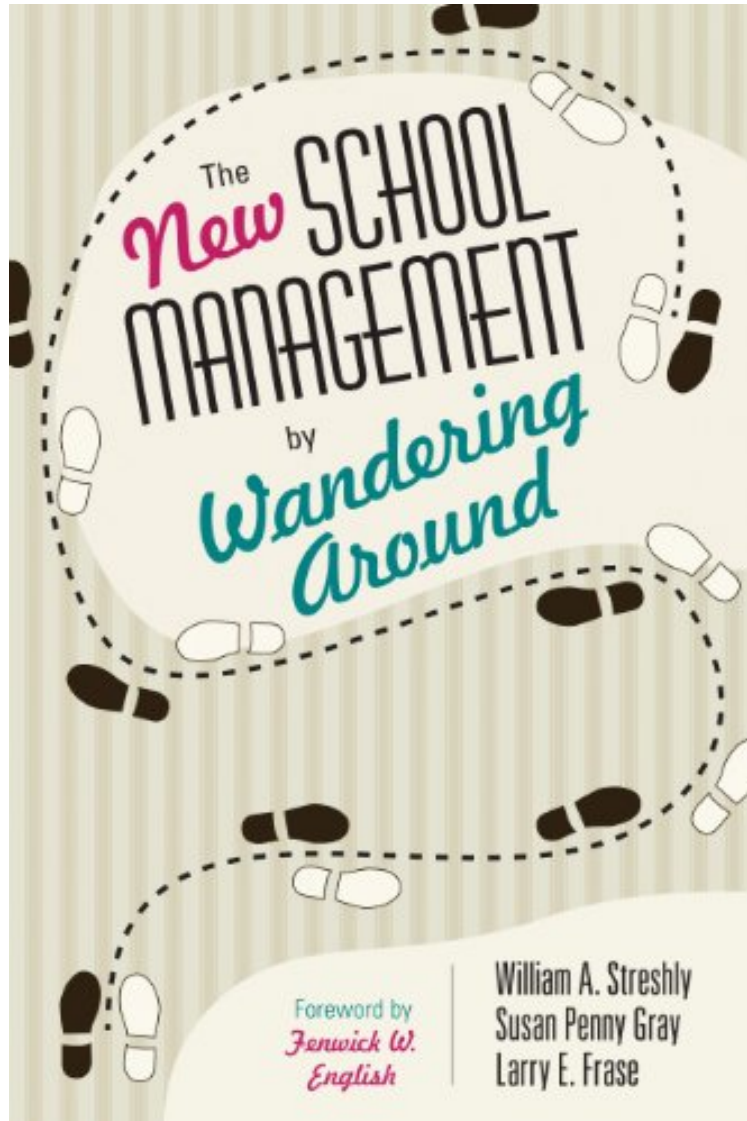


(Free pdf) The New School Management by Wandering Around

The New School Management by Wandering Around

William A. Streshly, Susan P. Gray, Larry E. Frase
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William A. Streshly, Susan P. Gray, Larry E. Frase : The New School Management by Wandering Around before purchasing it in order to gage whether or not it would be worth my time, and all praised The New School Management by Wandering Around:

Achieve success step by step The topic of management by wandering around is not new, but the authors'squo; approach is fresh and timely. This current rendition based on the original work by Frase and Hetzel gives new and seasoned administrators smart, practical advice about what to do in critical school leadership circumstances. This text

cites more than 20 well-constructed research studies that show how management by wandering around produces desirable outcomes, including: Higher student achievement Improved school culture Higher teacher efficacy Topics covered include developing meeting agendas, supervising instruction, dealing with marginal teachers, and creating safe campuses.

"From my perspective, it is not so much the wandering and the gathering of information that is important, rather it is how the supervisor or mentor uses this information to provide reflective dialogue with the person supervised. This book focuses on wandering with a purpose and engaging people in dialogue."--Carolyn J. Downey, President (07/29/2011)"Hits the nail on the head with a detailed exploration of how our best school leaders manage their schools. Moreover, the authors have done it in an up-to-date, practical, and authoritative way. This book will have an impact on school leaders for years to come."--Bob Avant, Principal, El Capitan High School (10/28/2011)"This well written book captures the simple but essential truth for effective leaders of see and be seen . The authors work in this area is grounded in research and the wisdom of successful practice, making this a valuable addition for courses on general leadership. --Todd A. DeMitchell, Professor, Justice Studies Program (08/18/2011)"Streshly and Gray have placed school leaders wandering in perspective, concentrating on the day-to-day practices of the concept. This is a book for everyone concerned about the never-ending search for practices that enrich teacher and student experiences leading to enhanced student achievement."--Margaret R. Basom, Professor of Educational Leadership (08/30/2011)"From my perspective, it is not so much the wandering and the gathering of information that is important, rather it is how the supervisor or mentor uses this information to provide reflective dialogue with the person supervised. This book focuses on wandering with a purpose and engaging people in dialogue."--Carolyn J. Downey, President (07/29/2011) This well written book captures the simple but essential truth for effective leaders of see and be seen . 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Moreover, the authors have done it in an up-to-date, practical, and authoritative way. This book will have an impact on school leaders for years to come." (Bob Avant, Principal, El Capitan High School 2011-10-28)

About the Author William A. Streshly is Emeritus Professor of Educational Leadership in the College of Education at San Diego State University (SDSU). Prior to coming to SDSU in 1990, he spent 25 years in public school administration, including five years as principal of a large suburban high school and 15 years as superintendent of several California school districts varying in size from 2,500 to 25,000 students. In addition to his numerous publications in the professional journals, Dr. Streshly is author or co-author of five practical books for school leaders, *The Top Ten Myths in Education*, *Avoiding Legal Hassles* (two editions), *Teacher Unions and Quality Education*, *Preventing and Managing Teacher Strikes*, and *From Good Schools to Great Schools: What Their Principals Do Well*. Currently, Professor Streshly is a Senior Lead Auditor for Curriculum Management Systems, Inc., an affiliate of Phi Delta Kappa International. He has audited the instructional operations of more than 40 school districts in 16 states. His intense interest in the role of effective school leadership stems from his own extensive experience as well as his in-depth observation of the work of hundreds of practicing school principals across the country.

Susan Penny Gray, PhD has been an educator for more than 40 years in Indiana and California, including 15 years as Director of Curriculum Services for the San Marcos Unified School District in San Marcos, California and 7 years as a member of the Educational Leadership faculty at San Diego State University. During her tenure as Director of Curriculum Services she was responsible for the development, implementation, and maintenance of exemplary programs recognized throughout California in Reading/Language Arts, Mathematics, History-Social Science, and Science for grades K through 12. She was also responsible for effective teacher and principal support strategies that during the years under her direction evolved into a powerful system of coaches and facilitators of staff development. Dr. Gray has "walked the talk" in helping principals become truly effective instructional leaders. Her insights give down to earth, practical meaning to the research discussed in this book. Dr. Gray serves on the San Diego State University (SDSU) Educational Administration Preparation Programs Advisory Committee. In her capacity on this committee and as a current member of the faculty of the Educational Leadership Department in the School of Education at SDSU, she has assisted in implementing changes in that school's administration preparation program. She has designed and currently teaches an administrative course on instructional improvement through evaluation and supervision. In this course students participate in a walk-through supervision practicum, formal evaluation exercises, and the design of teacher and administrator evaluation systems. In addition, Dr. Gray teaches and coordinates the advanced administrator credentialing program at SDSU and supervises the fieldwork for administrative credential candidates at all levels. In addition to her involvement with the faculty of Educational Leadership at San Diego State University, Dr. Gray serves as an officer on the Board of Directors of California Curriculum Management Systems, Incorporated (CalCMSi). She is certified to train administrators and teachers in Conducting Walk-Throughs for Higher Student Achievement and has implemented this training in several states across the country. She has also served as an external evaluator of schools and is a certified School Assistance Intervention Team leader for the State of California. She received curriculum management audit training from the California Curriculum Management Audit Center in Burlingame, California, in 1998. Since then she has served on school district audits in California, Washington, Texas, Ohio, Arizona, Maryland, New York, and Pennsylvania. She has also served on academic achievement teams conducting comprehensive on-site assessments of the educational operations of school and community college districts in California. Dr. Gray earned her undergraduate degree from the University of California, Santa Barbara, and her master's degree from San Diego State University. In 2006, she received a doctoral degree in educational leadership through the Claremont Graduate University/San Diego State University Joint Doctoral Program.

Larry E. Frase was professor and department chair of educational leadership in the College of Education at San Diego State University. He was a former superintendent of schools of the Catalina Foothills District in Tucson, Arizona, and is the author, coauthor, or editor of 23 books and 80 professional journal articles. His books include *Top Ten Myths in Education*; *School Management by Wandering Around*; and *Teacher Compensation and Motivation*. He is also coauthor of *Walk-Throughs and Reflective Feedback for Higher Student Achievement*. He has presented papers at AERA and UCEA. He is a senior lead auditor, having led curriculum audits of 32 school systems, including Oakland, California, and Baltimore, Maryland. Frase earned his EdD at Arizona State University.