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FOREWORD BY ANDREW PORTER

LEADING SCHOOLS DURING CRISIS



WHAT SCHOOL ADMINISTRATORS MUST KNOW

"A remarkably wise and useful book—a major contribution to the art and practice of leading schools in tough times."

— **Joseph F. Murphy**, Frank W. Mayborn Chair of Education,
Peabody College, Vanderbilt University

"*Leading Schools During Crisis* is a great and timely book. As principals, our decisions are critical in determining how well our schools will come through a crisis. This book presents an array of leadership skills that are not all wrapped up in single theories, and it puts identified theories to work through authentic school crisis case studies. *Leading Schools During Crisis* should be required reading for anyone before they become a school principal."

— **Molly Howard**, 2008 Metlife/NASSP National High School Principal of the Year

"Schools are in for hard times. How will school leaders manage these crises? I predict that school leaders who study this volume will be more successful than those who don't."

— **Andrew Porter**, George and Diane Weiss Professor of Education and Dean of the Graduate School of Education, University of Pennsylvania (*from the Foreword*)

School leadership is synonymous with challenge. However, some school leaders face true crises – situations threatening the fundamental mission of their school. *Leading Schools During Crisis* analyzes leadership and behaviors of principals in these extraordinary circumstances. Through authentic case studies, *Leading Schools During Crisis* offers a detailed theoretical and practical analysis of each crisis and the lessons from it for all school leaders. Highlights of the twelve case studies include:

P.S. 234 | NEW YORK, NY

On 9/11/01, lower Manhattan's Public School #234 was twelve hundred feet from 'Ground Zero'. Principal Anna Switzer states, "[r]ight when the second plane crashed – that's when we knew that it wasn't an accident."

SOBRANTE PARK E.S. | OAKLAND, CA

Like many schools, Sobrante Park only slowly realized the paradigm shift associated with the No Child Left Behind Act – until the fifth year of failing to make Adequate Yearly Progress. "What do you do when all the data is bad?" asked Principal Marco Franco.

DEWEY H.S. | NEW YORK, NY

The unintended consequences of the city's small school reform and student transfer policies overwhelmed this traditionally high performing secondary school; Principal Barry Fried states: "It was like a steamroller. We saw things coming and we couldn't prevent it."

PLATTE CANYON H.S | BAILEY, CO

Principal Brian Krause was approached by a frantic student: "[he said to me] there's a guy in the English classroom with a gun... I remember thinking, okay, he said guy. He didn't say student or kid or Johnny."

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Published by Rowman & Littlefield Education (December 2009) ISBN: 978-1607093435 • Available from Amazon.com and other book retailers.