Dolores E. McGuire

The wisest have the most authority.

—Plato

All authority is quite degrading. It degrades those who exercise it, and degrades those over whom it is exercised. When it is violently, grossly, and cruelly used, it produces a good effect, by creating, or at any rate bringing out, the spirit of revolt and individualism that is to kill it. When it is used with a certain amount of kindness, and accompanied by prizes and rewards, it is dreadfully demoralizing.

--Oscar Wilde

Who hath not served can not command.

--John Florio

When authority does not allow children to question everything, the children will question authority.

--Greg Henry Quinn

Good laws, if they are not obeyed, do not constitute good government.

—Aristotle

The man whose authority is recent is always stern.

—Aeschylus

Law is nothing else than an ordinance of reason for the common good promulgated by him who has care of the community.

—St. Thomas Aquinas

Most law-enforcement officers are trained to assert authority, to take control of the situation. In a school context, that's bad advice.

—Mark Soler

Morality cannot be legislated, but behavior can be regulated. Judicial decrees may not change the heart, but they can restrain the heartless.

--Martin Luther
King, Jr.

No law is quite appropriate for all.

—Livy

There is no zeal blinder than that which is impaired with the love of justice against offenders.

--Henry Fielding

Management means, in the last analysis, the substitution of thought for brawn and muscle, of knowledge for folkways and superstition, and of cooperation for force. It means the substitution of responsibility for obedience to rank, and of authority of performance for the authority of rank.

--Peter Drucker

Leadership must be based on goodwill. Goodwill does not mean posturing and, least of all, pandering to the mob. It means obvious and wholehearted commitment to helping followers. We are tired of leaders we fear, tired of leaders we love, and most tired of leaders who let us take liberties with them. What we need for leaders are men of the heart who are so helpful that they, in effect, do away with the need of their jobs. But leaders like that are never out of a job, never out of followers. Strange as it sounds, great leaders gain authority by giving it away.

--Admiral James B.
Stockdale

Real success is knowing that you helped others to change their lives for the better.

--Dan Sosa, Jr.

As principal you must decide how much of your personal time you are willing to devote to the student activities program. Parents, students, and staff assess the value of school programs by the amount of time the principal spends with them. The more you spend with student activities, the more valued they will become in your school. By making a place for them on your calendar you make a place for them in your school.

— James A. Sandfort

When students leave for college, they tend to get involved in leadership activities first learned in high school. When they return to visit, they thank you for giving them the chance to learn such wonderful skills. Learning skills is the root of student activities, and when that has been done and acknowledged, it gives you and the adviser an incredible feeling of accomplishment. You have done your job developing the total student.

Loyalty, pride, and spirit are strong emotions that put your school on the map. Students will always remember the events they participated in that were away from the classroom. The more of these you allow, the better spirit and cohesiveness you develop. Their 'remember whens' will be a significant part of class reunions and you will have had a role in allowing them these fond remembrances.

—Joyce Niestemski

If you think about the number of lives being impacted by school leaders, you realize they are the most important people in this world. We should treat them that way and help them be the best they can be.

—Claire Boonstra

To principals: Demand that every teacher be involved in that extension of classroom learning—that laboratory of success. They should attend events, be involved, participate in learning with young people that is only possible in an activities setting.

— Earl Reum

A community fortunate enough to have a school where administrators, teachers, and staff members support students with a range of co-curricular activities will reap many benefits. It is crucial to provide students with learning opportunities through significant and productive activities, as well as academics. Such schools are far more than collections of classrooms and series of hallways; they are places with the future tucked inside.

Principles are vital to developing and supporting a successful activity program, and many set the tone for the school year with an address to the faculty, parents, and students about the importance of getting and staying involved in activities. The principal's vision, goals, and objectives can and should serve as a guide and roadmap for an organization.

—Kay Baker, June
Jacoby, and Phil
Gugliuzza

Young people do not join a group for the sake of joining! The activity programs that succeed are those that students know have the backing and trust of the school administrators. With encouragement, activities energize the entire school climate with new and exciting project ideas.

Ownership is key to making students feel responsible for a safe, carrying school and community. The school must provide students with unique opportunities, not only through academics but also with meaningful and productive clubs, athletics, music and drama programs, and student councils to foster a sense of ownership within the school community.

— Phil Gugliuzza

If you are a teacher, administrator, or parent, you should make a conscious decision to choose to read the literature of the young people with whom you work or live. Reading should be viewed as one of your 'professional responsibilities' because it creates the base for making connections to the lives of your students and to your curriculum.

—Donna Bessant

Often fairly realistic, lots of young adult novels don't have a happy ending. The language mirrors adolescent use. The community may see it as coarse. Principals may worry about that. But my argument to principals, is that if they're in the business of teaching, they may want to teach the community about the importance of this literature: that it is useful for kids to read books about kids like themselves, with whose problems they can identify.

—Ted Hipple

Although book lists go against my teacherly instincts, I think we could come up with some sort of point system for renewing educators' contracts and certifying congressmen as eligible to stand for reelection: one point, say, for Steve Garvey's autobiography or for books by Dick Francis, John Grisham, and Erma Bombeck; five points for Anne Tyler, Tobias Wolff, and Edward Hoagland; 10 points for Stephen Jay Gould, David Halberstam, Gore Vidal, and Kelvin Trilling; 15 points for books in a foreign language, books on modern physics and mathematics, poetry books, and Edward Abbey.

We could argue about how many points dead authors are worth. I worry about people who scream for something they call standards in the schools and then try to convince kids that the only good author is one who's been dead at least 100 years. I'd also award bonus points for familiarity with Squirrel Nutkin, Miss Nelson, Max, the Scroobius Pip, Henry and Mudge, The Stupids, Ramona, Madeline, Eloise, Amelia Bedelia, The Cat in the Hat, The Pinballs, Anastasia, and the hundreds of their literary fellows.

—Susan Ohanian

No institution can survive if it needs geniuses or supermen to manage it. It must be organized to get along under a leadership of average human beings.

--Peter Drucker

I'm cynical about students. The vast majority are philistines. I'm cynical about teachers. The vast majority are uninspiring. I'm cynical about the 'deciders' — the school officials who control what students study. The vast majority think they've done their job as long as students comply.

Those who search their memory will find noble exceptions to these sad rules. I have known plenty of eager students and passionate educators, and a few wise deciders. Still, my 40 years in the education industry leave no doubt that they are hopelessly outnumbered. Meritorious education survives but does not thrive.

—Bryan Caplan

Black Americans who attended schools integrated by court order were more likely to graduate, go on to college, and earn a degree than black Americans who attended segregated schools. They made more money: five years of integrated schooling increased the earnings of black adults by 15 percent. They were significantly less likely to spend time in jail. They were healthier.

--Nikole Hannah-Jones

What if, instead of making schools more prison-like, we addressed the issue of school violence by implementing strategies used by many churches to make them safer places filled with more love and kindness? Here are 10 ideas:

1. Ensure all who enter feel welcomed. Try using posters, front door greeters, or music.
2. Treat the community like family. Let people know you're glad to see them and ask how they're doing.
3. Embrace those around you. Provide comfort and find appropriate ways to demonstrate caring and support.
4. Find a simple and meaningful model that guides the work and tells others that they matter.
5. Live stream and record so that those who can't be there in person can still learn remotely.
6. Appreciate performance and the arts. All the arts can be used as tools for inspiration.
7. Celebrate the success of community members. Make time each day to recognize these successes.
8. Have a strong social media presence. This allows everyone to connect and share and keep abreast of what's happening.
9. Invite guests to observe. When others from the local community or further afield come to see what's happening, they're inspired and they encourage those who are at work in the community.
10. Support others in need. Be aware of these needs and have adequate support services available.

—Lisa Nielsen

Good publications are most likely to be produced in schools with principals who are convinced of the value of publications and give them sustained private and public support. If the newspaper or yearbook is a failure, the principal must often share the blame.

—Benjamin W. Allnutt

The single most important factor in determining the climate of an organization is the top executive.

—Charles Galloway

The most important person in a schoolwide literacy effort is the principal. ‘Without administrators, you’re not going to get very far,’ says Richard Sterling, executive director of the *National Writing Project*. ‘Reforms are going to be confined to single classrooms.’

—Rebecca Jones

No one likes to feel used. When the perceived focus becomes the content over the person, people feel used. When teachers are valued only for the test scores of their students, they feel used. When administrators are ‘successful’ only when they achieve ‘highly effective school’ status, they feel used. Eventually, ‘used’ people lose joy in learning and teaching. Curriculum does not teach; teachers do. Standards don’t encourage; administrators do. Peaceable schools value personnel and students for who they are as worthy human beings. ... If your mission statement says you care, then specific practices of care should be habits within your school.

—Lorraine Stutzman
Amstutz

The principal sets the tone of discipline in the school. There are many ways to go about this, but before one considers these methods, the most important aspect of discipline is to have a clear, concise, and reasonable set of rules, defensible to teachers, students and the community. If these rules are not defensible, they should be changed. A rule without reason leads to attack by one or all groups concerned.

The rules for discipline are ultimately the responsibility of the administrator. It would be very helpful for the administrator to listen to and enlist the help of all groups concerned with setting up these rules, as long as each group understands that the administrator will make the final decision. All disciplinary rules should be subject to review and revision whenever necessary. An administrator has to take into consideration all aspects of discipline: Moral, legal and educational.

An administrator has to set standards of conduct in the school to allow for individual teacher differences. What is a behavioral problem to one teacher may not be a problem to another. Some classroom activities demand different classroom atmospheres. A math class may at one time need total silence to work and concentrate on the task at hand, while in other classes, when groups are working, noise might be the order of the day. The principal must realize these differences and be able to recognize when noise or silence is constructive. The rule ‘silence is golden’ may be a sign of a classroom dictator who works through total fear.

—David G. Carter

RANDOM IDEAS FOR CLASSROOM DISCIPLINE:

- Teach and remind students of behavior you expect for class in general and for specific activities. Occasionally during the lesson remind students of the behavior you expect, and as often as possible recognize and praise appropriate behavior (particularly with the most difficult students—‘I like the way Nico is paying attention and ready to start the song,’ ‘Jane is quiet and ready to go,’ ‘I like the way you all lined up.’ (You can even set a goal for yourself to provide during class 5 positive comments each for your misbehavers.) It makes your day as a teacher much more pleasant to be giving out positive comments as opposed to yelling and being upset.
- One of the most effective approaches with most students is to communicate frequently with parents and enlist their help in managing the students’ behavior. This takes work, and many teachers don’t communicate as often as they should, but if you can develop an ongoing dialogue with the parents of difficult students, it can ease your classroom management workload tremendously. Call every week, and call also to offer praise for improved behavior. If you’re dealing with 15 nasty students, that’s only 15 calls per week. You might work out a contract with parents. If the student behaves well in class, they can have some special privilege at home—pick a movie for weekend viewing, a McDonald’s meal, stay up a half hour later than usual, play a video game for longer than usual—whatever the parent thinks will best motivate the student to behave in music class. If parents use e-mail, you can also communicate with them via e-mail. If you put a lot of effort into ongoing parent communication, it can make a difference.
- You can even ask parents who are available during the day to attend your class while their child is present to oversee their child’s behavior. The parent can just check into the main office and say they have a meeting with you and then come down to the classroom.
- As a teacher you can also make a special arrangement with a misbehaving student to earn privileges in class for proper behavior. For instance, if you have to reprimand them about proper behavior more than twice, they lose their privilege. After about three class sessions, you can change the criteria to no reprimands about proper behavior. Privileges can be ‘sitting at the teacher’s desk or in a special place,’ ‘being first in line,’ or ‘choosing an activity,’ for instance. You can also use tangible rewards such as stickers, school supplies, decals, colored pencils, bookmarks, pencil toppers, or discount coupons for local merchants. With your school ID, you could talk to

store managers at McDonald's, Target, Burger King, etc. to get a supply of discount coupons to use as incentives.

You can also have the misbehaving student keep a behavior chart. Make up a chart with check boxes for every five minutes of class. The student gets to mark a box for every five minutes of good behavior. (Monitor or nod or smile to the student if she silently seeks your approval or acknowledgment.) If the student has all boxes checked at the end of the period, and you concur with the checks, the student earns a reward.

- Use peer pressure by offering class rewards for good behavior and following proper procedures. Recognize and praise good behavior frequently, and have some criteria for the class earning their reward.
- Teach and demonstrate and even give bad examples of the behavior you want students to demonstrate—general classroom behavior, lining up behavior, behavior for a specific activity, etc. Many teachers just expect good behavior but don't actually teach it. It is just as important to teach behavior as it is to teach music. You must have student attention and engagement for your lesson to be successful and for students to learn.
- Move the misbehaving student right next to you as you teach so you can closely monitor behavior and so you can praise positive behavior more easily.
- Set up a tape recorder or use a smart phone in the classroom and explain to the students that you will turn on the recorder when someone starts misbehaving. You will then play the recorded audio for the parent and the principal. (In reality you need only play it for the parent during a conference or phone conference.) To affect behavior, many times you need only to threaten to turn on the recorder. But if you do turn it on, follow through with playing it during a phone conference or personal conference so students know it's not an idle threat. You can also use a video recorder for this procedure.
- Hold a private one-on-one conference with the student. Many teachers yell at students and consequence students but never really sit down to have a personal discussion with the student. During the conference make expectations clear but also listen to any concerns the student may have and solicit conversation from the student on how the two of you can work together to have a pleasant classroom experience without misbehavior.

—Dan L. Miller

EFFECTIVE DISCIPLINE MEANS:

1. Listening to what students are thinking and feeling.
2. Clearly defining behavioral and academic expectations, and involving students in the development of such expectations.
3. Becoming proficient with both verbal and nonverbal nuances of communication that can be very helpful in sidestepping potential power struggles.
4. Having high expectations for all students and refusing to accept irresponsible behavior.
5. Occasionally allowing yourself as an educator to act in ways that are inconsistent with the perceptions that others have.
6. Becoming familiar with research on classroom arrangement, learning styles, lesson pacing, and the various theories of discipline
7. Thinking of discipline in terms of ways of preventing problems, actions to take to stop problems when they do occur, and future plans around resolving ongoing problems.
8. Providing instruction at a level in which high success is attainable by each student in the classroom.

—Allen Mendler

DE-ESCALATION

Confronting an angry, potentially aggressive student can increase or decrease the potential for problems. Develop de-escalation procedures, such as the following, with your staff members and practice them through role-play:

- Reduce the student's potential to engage in face-saving aggression by removing any peer spectators.
- Take a nonthreatening stance with your body at an angle to the student and your empty hands at your sides in plain sight. A walkie-talkie can look weapon like in the hand of a staff member and may seem threatening to an emotionally upset student.
- Maintain a calm demeanor and steady, level voice, even in the face of intense verbal disrespect or threats from the student.
- Acknowledge the student's emotional condition empathetically—for example, 'You're really angry, and I want to understand why.'
- Control the interaction by setting limits—such as, 'I want you to sit down before we continue' or 'We can talk, but only if you stop swearing.'
- Provide problem-solving counseling with a school psychologist or counselor at the earliest opportunity.

—Jim Larson

TOP TEN BULLYING PREVENTION STRATEGIES FOR SECONDARY SCHOOLS

- Provide a definition of bullying to students, parents, and staff members.
- Share the district's policies and consequences for bullying with students, parents, and staff members.
- With input from students and staff members, develop a map of hot spots where bullying is most likely to occur.
- Advise staff members to watch for evidence of electronic bullying and report incidents to the appropriate authority.
- Provide parents and staff members with a list of potential warning signs for bullying behaviors.
- Encourage the use of student support groups for students who are new to the school as well as those who have trouble managing their anger.
- Remind staff members that bullying may manifest itself in the form of gay bashing or athletic hazing.
- Advise victims to respond appropriately.
- Encourage bystanders to be friend to the victim in a time of need.
- Teach social responsibility.

—Judy Bruner and
Dennis Lewis

IMPROVING SCHOOL AND CLASSROOM DISCIPLINE

School personnel seeking to improve the quality of discipline in their schools and classrooms are encouraged to follow the guidelines implicit in the discipline research. These include:

AT THE SCHOOL LEVEL:

- Engage school and community-wide commitment to establishing and maintaining appropriate student behavior in school and at school-sponsored events.
- Establish and communicate high expectations for student behavior.
- With input from students, develop clear behavioral rules and procedures and make these known to all stakeholders in the school, including parents and community.
- Work on getting to know students as individuals; take an interest in their plans and activities.

- Work to improve communication with and involvement of parents and community members in instruction, extracurricular activities, and governance.
- If commercial, packaged discipline programs are used, modify their components to meet your unique school situation and delete those components which are not congruent with research.

For the principal:

- Increase your visibility and informal involvement in the everyday life of the school; increase personal interactions with students.
- Encourage teachers to handle all classroom discipline problems that they reasonably can; support their decisions.
- Enhance teachers' skills as classroom managers and disciplinarians by arranging for appropriate staff development activities.

AT THE CLASSROOM LEVEL:

- Hold and communicate high behavioral expectations.
- Establish clear rules and procedures and instruct students in how to follow them; give primary-level children and low-SES children, in particular, a great deal of instruction, practice, and reminding.
- Make clear to students the consequences of misbehavior.
- Enforce classroom rules promptly, consistently, and equitably from the very first day of school.
- Work to instill a sense of self-discipline in students; devote time to teaching self-monitoring skills.
- Maintain a brisk instructional pace and make smooth transitions between activities.
- Monitor classroom activities and give students feedback and reinforcement regarding their behavior.
- Create opportunities for students (particularly those with behavioral problems) to experience success in their learning and social behavior.
- Identify those students who seem to lack a sense of personal efficacy and work to help them achieve an internal locus of control.
- Make use of cooperative learning groups, as appropriate.
- Make use of humor, when suitable, to stimulate student interest or reduce classroom tensions.
- Remove distracting materials (athletic equipment, art materials, etc.) from view when instruction is in progress.

—Kathleen Cotton

Your school board can play a major role in efforts to clamp down on student cheating. Here are several measure you can undertake to help discourage and prevent student cheating:

- ❑ Survey students, parents, and teachers to find out how serious the problem of cheating is in your district.
- ❑ Talk to school administrators. Have they seen a rise in cheating? How do they think cheating incidents should be handled?
- ❑ Outline specific punishments for cheating offenses and enforce them consistently. Schools run into trouble when one student fails a test because of cheating but another gets a second chance after the same offense.
- ❑ Instruct teachers not to give the same tests year after year. Otherwise, kids will simply find a way to get copies of the test from students who took the classes the previous year.
- ❑ Make a strong statement as a board about the importance of rigorous test monitoring. Require teachers to stay in the room when giving a quiz or test unless there is an emergency. Also, require teachers to pay close attention to students during a test—they should not become engrossed in reading a news paper or grading papers during that time.
- ❑ Make sure that any policy against cheating addresses the growing use of new technologies.
- ❑ Educate parents about why schools will not tolerate cheating and how they can help. For instance, parents can talk to their kids about why cheating is wrong and monitor them to make sure they are doing their homework themselves, not copying from friends.

—Kevin
Bushweller

TIPS TO DECREASE BULLYING INCIDENTS

- Maintain adequate supervision of children.
- Make sure the entire school understands that bullying, teasing, and harassing will not be tolerated.
- Train and expect teachers, cafeteria workers, bus drivers—all who supervise children—to intervene in both direct an indirect bullying situations.
- Communicate clear policies and consequences to staff and students for dealing with bullying
- Discipline bullies in a no-nonsense style.

—Marla Bonds

Any teacher can be trained to deal with behavior problems. What is necessary is for the teacher to have a systematic plan for what happens in the classroom before it happens. The effective teacher is one who:

- ❑ Identifies wants and needs. A teacher must be capable of letting the students know what type of behavior he expects.
- ❑ Sets limits. A teacher must know how to respond meaningfully to disruptive students.
- ❑ Follow-through positively. A teacher must back up his positive verbal assertions with positive consequences.
- ❑ Plans discipline. A teacher must have a systematic discipline plan before it is needed.
- ❑ Asks for help. A teacher must know how to win the cooperation of the principal and the disruptive student's parents in his discipline efforts.

—Lee Canter

PRINCIPALS' CREED

We are dedicated to ensuring that every child in America receives a quality education.

We care about our country by caring deeply about its children.

We believe that no barrier should separate a child from the best education a school can offer...

That neither race nor sex nor ethnic heritage nor geography nor social or economic status may be used to deny a child the opportunity to acquire a solid foundation in reading, writing, and mathematics...in critical thinking...and in the values of friendship, compassion, honesty, and self-esteem.

We accept the challenge of the research showing that quality education in every school depends on the expertise, dedication, and leadership of the principal of that school.

—*National Association of
Secondary School
Principals*

There are a few steps schools could take that don't cost any money, that would cut the incidence of cheating in school testing by two-thirds in one year: Don't give the same test over and over again, separate kids so they don't see each other's papers, make it clear to students that it is unacceptable, have them sign a document that says they haven't cheated and punish cheaters. Also, don't let them come into tests with PDAs and cell phones.

—Micael Josephson

It used to be that cheating was done by the few, and most often they were the weaker students who couldn't get good grades on their own. There was fear of reprisal and shame if apprehended. Today, there is no stigma left. It is accepted as a normal part of school life, and is more likely to be done by the good students, who are fully capable of getting high marks without cheating. 'It's not the dumb kids who cheat,' one Bay Area prep school student told me. 'It's the kids with a 4.6 grade-point average who are under so much pressure to keep their grades up and get into the best colleges. They're the ones who are smart enough to figure out how to cheat without getting caught.'

—Regan McMahon

TOP 5 WAYS TO CHEAT

- Copying from another student
- Plagiarizing by downloading information or whole papers from the Internet
- Cell phone cheating—text-messaging answers to another student, taking a picture of the test and e-mailing it to another student, or downloading information from the Internet
- Getting test questions, answers or a paper from a student in a previous period or from a previous year
- Bringing a permitted graphing calculator into the test loaded with answer material previously input into the computer portion of the calculator

TOP 5 WAYS TO CURB CHEATING

- Create an honor code with student input so they're invested in it
- Seriously punish cheaters according the academic integrity policy
- Create multiple versions of tests to make purloined answer keys useless
- Ban electronic devices in testing rooms
- Develop multiple modes of assessment so the grade is not determined primarily on tests

—Regan McMahon

REPORTING THREATS: IT'S NOT TATTLING

Violent incidents occasionally occur in schools despite the best prevention efforts. Parents can strengthen these efforts by taking an active role in violence prevention. One way that families and schools, working together, can head off violence is by persuading children to report threats and dangerous behavior by their peers.

- It's not tattling. Children hate to think of themselves as tattletales. You have to teach them that there's a big difference between tattling and reporting. When a child alerts an adult to something that could be dangerous or destructive, that's not tattling, that's responsible reporting.
- Tell any adult. Sometimes a child is reluctant to approach a teacher, principal, or parent with information about a possibly dangerous situation. Let your children know that it's all right to go to any adult they feel comfortable with—a cafeteria worker, a friend's parents, the custodian, or a neighbor. The important thing is to let a responsible adult know what's going on.
- Write it down. Children often feel uncomfortable talking with an adult about things like threats they've overheard. Make sure they understand that it's okay to write a note instead, and that they don't even have to sign it (although it would be much better if they did.)
- It's no joke. Teach your children that it's not funny to joke about setting off a bomb in school, making a 'hit list,' or killing someone. Carefully explain the seriousness of any such threats they may overhear.
- Talk to them. Encourage your children to talk with you about school and their activities. Show them that you care about what they're doing and their safety, and listen carefully when they talk about their concerns or feelings. Children are more likely to 'open up' with a parent who has proven that he or she is a good listener. Listen to their friends, too.
- Be a snoop. Don't be embarrassed to listen to your children's telephone conversations with their friends or even to check their e-mail (which is usually readily accessible.) By tapping into their 'grapevine' you may come up with fresh information about possible danger.
- Online threats. Many children are far freer with their thoughts online, in e-mail or chat rooms, than they are face-to-face. Let your children know they should take threats or warnings seriously, whether they overhear them at school or read them on the computer screen.
- Call for help. There have been cases where a child has warned an adult about a threat, only to have the adult not follow-up on it— with tragic results. If your child has a reason to be concerned about potential violence, you should contact either the school principal or the police.
- Don't 'diss.' Often, students who carry out violent acts do so in reaction to taunting by their classmates. Teach your children to respect their peers, and that 'dissing' other children is never acceptable—and could be dangerous.
- Report bullies. Most schools have programs to help children who feel they're being harassed by their peers. If you hear that your child or other children are being victimized by a bully or bullies, go to the school for help.

- Inform the principal. Let your children know that an important part of their principal's job is to keep them safe. To do this, the principal needs to know immediately if anyone is threatening to do something dangerous.
- Talk about tragedies. School shootings elicit a lot of media coverage. Use these incidents as opportunities to discuss school violence with your children. Assure them that schools are safe environments, but stress the importance of keeping their school safe by reporting any dangerous, disturbing, or destructive behavior or threats they hear or observe.

—*National Association of
Elementary School
Principals*

Schools and their employees are not immune to violence, but principals can help protect themselves and other school personnel by vigorously pressing criminal charges and by assisting with civil suits for assault and battery. At the same time, they need to be vigilant about school security with regard to facilities, staffing, and practices, in order to minimize the occurrence of—and liability for—such attacks. Principals also need to actively encourage the adoption of school board policies and state statutes specifically designed for staff protection and school safety.

—Perry A. Zirkel and
Ivan B. Gluckman

Students know whether or not you like them, trust them, or want to be with them. You need to know what their lives are like, what they care about, what pressures they are under, and what they go home to when they leave school. Because of the increased diversity in today's American schools, this can be a daunting learning curve for a teacher, but it is essential to providing a serene, yet exciting, learning environment.

—Judith Baenen

Always behave like a duck—keep calm and unruffled on the surface but paddle like the devil underneath.

—Jacob Braude

School personnel seeking to improve the quality of discipline in their schools and classrooms are encouraged to follow the guidelines implicit in the discipline research. These include:

AT THE SCHOOL LEVEL:

Engage school- and community-wide commitment to establishing and maintaining appropriate student behavior in school and at school-sponsored events.

Establish and communicate high expectations for student behavior.

With input from students, develop clear behavioral rules and procedures and make these known to all stakeholders in the school, including parents and community.

Work on getting to know students as individuals; take an interest in their plans and activities.

Work to improve communication with and involvement of parents and community members in instruction, extracurricular activities, and governance.

If commercial, packaged discipline programs are used, modify their components to meet your unique school situation and delete those components which are not congruent with research.

For the principal:

Increase your visibility and informal involvement in the everyday life of the school; increase personal interactions with students.

Encourage teachers to handle all classroom discipline problems that they reasonably can; support their decisions.

Enhance teachers' skills as classroom managers and disciplinarians by arranging for appropriate staff development activities.

—Kathleen Cotton

We know schoolwide discipline requires the sustained use of effective classroom and behavior management practices by teachers, staff members and families. However, we also know that workshops on classroom management procedures, anger management training and crisis management strategies will produce minimal effects without clear, consistent leadership. The building principal is the key person affecting establishment of schoolwide discipline.

—Robert H. Horner,
George Sugai, and
H. F. Horner

Developing an effective approach to school-wide discipline is a complex process. Traps to avoid while designing an effective disciplinary system:

- Getting tough is enough. It is simply not enough to get tough without a proactive system for teaching and supporting appropriate behavior.
- Focusing on the difficult few. Although an effective disciplinary system must address the small number of students who engage in chronic and intense disruptive behavior, a discipline plan must build school-wide social competence.
- Looking for the quick fix. Building an effective school-wide program takes time. A reasonable period to design and establish an effective disciplinary system is three to five years.
- Finding one powerful ‘trick.’ School-wide discipline is not achieved through a single strategy. It must include components for defining and teaching behavioral expectations, and provide appropriate levels of support for students who display disruptive behavior and those with high-intensity behavior problems.
- Believing someone already has the solution. An effective system must be designed to meet a school’s specific needs, as identified through active self-assessment, and must be continuously evaluated to meet changing needs and goals.
- Believing that more is better. Instead of accumulating a number of some times inconsistent programs and approaches to deal with disciplinary problems, it is more effective to eliminate practices that are not working and to carefully match new practices to specific school needs.

—Robert H. Horner,
George Sugai, and
H. F. Horner

The Role of the Principal Developing an effective approach to discipline requires planning, collaboration among staff members, educating students and staff about possible solutions, attention to detail, and ongoing evaluation—all of which require effective leadership by the principal. Research and practice have consistently demonstrated that a disciplined school climate that conveys order, a sense of community, and higher expectations for behavior for both staff and students has a positive effect on student learning. The principal can be a strong force for creating this type of environment. The successful principal is a highly visible model... engaging in ‘management by walking around,’ greeting students and teachers, and informally monitoring possible problem areas....Effective principals are liked and respected, rather than feared, and communicate caring for students as well as willingness to impose punishment if necessary. Principals successful in addressing the need to fos-

ter high levels of appropriate student behavior, rather than developing lists of rules dealing with misbehavior, understand that the task should be broadly defined.

They:

- Communicate high expectations for students to both teachers and students;
- Are visible in classrooms and halls, showing interest in everything that goes on;
- Get to know students as individuals;
- Encourage teachers to handle all classroom discipline problems that they reasonably can— and support their decisions;
- Provide opportunities for teachers to learn about effective management strategies;
- Work with teachers and parents to help students assume responsibility for their actions;
- Accept responsibility for identifying and addressing problems that act as barriers to developing and maintaining an orderly school climate; and
- Model prosocial behaviors—such as respecting others and working together to resolve conflicts—on a daily basis. This is one of the most basic, yet most essential tasks of the principal.

—Nancy Protheroe

POLICY QUESTIONS TO CONSIDER

- Does your policy cover cyberbullying of both student peers and school staff?
- Do you have staff members or can you easily hire individuals with computer or other electronic expertise to investigate instances of anonymous harassment?
- Does your anti-bullying curriculum and professional development agenda include information on coping with bullying of the cyber variety?
- At what point should police get involved, and is that spelled out in regulations or left to the discretion of the principal or other senior administrator?

—Edwin C. Darden

TIPS FOR A STUDENT DISCIPLINE PROGRAM

- Have as few rules as possible. There is no need to duplicate rules already provided by statute or by the governing body of the school system.
- Keep the statement of a rule as simple as possible. A rule that is difficult to understand has a good chance of being violated.
- Maintain a continuous program of explaining all rules, including those provided by statute and the school board. Make use of the orientation classes,

homeroom time, the school paper, handbooks, parent groups, and the student council. Perhaps the student council can prepare a skit and present it to the appropriate audiences. This skit could illustrate what a rule means or what behavior is required.

- Remember that the basis for rules should be the guarantee that each and every pupil will have an equal opportunity in the educational program.
- Be consistent. All students and parents should believe that rules are enforced continuously, not just when convenient. The penalty to be assessed should also be consistent and should not vary from one case to another unless there are extenuating circumstances. Some cases may take more time but the final results should be the same.
- Organize the total staff for effective teaching. Convince the staff that it is to its advantage to work in a disciplined school. Teachers should know that a strong disciplinary program protects their right to exercise their professional duties.

Custodians must remove signs of vandalism promptly, since the longer the evidence remains, the more you can expect. The office staff must exhibit good human relations and deal efficiently with students and the teaching staff. Insist that security personnel be visible at times and places likely to become problems.

- Use equipment wherever possible. Cameras and movie cameras can be very effective. Showing students and parents the results of misbehavior is useful in following disruptive periods. Films of pupils in various situations can be effective for in-service training, since teachers can discuss appropriate actions to fit the situations involved. Some teachers need to be educated to act, while others need to be counseled not to overreact.
- Have an emergency plan on your desk to deal with disruptive situations and have a 'dry-run' to see if it works.
- Know as many students by name as possible and insist that all staff members do the same. Your chances of successfully handling a potential crisis situation are far better if you can destroy the anonymity of the participants quickly.
- Know what staff members can be relied upon to react competently, and do not hesitate to call upon them.

—Wayne H. Kincaid

The visibility of authority figures (teachers and administrators) has a positive impact on discipline in the secondary school. For example, the tone set by the noon supervision of the lunchroom influences the overall control of the building.

The mere presence of an authority figure often acts as a deterrent against undesirable student conduct. Administrators have long recognized the responsibility of attending activities where large groups of students are present.

Mobility and eye contact are two effective means of achieving this visibility. Eye contact can be a useful technique for managing large groups, and can help prevent confrontations, since most students have difficulty committing inappropriate acts when they know they are being watched. Mobility, or simply moving around, is most effective when movement is random so students never know for sure when an authority figure may suddenly appear.

Although visibility of authority figures can be used to prevent problems, teachers and administrators do not need to spend all of their hours as ‘watchdogs’. Being seen at key times, e. g., lunch periods, pep rallies, before and after school, and at school activities, and being seen randomly throughout the building can enhance the effectiveness of the visibility factor. The students’ perception may well be that ‘teachers and administrators are everywhere.

—William Fellmy

The old school made the amazing mistake of supposing that...by removing a situation a person likes or setting up one he doesn’t like—in other words by punishing him—it was possible to reduce the probability that he would behave in a given way again. That simply doesn’t hold. It has been established beyond question. What is emerging at this critical stage in the evolution of society is a behavioral and cultural technology based on positive reinforcement. We are gradually discovering—at an untold cost in human suffering—that in the long run punishment doesn’t reduce the probability that an act will occur. We have been so preoccupied with the contrary that we always take ‘force’ to mean punishment....We haven’t really altered his potential behavior at all. That’s the pity of it. If he doesn’t repeat it in our presence, he will in the presence of someone else. Or it will be repeated in the disguise of a neurotic symptom. If we hit hard enough, we clear a little place for ourselves in the wilderness of civilization, but we make the rest of the wilderness still more terrible.

—B. F. Skinner

Most reasonable persons would agree today that the legitimate functions of the school extend beyond the development of intellectual skills and the transmission of subject-matter knowledge. The school also has undeniable responsibility with respect to mental health and personality development, simply because it is a place where children spend a good part of their waking hours, perform much of their purposeful activity, obtain a large share of their status, and interact significantly with adults, age-mates, and the demands of society.

—David Paul Ausubel

In carrying out his administrative responsibilities to resolve discipline problems, the principal needs to utilize group processes that allow each member of the school organization to share in the necessary leadership. A staff grows as its members have opportunities to think, plan, and work together. If a positive and cooperative

working atmosphere is to be established, teachers must have time, as a group and as individuals, to identify the school's problems and to plan ways of meeting them. The principal sets the tone of discipline in the school. There are many ways to go about this, but before one considers these methods, the most important aspect of discipline is to have a clear, concise, and reasonable set of rules, defensible to teachers, students and the community. If these rules are not defensible, they should be changed. A rule without reason leads to attack by one or all groups concerned.

The rules for discipline are ultimately the responsibility of the administrator. It would be very helpful for the administrator to listen to and enlist the help of all groups concerned setting up these rules, as long as each group understands that the administrator will make the final decision. All disciplinary rules should be subject to review and revision whenever necessary. An Administrator has to take into consideration all aspects of discipline: moral, legal and educational.

An administrator has to set standards of conduct in the school to allow for individual teacher differences. What is a behavioral problem to one teacher may not be a problem to another. Some classroom activities demand different classroom atmospheres. A math class may at one time need total silence to work and concentrate on the task at hand, while in other classes, when groups are working, noise might be the order of the day. The principal must realize these differences and be able to recognize when noise or silence is constructive. The rule 'silence is golden' may be a sign of a classroom dictator who works through total fear.

—David G. Carter

Researchers concluded that a school's climate may have more to do with its success than the resources at its disposal....things like high expectations for students, caring relationships between teachers and students, and feeling safe at school were more associated with success.

—Arne Duncan

Today, principals and other school personnel recognize that traditional disciplinary practices often do not result in the desired outcome, especially for students with more challenging behavior problems. Indeed, there is mounting evidence that imposing negative consequences for unacceptable behavior can increase antisocial acts, school vandalism, tardiness and truancy, and the dropout rate, all of which school officials are working hard to eliminate. For example, the common practice of suspension provides little more than a brief respite from the immediacy of a student's academic or behavior problems. As most principals can attest, a student rarely returns to school with a more positive attitude or increased enthusiasm toward learning. In fact, with each suspension, the probability increases that the student will fall further behind academically, which only serves to trigger more misbe-

havior to escape further classroom frustration or failure. It follows that there must be a better way to deal with students who behave inappropriately.

—*An Introduction to Effective Schoolwide Discipline in Virginia* (2009)

Large numbers of persons move from childhood into adult years with a burden of emotional distress... whatever might be the origins, students' emotional difficulties infect their minds when they are at school and after they leave. This fact... should be a challenge to educators, especially those who say that a major aim of education is to help students to use their minds effectively. Nothing could demonstrate the sincerity of this aim better than an effort to help a student use his resources to cope with conditions that encumber his mind.

—Arthur T. Jersild, Eve Allina Lazar, & Adele M. Brodtkin

Children experience in school virtually every challenge of life, including failure, disappointment, achievement, reward, rejection, hope, and despair. No other social institutions has as much opportunity as do schools to work with children regularly, alter trends in their personal growth and development, and help them solve personal problems and better manage their lives. Childhood problems are common and normal, but they need to be dealt with quickly and firmly or they are likely to persist.

—Dan L. Miller

Who, indeed, is the dean? Is he or she an authoritarian figure respected in the school and community for his or her dynamic leadership and fair policies? Is he or she an individual parents and students turn to for direction and guidance? In most cases the dean is seen as the individual who manages the detention center, who determine suspensions, and who lectures students on their behavior. The image of the dean within the school and within the community is far from positive. The position of dean can in image and in fact be the most negative in the high school, but is this negativism the only alternative? Must it be this way? Certainly not.

Today more than ever the position of high school dean must be elevated to one of strong, positive leadership. Being responsible for the effective management of a large group of young people, the dean is in an ideal position, in most cases, to make the most significant contribution to the high school student's education. In fact, rather than wallowing in negativism of the position and feeling crushed by the endless flow of problems and confrontations, the dean should be envisioning his role as the single most dynamic and challenging position in the school. The dean should be able to broaden the scope of the job beyond that of the 'enforcer,' the one who man-

ages the school's system of detention, who decides which students are to be suspended and for how long they are to be denied the right to an education, and who delivers lectures which often fall on deaf ears or who scolds or counsels students and fails to provide substantial, positive input needed by the student for the student's effective readjustment.

The dean, while maintaining an educational atmosphere conducive to the teaching and learning process, can and should be viewing the role as the single most dynamic curricular position in the school. There is no time more right for learning than when a student is in trouble or has a problem. Times when the student is troubled or when the student exhibits deviant school behavior are the perfect moments for the dean to step in and make a positive contribution to the development of that student's character. The dean can do that most effectively not in the narrow, one-dimensional role of the authoritarian behind the desk but as the administrator who understands the motivation behind the student's behavior, provides the student with the facts and information he or she needs to solve his or her problems, and helps the student plan and carry through a constructive course of action.

—Dan L. Miller

THE NEED FOR A PHILOSOPHY OF DISCIPLINE

A well-conceived and relevant curriculum attuned closely to the needs of young people can generate a mood of positivism within a school and thusly reduce the need for rigid administrative control. So also does the classroom teacher stand as a major deterrent to infringements against school order. Although a dynamic curriculum and a professional staff can certainly reduce behavioral deviations, guidelines for student behavior are mandatory. Adolescents at the high school level are fast approaching adulthood. Indeed, many of them have physically reached adulthood by the time they graduate, but in reference to emotional growth and maturity they are several years removed from adulthood. Inherent in the teenager is the desire and often passion for freedom from authority. A large part of maturity is the responsible control of one's emotions and urges, and many adolescents have not yet reached that stage of maturity. Those excesses of the adolescent, therefore, which do not succumb to controls from within must be modified from without.

Limits for student behavior must be clearly understood and accepted within the school. Adelaide Johnson attributes 'a sizable incidence of juvenile delinquency to the inability or refusal of adult authority figures to establish clear limits for youth to operate within.' Such limits are needed by all, in differing degrees depending on maturity levels. For the insecure teenager in a world of conflicting values, interests, and behavior these limits are mandatory. Just as our American society bases its order on the Constitution of United States of America so must the school prepare a carefully written code of behavioral management. The purpose and procedure of this code should reflect the school's philosophy of education and the worthwhile values of the community. This codification of the laws of the school should serve as a guide for

the educational program in that it makes discipline a working part of the school's philosophy of education, clarifies each student's status, minimizes hasty and emotionally influenced action, and establishes a clear-cut support for teachers and administrators. Once a well-defined philosophy of discipline is in hand and clearly understood, the school community has a strong base from which to work toward the positive emotional growth of the student body.

—Dan L. Miller

Writing therapy can serve as an ancillary vehicle for self-insight. During a disciplinary interview a student may be defensive and actually more worried about saving himself or herself or covering up his or her errors than in taking a thoughtful look at himself or herself and his or her behavior. During a writing session, however, he or she will have time to think and reflect, and while still perhaps trying to cover up his or her actions, the writing may prove cathartic and start in motion the process of self-evaluation and self-insight. The student, unhampered by the dean, now has time to cool down, reflect, and express his or her feelings in a comfortable atmosphere. Rather than battling the dean in an interview, the student is only struggling with himself or herself and his or her own problem. He or she may very well, during the writing, even solve the problem or realize the counter productivity of his or her behavior.

—Dan L. Miller

Another important function of writing therapy may also help the dean counsel students in need of help. A student who has no friends, is immature and being teased by other students, or for any reason has a strong need to communicate with someone in a position to help him or her, may be able to keep in close and constant touch with the dean through emails. At any time at home or at school when the student feels troubled and needs to communicate with a friend, he or she should feel free to do so through an email to the dean. The dean should have established with the student a positive relationship that would promote this type of correspondence, and, in fact, the dean could build a large portion of his or her counseling around this particular system of communication. Realistically, the dean cannot spend as much time in counseling as many students would want or as much time as many students may need. A student taking advantage of this system of communication would write as long an email as he or she needed. Many students are discouraged when they want to talk with the dean or their counselor but can't because the dean is out or busy. If the student does get in to see the dean, the dean may be rushed because he or she has other work to attend to. By writing an email, the student is free to say whatever he or she wants and to communicate for as long as he or she wants. The dean, of course, should also make it a point to keep in personal contact with these types of

students and to counsel them as often as possible. The email writing system of communication can, moreover, spread the services of the dean over a larger portion of the student body and extend the length of therapy and counseling.

—Dan L. Miller

TIPS FOR SUCCESSFUL PARENT CONFERENCES AT SCHOOL

Parent-teacher conferences can be a mutually beneficial experience for both parents and teacher. They are a time for sharing facts, beliefs, feelings, and questions. Both parents and teacher have much to bring to the conference because both have a very special understanding of what the child is like. If the conference is successful, everyone gains—especially the child. Listed below are tips that other teachers and parent coordinator have found successful, and it is hoped that they will also help you to have a successful parent-teacher conference.

- Be prepared. Know important information about the child in school. Read over the child's cumulative record folder, recent test, health records, anecdotal records from the classroom, and any other vital information. Make a mental list of what you'd like to know about his activities and behaviors at home.
- Be a friendly host or hostess. Try to make the parents as comfortable as possible. Offer coffee if available.
- Be positive. Talk about the good things you see in the child. Relate pleasant occurrences in the classroom, on the playground, on a field trip, among other children, or during any other activities. Be specific and don't overgeneralize.
- Think developmentally. Talk about where the child is now and what the next steps are. Don't dwell on what the child cannot do. Talk in terms of what he can do and how you and his parents can help him extend and build upon his skills, knowledge, and interactions.
- Try not to take notes during the conference. This will make the conference more personal and will show the parents that you are listening and interested in both their child and in them. Review basic interviewing skills of observation, listening, clarifying, questioning, leadership, redirection, and asking leading questions.
- Be highly sensitive to individual needs and respond in ways to assure that needs are met.

- Maintain an objective yet warm relationship. Avoid the promotion of a dependent or too close, personal relationship.
- Keep the discussion focused on material relevant to the well-being of the child and avoid the elicitation of irrelevant material the teacher is not professionally trained to handle. Teachers should not try to play the role of the therapist.
- Refer complex cases to another staff member or through another staff member to an outside agency. For example, discussion of marital problems is outside the teacher's realm of training. The social worker may be the person to encourage a referral to outside the school.
- Ask leading questions which give parents an opportunity to express how they think and feel about their child. Examples might be: How do you discipline your children? What was your child like as an infant? How would you describe him to strangers? What do you want him to learn in school? What does he like to do most at home? Does he have a favorite toy? How do your children get along together?
- When you give suggestions to parents, offer alternatives so that they can think about the possibilities and make their own decisions. Don't overload the parents with suggestions or decisions to make. Concentrate on one or two things and carry through on these conversations.
- Hear criticism fully and ask clarifying questions so that you really understand what the parents mean. Avoid arguments and answer questions as completely and truthfully as possible. If you don't know some information, be honest, and if possible, find it out for the parents.
- Initiate conferences on a prescheduled and preplanned basis. A teacher should not just drop in on a parent unannounced.
- Establish a specific time limit for each conference. Short conferences occurring frequently are more productive than prolonged conferences widely spaced.

- Before the conference ends, summarize the major topics you talked about, agree upon any actions needed, and clarify the next steps for both parents and the school.
- Don't give the parents the impression that they are done with their parent conferences for the year. Extend an invitation to visit school anytime and to talk with you about any concerns they might have. Stress that this is a beginning and that the school and parents have a real need to work together for the benefit of their child.
- Thank the parents for coming and see them to the door. Express again your interest in working together with them.
- Evaluate your conference and think about your strengths and weaknesses in talking with parents. Your conferences will improve if you assess your interactions, questions, preparations in attitudes after each conference and make plans for extending your strengths and decreasing your weaknesses.
- Keep records of each conference. Notes should be recorded as soon after each conference as possible. These notes should be carefully reviewed when planning the next conference.

—Nancy Chavkin

TALKING WITH PARENTS

- Be positive. Talk about the good things you see in the child. Show you were interested and want to help.
- Work with the parent. Stress the idea that you need to work together. Tell them how important their help is. Use their help.
- Be flexible. Talk to the parents on their own level. Meet in a comfortable place at a mutually convenient time. Do not present your ideas first. Seek their opinions and work together on plans solicited from them.
- Be a good observer. Notice both what the parent says and what he does not say. Be aware of bodily tension, hesitation, excitability, etc.
- Listen. Do not interrupt to say what you would have done. Be attentive and nod to show that you are listening and are interested.

- Begin where the parent is. Help him feel relaxed and comfortable. Encourage him to talk. Ask leading questions. Facilitate the conversation by asking questions that require more than a 'yes' or 'no' answer. Avoid putting answers in the parent's mouth. Some leading questions might be: What does he do when ____? How do you feel when ____? What do you do when ____? How do you discipline your children?
- Make comments thoughtfully. Use your comments to reassure, to encourage, or to carefully direct parents to relevant matters. Make sure you use the language of the parents.
- Answer personal questions. Be frank, brief, and truthful. Then try to redirect the conversation back to the parent.
- Good relationships take time. Working with parents is a process. It takes time to develop rapport and trust. Don't try to do everything in one short meeting. The more difficult the problem, the more meetings it takes.

—Nancy Chavkin

UNPREPARED STUDENTS

Teachers are faced and always will be faced with the problem of students reporting to class with no pencil, no pen, no paper, no textbook, etc. There are a number of reasons for students reporting to class unprepared, but in many cases it is a student who has chosen to fail. We could take the attitude of ignoring the student and allowing him/her to fail, but this is unprofessional, not in the student's best interest, and the student's idleness will soon turn into behavior that will upset your teaching and instruction for the rest of the class.

Therefore, I would recommend the following procedures for dealing with no-material students:

- Keep a supply of scratch paper—old forms, the backs of used paper, discards from the copy machine, etc. (Do not stock good paper because students will rely on it and even take it for use in other classes.) When students show up without paper, give them whatever scratch paper they need or direct them to take it from the supply you have in a box or tray.

- Keep a supply of pencils stubs that are good enough to make a readable copy but so undesirable that they won't be stolen. These can be found abandoned in students' desks or on the floor of the classroom or in the hallways. Also, collect pens that are left behind by students.
- Keep one to three textbooks in the classroom for loan. These also could be ragged, discard textbooks.
- When students shows up without pen or pencil or other needed supplies, help them out after attending to other students' needs by loaning them materials for collateral. Exchange your pencil stub for a student's ID card, ring, watch, or shoe—something they will be unlikely to leave class without. At the end of class make sure the student returns your item in exchange for the collateral.
- For chronic offenders make sure parents are aware of their child's lack of preparation by sending a progress report and also by holding at least a phone conference. You also may request that parents purchase a packet of supplies for their child for your class so that when the child reports to class unprepared, you have a spare set of supplies with which to provide him or her.
- When students report to class without a text, loan them one for the period for collateral. Do not let them take texts from the classroom.
- When students claim they have lost their text, continue to loan them a text for collateral on a daily basis for classroom use only and also tell them they must pay the school secretary for a new textbook. When the student presents you with a receipt for a purchased text, issue them a new textbook and be sure to record the textbook number. If the student hasn't purchased a new text within a week, call the parent and notify them of the situation. Also tell the parents you can only loan the student a book for another week—that the student must either find the lost book or purchase a new one.

Never make it easy for a student to fail. Too many students choose this path—deliberate failure—for any number of reasons. The greatest service you can do these immature and not-very-wise students is to put every obstacle in the way of their achieving their goal of failure. Your time will be limited and you will not be able to overcome all the obstacles, but you should at least be able to take care of the materials problem.

—Dan L. Miller

GRADUATION SPEECHES

Several students Will be selected this year to deliver speeches at the promotion exercise. A contest will be held, and those students writing speeches judged to be the best will deliver them.

GUIDELINES FOR SPEECHWRITING:

- The speech should be 2-3 minutes long.
- The speech should be written neatly in ink on one side only of each sheet of paper.
- The topic of this speech is of your own choosing. Use your imagination. It should be appropriate for a graduation, and you should say whatever you feel would be interesting, meaningful, and useful for your classmates to hear at this point in their lives. (Don't hesitate to ask for advice from parents and teachers.)
- The first page of the speech should be totally blank except for your name in the upper right-hand corner. Do not put your name on any other page.
- Staple the pages together.
- Turn the speech in to the principal's office by the end of school on Monday, May 18.

I would ask that Language Arts teachers review these guidelines with their students and discuss the writing of the speech. I would ask that other teachers encourage students to enter the contest and offer whatever ideas or advice they can.

I also need a group of teachers to volunteer to read and judge the speeches. I also need some volunteer teachers to work with the winning speakers during the week prior to promotion to help them rewrite, polish, and practice their speeches. Please let me know if you wish to help out.

—Dan L. Miller

SCHOOL NEWSLETTER

I usually get minimum input for the Newsletter, so for this issue I'd like to request input from everyone. Think back over the past couple of months about activities in your class, interesting events or incidents, and outstanding student achievements, and also think ahead about upcoming events. Then jot down any information you feel would be appropriate for the Newsletter. As much as possible, please mention specific students' names.

Ideas:

- A student who has a perfect record of A's on tests or quizzes.
- A student with perfect attendance thus far.
- An interesting report or project a student has presented.
- An interesting discussion that was held in class.
- A particular lesson you conducted that may be of interest to parents.
- A film you showed or a guest speaker you had.
- Something interesting you may have done outside of school either related to your field or to a special interest you may have.
- Most improved student(s) in your classes.
- A special project or assignment coming up that you want parents to be aware of.
- Any special event you want to alert parents to.
- Students who have been particularly helpful in school or are providing services for others.
- Achievements of students in activities outside of school.
- Simply describe what activities you've been conducting it in your class over the past few weeks.
- Policies or procedures in your department that you feel need to be reinforced.

I get a lot of positive feedback on the Newsletter, and it can be a very effective means of promoting goodwill, school spirit, and support. It can help to improve the image of Jefferson Junior High School, so please help promote your school by submitting to me an article or information by Tuesday, January 22.

THANKS!

—Dan L. Miller

AVOID THE NO. 1 SIN: JARGON

Just because you work for an institution, you don't have to sound like one. As parents we want to think of the men and women who are running our children's schools as people not unlike ourselves. I don't want to give my school my 'input' and get its 'feedback,' though I'd be glad to exchange ideas and options, and even offer some complaints....The message is simple: Avoid sentences that sound like 'informed academic writing.'

—William Zinsser

Middle level administrators must listen and believe in the students and love them unconditionally.

—Samuel H. Campbell

In a democracy, the principle of human dignity insists that people have a say in decisions that affect them and that their say counts for something. For this reason, probably no idea is more widely associated with democratic classrooms than the involvement of young people in making decisions about what and how things are done.

—James Beane

Anonymity is the curse the overloaded, overspecialized, overcomplicated American comprehensive high school....the specialness of each adolescent is denied—unless that adolescent is ‘special’ for some specified reason. The ‘unspecial majority’...drifts through school genially—until there is a crisis....This organizational cornucopia denies teachers the opportunity to take each student carefully through his or her education, one by one. Humans differ, and adolescents are humans. Their humanness begs to be respected. It can be respected only if the institutions serving adolescents make respect a practical possibility by arranging their staffs so that each child—and each child’s family—can be known truly well.

—Theodore R.Sizer

The principal’s biggest job is not just to lead, but to develop leadership skills in others. Principals who don’t share [leadership] are crazy, because if they go, the whole thing crumbles.

—Robert J. Rossi

If you work around at-risk teen students, actually tell them you love them and have faith in their success. No one tells them that. No one.

—Ace Antonio Hall

Youth need coaches, not critics.

—Amit Kalantri

As we examine the youth of today, we must realize that the negative behavior we see on the outside, is a result of a deeper need on the inside.

—Eric M. Watterson

If we are genuinely concerned about engaging young people, particularly those that are vulnerable or at risk, we must listen to them properly.

—Libby Brooks

What a school thinks about its library is a measure of what it feels about education.

—Harold Howe

Tired of leading alone? Administrators, technology directors, and department chairs can rely on teacher-librarians as leaders in the area of information literacy, technology, reading, and instruction, to research and help present materials and strategies to faculty. We are happy to develop technology integration inservices, to demonstrate new research strategies and resources, and to teach faculty how to create environments promoting academic integrity. We will gladly share what research tells us about best practice in instruction.

—Joyce Kasman Valenza

In some schools, the media center is viewed as a good resource, but little is done in the way of teacher-librarian collaboration. In others, however, teachers and the librarian work together in a network of partnerships loosely focused on student learning. Often, the difference between the two environments is the principal. With the encouragement of the principal, the school community is more likely to recognize and take advantage of the considerable resources available in the media center. Principals can also help to minimize barriers to teacher-librarian collaboration by, for example, providing opportunities of teachers and the librarian to discuss collaborative projects. If your school falls in the 'little collaboration' category, you, along with the librarian and other teachers, might use successes with preliminary efforts to collaborate to demonstrate the benefits of combining the expertise of teachers and library media specialists to your principals.

—Rebecca Molineaux

The number of teachers you keep year to year says something about you. I know you'd like not to believe that, I know your job is easier if you ignore it, but teachers matter, and keeping them around is your job. When you lose good teachers, it's on you....Please care about your staff, please do something for them, please help them stay.

—Tom Rademacher

When our teachers are good, we should reward them. When our teachers speak up we should listen. When our teachers are tired we should help them. When we have teachers that connect with our students, that value our families, that have earned the respect of their colleagues, we should do everything, we should do anything, to keep them.

—Tom Rademacher

SCHOOL SECRETARY noun [skool sek-ri-ter-ee] Someone who solves a problem you did not know you had in a way you do not understand. See also wizard, magician.

—*First Grade Fun Times*

Library media specialists should actively work to help their principals see the strong connection between library program goals and school goals, that a close alignment between the principal's vision and the teacher librarian's vision is a benefit to both of them.

—Dianne Oberg

School librarians, like most professionals, write for each other and are published in the journals that describe their own field. They similarly present to each other at conferences attended almost exclusively by participants drawn from their own ranks. The result of looking inward—instead of sharing research results where they will be seen by the board members and administrators who could operationalize their findings—has been to cover the light of library contribution.

—Gary Hartzell

The research involving principals who support the school library program and the teacher-librarian indicates that principal support occurs through four key roles of the principal: that as a supervisor working directly with teachers, that as a model demonstrating personal commitment, that as a manager enabling the program, and that as a mentor providing visibility and importance.

—Dianne Oberg

Teachers are well-intentioned, hard-working people who care about students. The leader's job is to help teachers figure out what is getting in their way and keeping them from success.

—Cathy A. Toll

Resistance makes perfect sense to the person who's resisting. Effective leaders tune in so they can better understand what teachers are really thinking. This process has the potential to create a productive dialogue, enabling teachers and leaders to approach problem solving and planning together.

—Cathy A. Toll

The teachers' working conditions are the students' learning conditions.

—Dave Eggers, Daniel
Moulthrop, and
Ninive Clements
Calegari

Don't find fault. Find a remedy.

—Henry Ford

Administrators need to respect the idea that they are not just running academic institutions. They are also running unbelievably complex businesses, with computerized operational systems containing sensitive information. If they don't understand these functions, they must appoint those that do. Also, they must insist on reporting both to leadership and the public to prove those appointees understand and act as responsible, ethical stewards of the data and the school systems in their care. Administrators need to embrace that information security as a cultural and people issue, not a technology one, and they must champion security efforts. Also, administrators must ensure that funding needs to be available for reasonable protection of district data and resources.

—Dr. Travis Paakki

No teachers or administrator ever has to apologize for asking for money for education. If the community offered, the request would never have to be made.

—Noah ben Shea

The work that the schoolmaster is doing is inestimable in its consequences.

—Stephen Legcock

If you have an important point to make, don't try to be subtle or clever. Use a pile driver. Hit the point once. Then come back and hit it again. The hit it third time—a tremendous whack.

—Sir Winston Churchill

I have found nothing more toxic to a healthy learning environment than an overdose of constant criticism.

—Roland S. Barth

For every time we drop our standards, hold our nose, and hire any adult who can fog a mirror, we run the risk of placing a mistake in the classroom for thirty years.

—Kati Haycock

Upon our children—how they are taught—rest the fate—or future—of tomorrow's world.

—B. C. Forbes

School leaders must never forget that teaching is the real business of schools.

—Leonard Pellicer

Good teachers cost a lot, but poor teachers cost a lot more.

—Evan Esar

We schoolmasters must temper discretion with deceit.

—Evelyn Waugh

‘Schoolmaster’ is an anagram of ‘the classroom.’

—Internet Meme

Some people build houses, while others build people; of the two I would rather be the latter.

—Rasool Jibraeel
Snyman

The most powerful tool we have for influencing behavior is the relationship we build with kids.

—Casey O’Roarty

When you laugh, you’re vulnerable. You’re opening yourself up. You’re not protected. That’s why a lot of executives don’t laugh much, because they think it gives up their strength. But you gain so much through vulnerability. You let the other person in, and that brings us all closer. We can’t take ourselves too seriously.

—Alan Alda

Educators are the only people who lose sleep over other people’s children.

—Nicholas A. Ferroni

Fight for the things that you care about, but do it in a way that will lead others to join you.

—Ruth Bader Ginsburg

Women belong in all places where decisions are being made.

—Ruth Bader Ginsburg

Anticipating problems is the key to being a leader. I know that sounds like a simple word, anticipation, but that’s what we expect. Thoughtful leadership that does not involve ego, does not involve career extension, any of that. If you’re in public service, you can’t put yourself first. If you do that, that’s wrong.

—Kevin Costner

A goal without a plan is just a wish.

—Antoine de
Saint-Exupéry

The principal is key to a program's success. No quality is more crucial than the principal's acceptance of and wholehearted commitment....Principals promote and support the program with administrators outside the school. They are the liaisons between the program and parents, and often the initial contact parents make as they are deciding...[about] a choice for their child. The principal's knowledge of... practices and research, combined with enthusiasm for the program's purpose and results, are essential in promoting the program and its goals. Principals are, of course, instructional leaders. Therefore, it is helpful for them to be as knowledgeable as possible about effective instructional practices....Many principal have found it useful to participate in teacher training activities so they may be well informed.

—Myriam Met and
Eileen Lorenz

Tell the truth, because sooner or later the public will find out anyway. And if the public doesn't like what you are doing, change your policies and bring them into line with what people want.

—Ivy Lee

I hired someone that didn't shake my hand firmly during the interview—He rocked as an employee.

I hired someone with three types on their resume—She was the most detailed oriented person I've ever worked with.

I hired someone without a college degree—He was way smarter, innovative, and creative than me!

I hired someone with four kids—Never met someone so devoted and committed than her to her career.

I hired someone who had been incarcerated as a young adult—He's a VP now. I hired someone over 60—She taught me some tricks on excel that I use to this day!

Can we please throw out all those silly assumptions and rules that we've made up in our head about what a person needs to be, look like, have accomplished, and do to succeed? In my experience as an HR leader and as a hiring manager, it's those that typically don't get a 'shot' who tend to kick butt in the workplace!

—*ifunny.co*

We exist to make life better for people.

—Mormon President
Russell Nelson

He who masters the power formed by a group of people working together has within his grasp one of the greatest powers known to man.

—idowu koyenikan

We are drawn to leaders and organizations that are good at communicating what they believe. Their ability to make us feel like we belong, to make us feel special, safe and not alone is part of what gives them the ability to inspire us.

—Simon Sinek

Leading is not the same as being the leader. Being the leader means you hold the highest rank, either by earning it, good fortune or navigating internal politics. Leading, however, means that others willingly follow you—not because they have to, not because they are paid to, but because they want to.

—Simon Sinek

You don't hire for skills, you hire for attitude. You can always teach skills.

—Simon Sinek

Great companies don't hire skilled people and motivate them, they hire already motivated people and inspire them. People are either motivated or they are not. Unless you give motivated people something to believe in, something bigger than their job to work toward, they will motivate themselves to find a new job and you'll be stuck with whoever's left.

—Simon Sinek

The teachers are afraid of the principals. The principals are afraid of the superintendents. The superintendents are afraid of the board of education. The board is afraid of the parents. The parents are afraid of the children. The children are afraid of nothing!

—Milton Berle

A good...principal is an active listener and participant, one who identifies and cultivates talent among staff, who can keep the school focused on its mission, who can work effectively with parents and community, who is dedicated to the students and their success, who can motivate people, and who can marshal the necessary resources. Finally, the principal is the keeper of the dream, using keen analytic and planning skills to solve problems and help the staff to overcome temporary setbacks.

—Henry M. Levin and
Wendy S.
Hopfenberg

Principals [must] hire teachers who have a passion for the subjects they'll be teaching and then 'release the maniacs' to do what they need to do to deliver a strong academic program.

Principals also need to be strong enough to get rid of poor performers. Everybody on staff knows who the turkeys are. Good performers will wonder why school leaders allow poor performers to continue teaching. What's more, it's therapeutic when leaders ask bad teachers to leave. Good teachers perform even better when they know it matters to the administration.

—Lorraine Monroe

Effective principal, effective school.

—Maxim

Principals have a responsibility to act in ways that communicate high expectations, that convince teachers and students that they can meet standards of excellence. To encourage excellence, principals should frequently state their beliefs that all students can learn, that the most important goal for each student is high achievement, and that the primary goal of the teacher is to facilitate the academic growth of all students. To reward excellence, principals should compliment teachers in their efforts to achieve school goals, recognize teachers whose students improve, and identify and reward outstanding student performance.

—Sheryl Denbo and
Marlene Ross

Teacher expectations of their students reaching high levels of achievement regardless of background is one of the distinguishing characteristics of effective schools, and it is the principal who is largely responsible for creating this climate of high expectations.

—Marvin Fairman and
Elizabeth Clark

By carefully monitoring instruction, principals can positively influence teacher and student expectations. Methods include establishing an ongoing supervision process, being visible in the classrooms, being willing to discuss alternative instructional approaches, and providing praise and/or constructive suggestions for instructional improvement. Classroom observations are another important vehicle for raising expectations. On the basis of these observations, principals can identify outstanding teachers and instructional techniques, modify techniques that do not work, and re-design staff development programs in accordance with observed teacher needs.

—Sheryl Denbo and
Marlene Ross

The obligation of the American common public school is to educate all the children of all the people and that failure to honor that obligation will eventually endanger the very fabric of American society. The secret is for principals to take seriously and thoughtfully their roles as educational leaders, to resist the popular easy answers... and instead to search for ways to cast all students in active learner roles in programs which increasingly emphasize higher cognitive processes.

—James Albrecht

Administrators should examine the professional credentials of the researchers whose ideas they are choosing to implement.

- What facts, assumptions, and speculations about learning and its environment undergird the ideas and/ or implementation of this model?
- What methodology was used to perform the original research?
- Have I personally checked what ‘the research says’?
- Does the original theorist agree with the way his or her work is being interpreted for implementation purposes?
- Where am I getting my information about style—directly from the originator, from persons ‘schooled’ in the theory/application, from persons with no direct contact with the researcher, from persons who are conveying what they have heard at a workshop or have read in an article?

—Anthony F. Gregorc
and Kathleen A.
Butler

If you start by defining a good teacher or an excellent teacher as one who consistently produces learning in their classroom—in other words, regardless of who walks in their classroom, in general, learning occurs. And then acknowledge that they can do that a lot of different ways—there’s no one particular profile for an excellent teacher—I think that opens things up for a supervisor, a principal, who’s trying to give feedback to a classroom teacher.

—Robert Marzano

A school...would be a place where teachers read professional literature, they read books, they talk about the books, and that’s a general expectation. It’s part of the culture. And so, if that’s not happening in a high school or middle school or junior high, then I say you do that. Make it part of your culture to read books and professional articles and talk about them.

—Robert Marzano

A pat on the back is far better than a plaque on the wall to motivate a person.

—David E. Lee

Young black men and boys growing up without male role models and in conditions of poverty probably do need, more than anyone else, that assurance that somebody really cares. Many studies show the single most important thing in turning lives around is the ongoing presence of a caring adult.

—Nell Noddings

SEVEN CHARACTERISTICS OF EFFECTIVE SCHOOLS:

- A safe environment conducive to learning
- Clear school goals
- Instructional leadership from the principal
- A climate of high expectations
- A high percentage of time on task
- Frequent evaluation of student performance
- Community support

—Daniel U. Levine and
Robert J.
Havighurst

WHAT PROFESSIONAL DEVELOPMENT SHOULD BE:

Effective professional development engages teachers both as learners and as teachers, and allows them to struggle with the uncertainties that accompany each role. Here are its important features:

- It engages teachers in concrete tasks of teaching, assessment, and observation that illuminate the learning and development processes.
- It is grounded in participant-driven inquiry, reflections and experimentation
- It is collaborative, involving a sharing of knowledge among educators and a focus on communities of practice rather than on individual teachers.
- It is connected to and derived from teachers' work with their students;
- It is sustained, ongoing, intensive, and supported by modeling, coaching, and collective problem-solving.
- It is connected to other aspects of school change.

—Linda Darling-
Hammond and
Milbrey W.
McLaughlin

If you are not motivated and enthusiastic, no one else will be.

—David E. Lee

FOUR CHARACTERISTICS DISTINGUISH PROFESSIONALS IN ANY FIELD. PROFESSIONALS:

- act on the most current knowledge that defines their field;
- are client-centered and adapt to meet the needs of the individuals whom they serve;
- are results-oriented; and
- uphold the standards of the profession in their own practice and through peer review.

—Grant Wiggins and Jay
McTighe

If the group in a meeting is against you initially, you must always present some part of the case of the opponent or opponents. If you fail to do so, the group may come to one of two conclusions. They will believe that you really don't understand the issue. Or they will believe you are tiring to hide something. Therefore, never plow ahead—ignoring or avoiding your opponents. If you do so, you may end up with a room full of them.

—Robert L. DeBruyn

SCHOOLS WITH HIGH STUDENT ACHIEVEMENT AND MORALE SHOW CERTAIN CHARACTERISTICS:

- vigorous instructional leadership,
- a principal who makes clear, consistent, and fair decisions,
- an emphasis on discipline and a safe and orderly environment,
- instructional practices that focus on basic skills and academic achievement,
- collegiality among teachers in support of student achievement,
- teachers with high expectations that all their students can and will learn, and
- frequent review of student progress.

Effective schools are places where principals, teachers, students, and parents agree on the goals, methods, and content of schooling. They are united in recognizing the importance of a coherent curriculum, public recognition for students who succeed, promoting a sense of school pride, and protecting school time for learning.

—U.S. Department of
Education—*What
Works*

Good instruction flourishes when teachers collaborate in developing goals that emphasize student achievement. Effective schools have a climate of staff collegiality and use mutual support as a means of improving pupil achievement. School leaders in such schools set aside time for faculty interaction and provide specific opportunities for teachers and administrators to work together on such tasks as setting school policies, improving instructional practice, selecting textbooks, and strengthening discipline.

—U.S. Department of
Education—*What
Works*

Effective principals have a vision of what a good school is and systematically strive to bring that vision to life in their schools. School improvement is their constant theme. They scrutinize existing practices to assure that all activities and procedures contribute to the quality of the time available for learning. They make sure teachers participate actively in this process. Effective principals, for example, make opportunities available for faculty to improve their own teaching and classroom management skills.

Good school leaders protect the school day for teaching and learning. They do this by keeping teachers' administrative chores and classroom interruptions to a minimum.

Effective principals visibly and actively support learning. Their practices create an orderly environment. Good principals make sure teachers have the necessary materials and the kind of assistance they need to teach well.

Effective principals also build moral in their teachers. They help teachers create a climate of achievement by encouraging new ideas; they also encourage teachers to help formulate school teaching policies and select textbooks. They try to develop community support for the school, its faculty, and its goals.

In summary, effective principals are experts at making sure time is available to learn, and at ensuring that teachers and students make the best use of that time.

U.S. Department of
Education—*What
Works*

Teachers have indicated there are three major areas that create in them a desire to do their best, make them want to come to work, and turn them on about their teaching jobs. First, they want to work in an atmosphere where there is an attitude of caring. Second, they want to feel that they belong, that they are a part of the action that takes place in a...school and that their opinions and ideas are sincerely requested, evaluated, and used in the decision-making process.

—Michael Sullivan

When little people are overwhelmed by big emotions, it's our job to share our calm, not join their chaos.

—L. R. Knost

Schools and schooling are increasingly irrelevant to the great enterprises of the planet. No one believes anymore that scientists are trained in science classes or politicians in civics classes or poets in English classes. The truth is that schools don't really teach anything except how to obey orders. This is a great mystery to me because thousands of humane, caring people work in schools as teachers and aides and administrators, but the abstract logic of the institution overwhelms their individual contributions. Although teachers do care and do work very, very hard, the institution is psychopathic—it has no conscience. It rings a bell and the young man in the middle of writing a poem must close his notebook and move to a different cell where he must memorize that humans and monkeys derive from a common ancestor.

— John Taylor Gatto

The educator has the duty of not being neutral.

—Paulo Freire

If climate drives business results, what drives climate? 50-70% of how employees perceive their organization's climate corresponds to the actions of one person: their manager.

—Raymond Wheeler

The relationship between independent school parents and their children's teachers has only grown more intense. Administrators and teachers are spending more time focused the demands and concerns of parents than they ever did in the past.

—Michael Thompson

What's changed in the last few years is the relentlessness of parents. For the most part, they're not abusive; it's that they just won't let up. Many of them cannot let go of their fears that somehow their child is being left behind. They want constant reassurance.

By the time their kids get to the upper grades, parents want teachers, coaches, and counselors entirely focused on helping them create a transcript that Harvard can't resist. This kind of parent has an idea of the outcome they want; in their work life they can get it. They're surrounded by employees; they can delegate things to their staff. In their eyes, teachers are staff. But the teachers don't work for them.

—Robert Evans

Keep those faces in mind, the little girls and boys in the early grades, all trusting the adults to show them the way, all eager and excited about life and what will come next, and then just follow those faces over time. Follow the face of a little girl who doesn't read very well and is told to try harder; who tends to daydream and is told she better pay attention; who talks out in class when she sees something fascinating, like a butterfly on the windowpane, and is told to leave the class and report to the principal; who forgets her homework and is told she will just never learn, will she; who writes a story rich in imagination and insight and is told her handwriting and spelling are atrocious; who asks for help and is told she should try harder herself before getting others to do her work for her; who begins to feel unhappy in school and is told that big girls try harder. This is the brutal process of the breaking of the spirit of a child. I can think of no more precious resource than the spirits of our children. Life necessarily breaks us all down somewhat, but to do it unnecessarily to our children in the name of educating them—this is a tragedy. To take the joy of learning—which one can see in any child experimenting with something new—to take that joy and turn it into fear—that is something we should never do.

—Edward M. Hallowell

Many schools have administrators whose job it is to soothe parents—but who often suggest to teachers how they can help with that task.

—Caitlin Flanagan

Our schools will not improve if we continue to drive away experienced principals and replace them with neophytes who have taken a leadership training course but have little or no experience as teachers.

—Diane Ravitch

Promise only what you can deliver. Then deliver more than you promise.

—Unknown

We only hire applicants for jobs once we've determined they are a perfect fit. We only assign tasks to those who have already demonstrated they can perform that same exact task. We treat risk not as a noble venture, a dance with the universe, but as something to be avoided at all costs, or at least reduced to a decimal point. And we wonder why we're not living in another renaissance?

—Eric Weiner

Most everyone hates their boss at some time or another; that doesn't mean every boss is hateful. Being a perfectionist and demanding a high level of work can be a good thing.

—Mary McNamara

Social control promotes teaching practices that sacrifice learning goals to management goals. Consider the principal whose chief concern is a smooth-running building or the teacher who reduces complex ideas to easily distributed lists of facts.

—Walter Parker

There are just not enough teachers prepared to teach geographic skills and concepts to this nation's students. We need to provide the sort of solid, innovative training—in-service training included—that will allow our teachers to use modern resources and methods to make geography exciting to learn. If there are teachers or administrators out there who think the teaching and learning of geography is just a memorization of place names, they've got the wrong idea about geography. But for years, I think, that is how too many teachers, administrators, and curriculum makers saw geography.

—Gilbert M. Grosvenor

Interviewer: How would you describe yourself?

Me: Verbally, but I have also prepared a dance.

—Internet Meme

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