



The Principalship: A Reflective Practice Perspective (7th Edition) (Pearson Educational Leadership)

By Thomas J. Sergiovanni, Reginald Leon Green

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The new Seventh Edition of the widely popular text from Sergiovanni and Green, *The Principalship*, gives readers an authoritative look at where and how principals spend their time, standards that inform their behavior, and the competencies they need to master in order to be effective. In it, a new theory for the principalship is advocated that encourages practitioners and students to aspire to the highest good for themselves and all stakeholders. The book addresses today's most current issues; includes updated research on the principalship; features video clips and Self-Check Quizzes (in the Pearson eText only) and scenarios illustrating important concepts; and continues to focus on leadership as a moral craft that advocates imagination, creativity, and ethical integrity. The Enhanced Pearson eText features embedded video and assessments.

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Editorial Review

From the Back Cover

The issues principals face today, and the decisions they have to routinely make regarding their practice, are presented in this widely popular text. Built on a structural foundation of concepts from some of the greatest educational leaders, the book focuses on creating outstanding schools by treating leadership as a moral craft advocating imagination, creativity, and ethical integrity. Here, theory, practice, and research combine to present a sound picture of the roles and functions of today's school leaders. Specifically, it describes where and how principals spend their time, standards that inform their behavior, and competencies they need to master in order to be effective. The book also looks at the complex nature of the work place; compares traditional management with leadership practices and offers the reader a choice between the two, while suggesting that what is needed in today's schools is a balance between the two.

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About the Author

Thomas J. Sergiovanni is Lillian Radford Professor of Education at Trinity University, San Antonio, Texas, where he teaches in the school leadership program and in the five-year teacher education program. Prior to joining the faculty at Trinity, he was on the faculty of education administration at the University of Illinois, Urbana-Champaign, for 19 years, and he chaired the department for 7 years. A former associate editor of *Educational Administration Quarterly*, he serves on the editorial boards of "Journal of Personnel Evaluation in Education and Catholic Education: A Journal of Inquiry and Practice". Among his recent books are *Moral Leadership* (1992), *Building Community in Schools* (1994), *Leadership for the Schoolhouse* (1996), *The Lifeworld of Leadership: Creating Culture, Community, and Personal Meaning in Our Schools* (2000), *Strengthening the Heartbeat: Leading and Learning Together in Schools* (2005), *Supervision: A Redefinition* (2007), and *Rethinking Leadership* (2007).

Reginald Leon Green is Professor of Educational Leadership at the University of Memphis. Prior to joining the faculty at the University of Memphis, he was on the faculty of educational administration at Wright State University, Dayton, Ohio. Earlier, Dr. Green served at the teacher, principal, deputy superintendent, and superintendent levels of elementary and secondary education. In 1977, Dr. Green was one of five educators chosen nationally to participate in the Rockefeller Foundation's Superintendency Preparation Program; and in 1996, he was selected as an Associate to the Institute for Educational Renewal, under the leadership of Dr. John Goodlad.

Most recently, Dr. Green published the 4th edition of the book entitled, *Practicing the Art of Leadership: A Problem-Based Approach to Implementing the ISLLC Standards* and the first edition of *The Four Dimensions of Principal Leadership: A Foundation for Leading 21st Century Schools*. He has also authored a book on inner-city education, as well as various articles concerning such topics as: educational restructuring, primary grade restructuring, gang violence, and other contemporary educational issues. He has completed national inquiries into nurturing characteristics that exist in schools and standards and assessment measures being established as part of school renewal. This work lead to the development of the Center for Urban School Leadership where Dr. Green administered programs for five (5) years to prepare principals for leading urban schools using a non-traditional approach. Currently, Dr. Green teaches courses in educational leadership with a focus on instructional leadership, school renewal, and models for turning around low performing schools.

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