

שאלתה: Decision making

מילות מפתח: Decision making, Decisions in educations, decisions of principals

1.

TI: **Decisions Matter Using a Decision-Making Framework with Contemporary Student Affairs Case Studies**

AU: Annemarie Vaccaro; Brian McCoy, et al

SO: NASPA - Student Affairs Administrators in Higher Education. 312. 2013

Abstract:

"Decisions Matter" is an innovative guide designed to help novice student affairs professionals develop effective decision-making skills. Written by seasoned student affairs educators and practitioners, this book contains a systematic method for solving a wide range of complex problems. In this exceptional instructional tool, the authors present a decision-making framework developed specifically to address challenges in contemporary higher education, including alcohol issues, natural disasters, social media, group dynamics, mental health concerns, veterans affairs, and much more. "Decisions Matter" features 30 diverse case studies that reflect real-life scenarios faced by student affairs professionals on college and university campuses. The cases involve a variety of functional areas and institutional contexts to prepare readers to make decisions in different educational settings. A significant feature of "Decisions Matter" is its connection to and use of the professional competencies outlined in Professional Competency Areas for Student Affairs Practitioners (ACPA & NASPA, 2010). "Decisions Matter" provides a practical set of strategies to help graduate students and new professionals cultivate proficiency in the professional competency areas while making decisions about multifaceted higher education problems. Effective decision making is

an essential skill for successful student affairs practice. By learning and applying the decision-making framework and professional competencies to case studies and real-world problems, emerging student affairs professionals can begin their journey toward developing a consistent, comprehensive, and thoughtful process for decision making. [The foreword was written by Susan Komives and Mike Segawa.]

2.

TI: Data-Based Decision Making in Education: Challenges and Opportunities

AU: Schildkamp, Kim (ed.); Lai, Mei Kuin (ed.); Earl, Lorna (ed.).

SO: Springer. 216. 2013.

Abstract:

In a context where schools are held more and more accountable for the education they provide, data-based decision making has become increasingly important. This book brings together scholars from several countries to examine data-based decision making. Data-based decision making in this book refers to making decisions based on a broad range of evidence, such as scores on students' assessments, classroom observations etc. The following chapters are included: (1) Introduction (Kim, Schildkamp, et al.); (2) Data-based Decision Making: An Overview (Mei Kuin Lai, et al.); (3) Analysis and Discussion of Classroom and Achievement Data to Raise Student Achievement (Mei Kuin Lai, et al.); (4) From "Intuition"--to "Data"-based Decision Making in Dutch Secondary Schools? (Kim Schildkamp, et al.); (5) Professional Attitudes to the Use of Data in England (Christopher Downey, et al.); (6) Approaches to Effective Data Use: Does One Size Fit All? (Elizabeth Archer, et al.); (7) Improving Data Literacy in Schools: Lessons from the School Feedback Project (Jan Vanhoof, et al.); (8)

Implementation of a Data Initiative in the NCLB Era (Jeffrey C. Wayman, et al.); (9) Towards Data-Informed Decisions: From Ministry Policy to School Practice (Robert Dunn, et al.); (10) Conclusions and a Data Use Framework (Kim Schildkamp, (et al.); and (11) Data Use: Where to from Here? (Lorna, Earl, et al.)

3.

TI: **Educational Goods: Values, Evidence, and Decision-Making**

AU: Brighthouse, Harry; Ladd, Helen F; Loeb, Susanna; Swift, Adam

SO: University of Chicago Press. 192. Jan 2018

Abstract:

We spend a lot of time arguing about how schools might be improved. But we rarely take a step back to ask what we as a society should be looking for from education--what exactly should those who make decisions be trying to achieve? In "Educational Goods," two philosophers and two social scientists address this very question. They begin by broadening the language for talking about educational policy: "educational goods" are the knowledge, skills, and attitudes that children develop for their own benefit and that of others; "childhood goods" are the valuable experiences and freedoms that make childhood a distinct phase of life. Balancing those, and understanding that not all of them can be measured through traditional methods, is a key first step. From there, they show how to think clearly about how those goods are distributed and propose a method for combining values and evidence to reach decisions. They conclude by showing the method in action, offering detailed accounts of how it might be applied in school finance, accountability, and choice. The result is a reimagining of our decision making about schools, one that will sharpen our thinking on familiar debates and push us toward better outcomes.

4.

TI: The Adolescent Brain: Learning, Reasoning, and Decision Making

SO: American Psychological Association. APA Books. 457. Dec 2011.

Abstract:

The period from adolescence through young adulthood is one of great promise and vulnerability. As teenagers approach maturity, they must develop and apply the skills and habits necessary to navigate adulthood and compete in an ever more technological and globalized world. But as parents and researchers have long known, there is a crucial dichotomy between adolescents' cognitive competence and their frequent inability to utilize that competence in everyday decision-making. This volume brings together an interdisciplinary group of leading scientists to examine how the adolescent brain develops, and how this development impacts various aspects of reasoning and decision-making, from the use and function of memory and representation, to judgment, mathematical problem-solving, and the construction of meaning. The contributors ask questions that seek to uncover the basic mechanisms underlying brain development in adolescence, such as: (1) How do the concepts of proof and reasoning emerge?; (2) What is the relationship between cognitive and procedural understanding in problem-solving?; and (3) How can researchers build assessments to capture and describe learning over time? "The Adolescent Brain" raises questions relevant to young people's educational and health outcomes, as well as to neuroscience research. This book begins with a preface by Valerie F. Reyna and "Introduction to The Adolescent Brain: Learning, Reasoning, and Decision Making," by Valerie F. Reyna, Sandra B. Chapman, Michael R. Dougherty, and Jere Confrey. Part I, Foundations, contains: (1) Anatomic Magnetic Resonance Imaging of the Developing Child and Adolescent Brain (Jay

N. Giedd, Michael Stockman, Catherine Weddle, Maria Liverpool, Gregory L. Wallace, Nancy Raitano Lee, Francois Lalonde, and Rhoshel K. Lenroot). Part II, Memory, Meaning, and Representation, contains: (2) Semantic and Associative Relations in Adolescents and Young Adults: Examining a Tenuous Dichotomy (Ken McRae, Saman Khalkhali, and Mary Hare); (3) Representation and Transfer of Abstract Mathematical Concepts in Adolescence and Young Adulthood (Jennifer A. Kaminski and Vladimir M. Sloutsky); (4) A Value of Concrete Learning Materials in Adolescence (Kristen P. Blair and Daniel L. Schwartz); and (5) Higher-Order Strategic Gist Reasoning in Adolescence (Sandra B. Chapman, Jacquelyn F. Gamino, and Raksha Anand Mudar). Part III, Learning, Reasoning, and Problem Solving, contains: (6) Better Measurement of Higher Cognitive Processes Through Learning Trajectories and Diagnostic Assessments in Mathematics: The Challenge in Adolescence (Jere Confrey); (7) Adolescent Reasoning in Mathematical and Nonmathematical Domains: Exploring the Paradox (Eric Knuth, Charles Kalish, Amy Ellis, Caroline Williams, and Mathew D. Felton); (8) Training the Adolescent Brain: Neural Plasticity and the Acquisition of Cognitive Abilities (Sharona M. Atkins, Michael F. Bunting, Donald J. Bolger, and Michael R. Dougherty); and (9) Higher Cognition is Altered by Noncognitive Factors: How Affect Enhances and Disrupts Mathematics Performance in Adolescence and Young Adulthood (Mark H. Ashcraft and Nathan O. Rudig). Part IV, Judgment and Decision Making, contains: (10) Risky Behavior in Adolescents: The Role of the Developing Brain (Adrianna Galvan); (11) Affective Motivators and Experience in Adolescents' Development of Health-Related Behavior Patterns (Sandra L. Schneider and Christine M. Caffray); (12) Judgment and Decision Making in Adolescence: Separating Intelligence From Rationality (Keith E. Stanovich, Richard F. West, and Maggie E. Toplak); and (13) A

Fuzzy Trace Theory of Adolescent Risk Taking: Beyond Self-Control and Sensation Seeking (Christina F. Chick and Valerie F. Reyna). Part V, Epilogue, contains: (14) Paradoxes in the Adolescent Brain in Cognition, Emotion, and Rationality (Valerie F. Reyna and Michael R. Dougherty). An index is included.

5.

TI: **Data-Based Decision Making 2.0**

AU: Protheroe, Nancy

SO: Educational Research Service. Educational Research Service. 148.,2011.

Abstract:

The phrase "data-based decision making" has been used so often in discussions about school improvement efforts that it has become almost a mantra. However, it's "how" data is used that really provides the critical link between practice and school improvement. "Data-Based Decision Making 2.0" is designed to help principals take on the role of data-informed leadership. The book discusses preconditions for effective data use, developing a data use process, using data to assess the effectiveness of school programs, using assessment data to improve instruction, response to intervention and data use, using data to reduce the dropout rate, and using teacher observation data to improve instruction. The table of contents contains the following: (1) Introduction; (2) Preconditions for Effective Data Use; (3) Developing a Process; (4) Using Data to Assess the Effectiveness of School Programs; (5) Using Assessment Data to Improve Instruction; (6) Response to Intervention (RTI) and Data Use; (7) Using Data to Reduce the Dropout Rate; (8) Using Teacher Observation Data to Improve Instruction; and (9) Summing Up. References are also included.

6.

TI: Principles of Classroom Management: A Professional Decision-Making Model, (7th Edition)

AU: Levin, James; Nolan, James F; Pearson

SO: Pearson. 352. 2014

Abstract:

This text takes a decision-making model approach to classroom management. It provides teachers with a very practical system to influence students to choose to behave productively and to strive for academic success. This widely used text presents an array of decision-making options that guide teachers in developing positive, pro-social classroom learning environments through relationship building, effective teaching strategies, and deliberate structuring of the classroom environment. The text also provides sets of principles to intervene when students are not focused in they way should be and to help them choose more productive behaviors. The text also addresses working within the classroom and with families and other school resources to help students who exhibit chronic behavior problems. Thoroughly revised and updated, "Principles of Classroom Management: A Professional Decision-Making Model, 7th Edition," includes(1) a much stronger focus on relationship building as a core activity in all phases of teaching (See new Chapter 7 as well as Chapters 3, 4, 5, 10, and 11); (2) increased attention to the principles of motivation and their application in helping students to set high expectations for themselves and to believe they can achieve them (See new Chapter 7 as well as Chapters 3, 4, 5, 10, and 11); (3) greater coverage of the knowledge teachers need to develop about cultural differences (throughout the text); (4) much more coverage of the challenges posed by new technologies, including cyber-bullying, cyber-

cheating and sexting (See Chapters 2 and 3); and (5) a variety of new cases as well as pre and post-chapter reflective activities (New iterative cases are included at the end of Chapters 1, 4, 7, and 11 and new cases are also embedded in Chapters 3, 4, 5, 6, 7, and 10.)

7.

TI: Restructuring Schools for Linguistic Diversity: Linking Decision Making to Effective Programs. Second Edition. Language & Literacy Series

AU: Miramontes, Ofelia B; Nadeau, Adel; Commins, Nancy L

SO: Teachers College Press. 216. Jun 2011

Abstract:

This bestselling book addresses a major instructional and policy concern in public education--how personnel and resources can best be utilized to develop strong instructional programs for a culturally and linguistically diverse (CLD) student population. This meticulously updated second edition incorporates the experience that the authors have gained since the publication of the first edition in 1997. The changes not only reflect the current state of affairs in education, but also what has been learned from the many schools that have used the framework successfully. Useful to prospective and current teachers and essential for educational administrators and policymakers, this new edition includes: (1) Interactive activities in every chapter based on the authors' professional development work in schools; (2) New templates, tools, and exercises; (3) A new chapter on standards-based differentiated instruction and assessment, and new case studies; (4) Attention to populations that have increased in U.S. schools, such as immigrant refugees from around the globe; and (5) New features to support teacher study groups, such as guided discussion questions. [Foreword by Else Hamayan and Rebecca Freeman Field.]

8.

TI: How We Think: A Theory of Goal-Oriented Decision Making and Its Educational Applications. Studies in Mathematical Thinking and Learning Series

AU: Schoenfeld, Alan H

SO: Routledge, Taylor & Francis Group. 246. Oct 5, 2010

Abstract:

Teachers try to help their students learn. But why do they make the particular teaching choices they do? What resources do they draw upon? What accounts for the success or failure of their efforts? In "How We Think", esteemed scholar and mathematician, Alan H. Schoenfeld, proposes a groundbreaking theory and model for how we think and act in the classroom and beyond. Based on thirty years of research on problem solving and teaching, Schoenfeld provides compelling evidence for a concrete approach that describes how teachers, and individuals more generally, navigate their way through in-the-moment decision-making in well-practiced domains. Applying his theoretical model to detailed representations and analyses of teachers at work as well as of professionals outside education, Schoenfeld argues that understanding and recognizing the goal-oriented patterns of our day to day decisions can help identify what makes effective or ineffective behavior in the classroom and beyond.

9.

TI: Rethinking Widening Participation in Higher Education: The Role of Social Networks

AU: Fuller, Alison (ed.); Heath, Sue (ed.); Johnston, Brenda (ed.).

SO: Routledge, Taylor & Francis Group. 166. Apr 21, 2011

Abstract:

Extending the chance for people from diverse backgrounds to participate in Higher Education (HE) is a priority in the UK and many countries internationally. Previous work on widening participation in HE however has focussed on why people choose to go to university but this vital new research has focussed on looking at why people choose not to go. Moreover, much of the extant literature concentrates on the participation decisions of teenagers and young adults whereas this book foregrounds adult decision-making across the life-course. The book is also distinctive because it focuses on interview data generated from across the membership of inter-generational networks rather than on individuals in isolation, in order to explore how decision-making about educational participation is a socially embedded, rather than an individualised, process. It draws on a recent UK-based empirical study to argue that this network approach to exploring educational decision making is very productive and helps create a comprehensive understanding of the historically dependent, personal and collective aspects of participation decisions. This book examines, therefore, the ways in which (non-) decision-making about HE is embedded within a range of social networks consisting of family, partners and friends, and to what extent future participation in HE is conceived as within the bounds of possibility. It: (1) provides a conceptual framework for understanding the value of network-based decision-making about participation in HE, in the light of the changing historical and policy contexts in which it is always located; (2) highlights the importance of researching the socially embedded narratives of "ordinary people" in order to critique the deficit discourse which dominates debates about widening participation in HE; and (3) discusses the policy and practice implications of the network-based approach for widening participation and educational institutions. Contents of this book include: (1) Introduction (Sue Heath, Alison Fuller and Brenda Johnston); (2)

Making Sense of Complex Social Network (Data Brenda Johnston); (3) Moving On Up? Exploring Narratives of Educational Progression (Sue Heath); (4) The Impact of School Experience on Progression Decisions (Felix Maringe, Brenda Johnston, Alison Fuller and Sue Heath); (5) The Relevance of Social Capital to Understanding Decision-making in Networks (Alison Fuller); (6) Career and Education Decision-Making of Non-Participants and Their Networks (Ros Foskett); (7) The Extent to which Higher Education Is Conceived as "Within the Bounds of the Possible" (Martin Dyke); (8) Policy, Practice and the "New Widening Participation" (Nick Foskett); and (9) Conclusion (Alison Fuller, Sue Heath and Brenda Johnston).

10.

TI: Case Studies in Elementary and Secondary Curriculum

AU: Boboc, Marius; Nordgren, R. D

SO: SAGE Publications (CA). 200. 2010.

Abstract:

Practical and engaging, this book contains 21 case studies that help students apply curriculum theory to classroom reality. Each case is authored by an in-service teacher, reflecting on ways to improve instruction by making changes to various aspects of the curriculum. These real-life examples investigate up-to-date curricular issues ranging from accountability in education to curriculum design, implementation, and evaluation, school reform, pedagogy, and decision making in diverse educational settings. Key features of this book are: (1) Consistent formatting--Each case follows the same structure and includes proposed/actual solutions and expected/observed outcomes, allowing readers to compare their solutions to those in the text- leading to reflective, data-driven decision making; (2) Points to Ponder--Open-ended questions invite readers to further elaborate on how the solution

proposed by the practitioner may impact additional curricular levels; and (3) Text Boxes--Brief background information related to each cases provides a context for analysis. Contents of this book include: (1) Bringing Diversity Into a Less Diverse Environment; (2) Bringing Calculus to Life: Hands-on Learning in a New Sequence of Courses; (3) Meeting the Individual Needs of Each Student at an Alternative High School; (4) Using Assessment and Student Interest Data to Inform Differentiated Instruction in an Inclusive Classroom; (5) Motivating Students to Learn in a Peer-Supported School Environment; (6) Authentic Audience and Affective Learning in a Gifted and Talented Middle School Program; (7) "Discovery Math": From Professional Development to Classroom Practice; (8) Student Understandings as a Basis for Motivation and Participation in a Severe Emotional Disturbance/Severe Behavioral Handicap High School Classroom; (9) Meeting Student Learning Requirements by Means of an Improved Writing-Across-Curriculum Program; (10) Student Portfolios and Authentic Assessment in a Diverse Multiage Preschool Classroom; (11) Skill Building in Elementary Math: Between Remediation and Academic Promotion; (12) Prevention Programs as Means to Teach Social Skills in Elementary School; (13) Educating the Community About a Needed Levy Increase: The Teacher as a Political Activist; (14) The Mandated Curriculum Meeting the Needs of Teachers and Their Favored Practices; (15) Balancing Data-driven Decision Making and Shifting Paradigms in a New Elementary Math Curriculum; (16) Professional Development That Works, Please!; (17) Using Curriculum Relevance to Motivate Students; (18) The Integration of Autistic Classes Into the Physical Education Curriculum; (19) Developing a Literacy Program for Children With Learning Disabilities; (20) My Students Can't Write, and I'm Forced to Use a Curriculum That Doesn't Help Them Learn How; and (21) Meeting the Needs of Diverse Learners and the Mandates of

Accountability Without Compromising. This book also contains: (1) Preface; (2) Acknowledgments; (3) Case Study Matrix; (4) Glossary; (5) Index; and (6) About the Author.

11.

TI: How to Make Decisions with Different Kinds of Student Assessment Data

AU: Brookhart, Susan M;

SO: ASCD. 140. Dec 2015

Abstract:

In this book, best-selling author Susan M. Brookhart helps teachers and administrators understand the critical elements and nuances of assessment data and how that information can best be used to inform improvement efforts in the school or district. Readers will learn: (1) What different kinds of data can--and cannot--tell us about student learning; (2) What different analyses reveal about changes in student achievement; (3) How to interpret, use, and share relevant data; and (4) How to create a model to go from problem to solution in a data-based decision-making process. With easy-to-understand explanations, supplemented by examples and scenarios from actual schools, this book offers a path to better understanding, more accurate interpretation of assessment results, and--most important--more effective use of data to improve teaching and learning. Following an Acknowledgments section this book contains the following chapters: (1) An Introduction to Different Kinds of Data; (2) Large-Scale Accountability Assessments; (3) Interim/Benchmark Assessments and Common Formative Assessments; (4) Classroom Grades; (5) Classroom Formative Assessment Strategies; (6) Putting It All Together: Basing Decisions on Data; (7) But Did They Learn Anything? Evaluating the Results of Your Decisions; and (8) Different Kinds of

Data. The following are appended: (1) Related ASCD Resources: Student Assessment and Data; and (2) An ASCD Study Guide for How to Make Decisions with Different Kinds of Student Assessment Data.

12.

TI: **Next Practices: An Executive Guide for Education Decision Makers**

AU: Vidal, Darryl; Casey, Michael

SO: Rowman & Littlefield Education. 96. Mar 2014

Abstract:

"N3xt Practices" is a ground-breaking advisory book for education decision makers. Its purpose is to challenge the top trends and initiatives of the previous decade in educational technology and bring light to their short-falls and misses. It also highlights successful endeavors and strategies and details a common-sense methodology to move your school/district forward in its technology initiatives while insuring sustainability, and longevity and ultimately, success through results. "N3xt Practices" identifies technology-based initiatives, such as Interactive White Boards, Data Centers, and 1-to-1 Computing, and reviews actual implementations and case studies--both successful and unsuccessful--to provide a structure to plan and implement educational technology initiatives practical for schools and districts of all sizes. "N3xt Practices" goes beyond the examination of current best practices and redefines for educational leaders NEXT Practices for successful technology initiatives in support of 21st century learning.

13.

TI: **School Leadership for Learning: Insights from TALIS 2013**

SO: OECD Publishing. 180. Sep 20, 2016

Abstract:

The OECD Teaching and Learning International Survey (TALIS) is the largest international survey of teachers and school leaders. Using the TALIS database, this report looks at different approaches to school leadership and the impact of school leadership on professional learning communities and on the learning climate in individual schools. It looks at principals' instructional and distributed leadership across different education systems and levels. Instructional leadership comprises leadership practices that involve the planning, evaluation, co-ordination and improvement of teaching and learning. Distributed leadership in schools explores the degree of involvement of staff, parents or guardians, and students in school decisions. How are principals' and schools' characteristics related to instructional and distributed leadership? What types of leadership are favoured across countries? What impact do they have on the establishment of professional learning communities and positive learning environments? The report notes that teacher collaboration is more common in schools with strong instructional leadership. However, about one in three principals does not actively encourage collaboration among the teaching staff in his or her school. There is room for improvement; and both policy and practice can help achieve it. The report offers a series of policy recommendations to help strengthen school leadership.

14.

TI: Examining the Assistant Principalship: New Puzzles and Perennial Challenges for the 21st Century. International Research on School Leadership

AU: Shoho, Alan R (ed.); Barnett, Bruce (ed.); Tooms, Autumn K (ed.).

SO: IAP - Information Age Publishing, Inc. 198. 2011.

Abstract:

This edited book highlights the importance and complexity of the assistant principalship. As noted in all the chapters, the assistant principal is a critical partner in creating a professional learning community that serves all students well. Often neglected or ignored in the literature, assistant principals are more than disciplinarians and student or building managers. In the best of all worlds, they provide the professional support and partnership with their principals to create high-performing schools. Unfortunately, as noted in some of the chapters, the ideal and actual roles that assistant principals exercise often create a gap that seethes with disillusionment and dissatisfaction. The challenge for the profession is to better align the roles and expectations of assistant principals so that they can experience the best of being a school leader. This book begins with an introduction by Alan R. Shoho, Bruce G. Barnett, and Autumn K. Tooms. It includes: (1) Factors that Influence the Preparedness of Teachers for the Vice-Principal Role (Suzanne P. Read); (2) Critical Advice from Practicing Assistant Principals for Assistant Principal Preparation Programs (Steven D. Busch, Angus J. MacNeil, and M. Sarah Baraniuk); (3) Assistant Principals in Hong Kong: Their Responsibility, Role Alignments, and Job Satisfaction (Paula Kwan and Allan Walker); (4) Challenges to School Leadership Practice: Examining the Assistant Principalship (Deputy Headship) in the United States, UK, and China (Teri Denlea Melton, Barbara J. Mallory, Russell Mays, and Lucindia Chance); (5) The New Urgency of Vice-Principalship: Ethical Decision Making (Heather Rintoul); (6) The Quiet Roar: Assistant Principals Leading for Social Justice (Christa Boske and Lillian Benavente-McEnergy); and (7) Sharing Instructional Leadership as Assistant Principals in an Accountability-Oriented Environment (Anna Sun).

15.

TI: Decision Making for Educational Leaders: Underexamined Dimensions and Issues. SUNY Series, Educational Leadership

AU: Johnson, Bob L., Jr; Kruse, Sharon D

SO: SUNY Press. 252. Jan 2010

Abstract:

Why another book on decision making? In this increasingly complex world, there are many tensions inherent in the daily practice of educational leaders. This book illuminates these tensions, and acknowledges the reality that there are already multiple approaches to decision making in any educational context. The authors offer a guide to integrate the influences of school and community members as well as data and organizational context into the decision making process. They focus on underexamined dimensions of decision making, including (1) the art of theory-use, (2) organizational context, (3) political dynamics, (4) inferential leaps and causal assumptions, (5) the role of intuition, (6) data-driven decision making, (7) the role of emotions and affect, and (8) making the tough decision. Dispositions that enhance success are highlighted. These ideas will empower school principals, superintendents, and other educational leaders to approach with confidence the decisions they are called on to make. A list of references and an index are included.

16.

TI: Principal Leadership in Taiwan Schools

AU: Shouse, Roger C; Lin, Kuan-Pei.

SO: Rowman & Littlefield Publishers, Inc. 140. Oct 2010.

Abstract:

During the past two decades, Taiwan's Ministry of Education has responded to globalization by restructuring school curricular, instructional, and decision making practices along western lines in an

attempt to attain legitimacy on the world stage. As a result, Taiwanese principals, once kings within their schools, now must share power with other school stakeholders. In the process, these principals are held responsible for implementing reform measures that tend to damage trust and confidence in the system among local stakeholders because they cut against longstanding social and organizational norms. "Principal Leadership in Taiwan Schools" examines principals' adjustment to their new leadership role, highlighting the pervasive tensions between collegial forms of leadership with more authoritative, top-down models common to East Asian countries. Such dilemmas are becoming increasingly common, not only in Taiwan but in other nations including the U.S. Shouse and Lin examine them based on a review of Taiwan's past and recent history of school reform, principal interviews, and school observations. The authors' knowledge and experience as researchers and teachers in Taiwan's educational system allow them to provide insightful perspectives on how to balance this precarious shift of power. This book contains the following chapters: (1) : Introduction and Rationale (2) Western Concepts and Chinese Contrasts; (3) Taiwan's Education System and its Recent Reforms; (4) Voices of Taiwan School Principals; (5) and Discussion and Implications. Also provides a bibliography, and an index.

17.

TI: **Smart Choices: A Practical Guide to Making Better Decisions**

AU: John S. Hammond (Author), Ralph L. Keeney (Author), Howard Raiffa (Author)

SO: Harvard Business Review Press; 1 edition (August 25, 2015)

We spend the majority of our lives making decisions, both big and small. Yet, even though our success is largely determined by the

choices that we Where should I live? Is it time to get a new job? Which job candidate should I hire? What business strategy should I pursue? make, very few of us are equipped with useful decision-making skills. Because of this, we often approach our choices tentatively, or even fearfully, and avoid giving them the time and thought required to put our best foot forward.

In *Smart Choices*, John Hammond, Ralph Keeney, and Howard Raiffa—experts with over 100 years of experience resolving complex decision problems—offer a proven, straightforward, and flexible roadmap for making better and more impactful decisions, and offer the tools to achieve your goals in every aspect of your life.

18.

TI: **Decision Making under Deep Uncertainty: From Theory to Practice**

AU: Vincent A. W. J. Marchau (Editor), Warren E. Walker (Editor),

SO: Springer; 1st ed. 2019 edition (April 4, 2019)

Abstract:

Decision Making under Deep Uncertainty: From Theory to Practice is divided into four parts. Part I presents five approaches for designing strategic plans under deep uncertainty: Robust Decision Making, Dynamic Adaptive Planning, Dynamic Adaptive Policy Pathways, Info-Gap Decision Theory, and Engineering Options Analysis. Each approach is worked out in terms of its theoretical foundations, methodological steps to follow when using the approach, latest methodological insights, and challenges for improvement. In Part II, applications of each of these approaches are presented. Based on recent case studies, the practical implications of applying each approach are discussed in depth. Part III focuses on using the approaches and tools in real-world contexts, based on insights from

real-world cases. Part IV contains conclusions and a synthesis of the lessons that can be drawn for designing, applying, and implementing strategic plans under deep uncertainty, as well as recommendations for future work.

19.

TI: The Decision Book: Fifty Models for Strategic Thinking (Fully Revised Edition)

AU: Mikael Krogerus (Author), Roman Tschäppeler (Author),

SO: W. W. Norton & Company; Fully Revised edition (May 8, 2018)

Every day, we face the same questions: How do I make the right decision? How can I work more efficiently? And, on a more personal level, what do I want?

This updated edition of the international bestseller distills into a single volume the fifty best decision-making models used in MBA courses, and elsewhere, that will help you tackle these important questions. In minutes you can become conversant with

20.

TI: Ethical Leadership and Decision Making in Education 4th Edition

AU: Joan Poliner Shapiro (Author), Jacqueline A. Stefkovich

SO: Routledge; 4 edition (January 17, 2016)

Abstract:

The fourth edition of the best-selling text, Ethical Leadership and Decision Making in Education, continues to address the increasing interest in ethics and assists educational leaders with the complex dilemmas in today's challenging and diverse society. Through discussion and analysis of real-life moral dilemmas that educational

leaders face in their schools and communities, authors Shapiro and Stefkovich demonstrate the application of the four ethical paradigms—the ethics of justice, care, critique, and profession. After an illustration of how the Multiple Ethical Paradigm approach may be applied to real dilemmas, the authors present a series of cases written by students and academics in the field representing the dilemmas faced by practicing educational leaders in urban, suburban, and rural settings in an era full of complications and contradictions. Following each case are questions that call for thoughtful, complex thinking and help readers come to grips with their own ethical codes and apply them to practical situations.

New in the Fourth Edition:

- A new chapter on technology versus respect, focusing on ethical issues such as cyber-bullying and sexting.
- New cases on teachers with guns, the military and education, children of undocumented immigrants, homeless students, videos in bathrooms, incentive pay, first responders, private alternative high schools, verbal threats, and gaming etiquette.
- Updates throughout to reflect contemporary issues and recent scholarship in the field of ethical leadership.

This edition adds teaching notes for the instructor that stress the importance of self-reflection, use of new technologies, and global appeal of ethical paradigms and dilemmas. Easily adaptable to a variety of uses, this book is a critical resource for a wide range of audiences, including both aspiring and practicing administrators, teacher leaders, and educational policy makers.

21.

TI: How to Influence People: Develop Positive Thinking and Mindset for Success, Improve Your Decision-Making and Communication Skills by

Making Room for Emotional Intelligence, Beginners Guide

AU: Brandon Filip (Author), Corey Warner (Narrator), Peter Cooper (Author),

SO: Brandon Filip, Peter Cooper