



Best Leadership Practices for High-Poverty Schools

Linda L. Lyman, Christine J. Villani

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Best Leadership Practices for High-Poverty Schools presents both the practice and theory of best leadership practices in high-poverty schools. Authors Linda Lyman and Christine Villani take a unique approach by inviting readers into two high-poverty elementary schools where they will experience, through in-depth case studies, how two extraordinary principals model and practice their beliefs in the ability and worth of all children. Lyman and Villani demonstrate that a successful learning community for children of low-income families is based on the beliefs and attitudes of the school leader and the entire school community. Preparation programs for school principals typically do not provide for study of the complexity of poverty or the leadership practices that contribute to successful learning and achievement for children in high-poverty schools. The concluding questions that the authors pose provide a guide to developing best leadership practices that make a difference to the learning, achievement, and lives of children who live in poverty. This book offers: an insightful overview of research about leadership strategies and beliefs in high-poverty schools, causes and remedies for the achievement gap, evidence of continuing racial and ethnic prejudice, the widespread deficit thinking that limits learning. The authors challenge leaders, teachers, staff members, and others to examine their own attitudes and beliefs and then to commit to creating successful learning communities for all children from low-income families. This book is written as a resource for aspiring and practicing principals, or anyone interested in improving educational opportunities for children from families living in poverty.

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