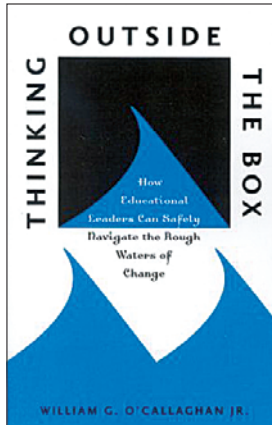


A Different Dimension of Thinking

Thinking Outside the Box: How Educational Leaders Can Safely Navigate the Rough Waters of Change. William C. O'Callaghan Jr. Lanham, Md.: Scarecrow Education, 2004. 109 pages. Available from: Scarecrow Education, 4501 Forbes Blvd., Suite 200, Lanham, MD 20706. www.scarecroweducation.com. \$19.95.

When faced with a problem, we are often exhorted to try “thinking outside the box.” William O'Callaghan's book by that name shows readers what the phrase can mean, giving example after example to spark fresh thinking.

O'Callaghan defines thinking outside the box as “a quantum shift in thinking to a different dimension, in which we see things in a new light, where unforeseen possibilities appear.”



information or advice in other chapters. O'Callaghan explains that the chapters are “interconnected and work together to form a reservoir of thought that will enable you to sharpen the focus of the lens through which you view the world.”

This is not just a fanciful book blurb. Chapter after chapter addresses real-world problems and offers realistic solutions. For example, in “Don't Accept Other People's Monkeys,” O'Callaghan relates a fictional encounter: Mr. A meets his manager coming down the hallway

The book is divided into 34 short chapters, each addressing a single issue.

While each chapter can stand alone, the author frequently alludes to

and says, “By the way, we've got a problem.” The manager listens and says, “So glad you brought this up. Let me think about it and I'll let you know.” The monkey, according to O'Callaghan, has just successfully leapt from Mr. A's back to his manager's.

Wow! How many times have I returned to my office a little more slowly, burdened down by the weight of numerous monkeys that I allowed to leap onto my back during encounters with my staff? What I needed was an artful way to keep most of those monkeys right where they were.

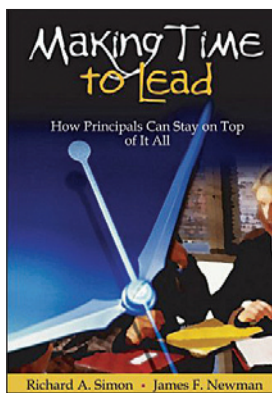
Many of the ideas in this book are not original to the author, who cites his sources and provides a recommended reading list. Even though this little book can be read in a single sitting, it should be read carefully. Its “out of the box” suggestions are challenging and need to be pondered. ■

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Surviving the Principalship

Making Time to Lead: How Principals Can Stay on Top of It All. Richard A. Simon and James F. Newman. Thousand Oaks, Calif.: Corwin Press, 2004. 77 pages. Available from: Corwin Press, 2455 Teller Road, Thousand Oaks, CA 91320-2128. 800-818-7243. \$24.95.

Did you launch the last school year full of energy, on top of your managerial game, and intent on boosting student achievement? How were you doing by June? Were your school improvement goals fading as you became buried in administrative trivia? Were you overrun by requests from teachers and parents? Had your meeting calendar spun out of control?



effectiveness by helping them be well organized, learn what they should and should not delegate, and...take care of their staff and themselves.”

Making Time to Lead was written by principals for principals. The authors cover practical topics principals can use, like how to organize paperwork, manage time, improve communication, and be highly visible.

This slender volume is packed with

If you answered “yes” to any of these questions, reach for *Making Time to Lead*, a book “designed to maximize principals’

good suggestions, so keep a highlighter handy to mark your favorites. I liked the tip about saving daily “to do” lists; you can use them later to generate next year's roster of projects and events. I also learned to record tasks I need to do on separate note cards so I can quickly sort them according to their urgency. The stress management ideas were especially intriguing—have you ever thought about slipping away during the day for a restorative coffee break?

This is not your ordinary time management tome. *Making Time to Lead* is geared to the specialized needs of principals and will help you “find the time to lead—as well as manage—schools.” ■

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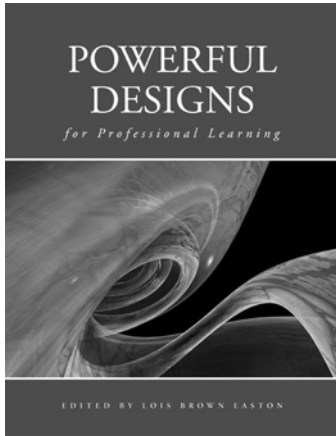
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Go Beyond the World of Sit-and-Get Workshops



NSDC's Standards for Staff Development Assessment Inventory



Powerful Designs for Professional Learning is for educators who believe that high-quality professional development must go beyond typical workshops.

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this work, each chapter describes how a significant professional learning strategy works in practice, a rationale for its use, the steps involved in introducing and using the strategy, and a list of resources for more information.

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- Immersing teachers in practice
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- Mentoring
- Peer coaching
- Portfolios for educators
- School coaching
- Shadowing students
- Standards in Practice
- Study groups
- Training the trainer
- Tuning protocols
- Visual dialogue

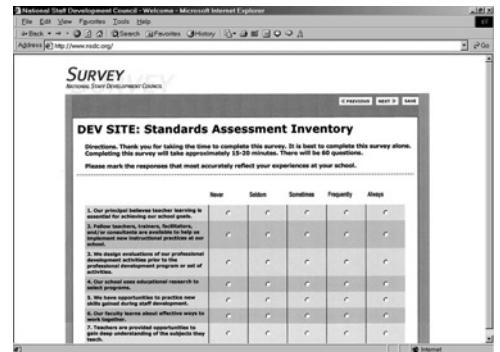
This 270-page manual is packaged with a CD-ROM that contains more than 150 handouts that can be used to introduce strategies to school coaches, teachers, and principals. Handouts are provided in PDF format and can be converted into transparencies, imported into PowerPoint presentations, or copied for other uses.

B248 270 pp

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Schools and districts can use the results of the survey to learn whether their staff development programs are aligned with NSDC's Standards for Staff Development and the Council's definition of quality staff development. The Southwest Educational Development Laboratory has established the validity and reliability of this instrument.

Schools that buy the online survey will be able to have all staff members respond to a 60-question survey that takes only about 20 minutes to complete. Schools will be provided with an access code which will allow only their staff members to respond to the online survey. Their staff members will have access to a web site for a designated period of time. At the conclusion of that time period, a number of summary reports will be generated for the school. For an additional fee, districts can register for district reports as well.



The reports that will be generated include:

- Bar graphs that show the average score for each standard
- Charts that show the average score for each question and each standard
- Bar graphs that show the frequency of responses for each question

These reports will enable a faculty to draw conclusions and make recommendations to assist in planning quality professional learning. Additional guidance for planning quality professional development is provided.

If you are interested in beginning the process with your staff, contact the NSDC Business Office (800) 727-7288 and ask for the Survey Administrator.

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