Leaders For America's Schools: The Report And Papers Of The National Commission On Excellence In Educational Administration

Daniel Edward Griffiths ; Robert T Stout; Patrick B Forsyth; National Commission on Excellence in Educational Administration (U.S.)

The Good News About the Preparation of School Leaders: A . References - Educational Administration Quarterly

Thus, this paper takes the position that leadership preparation in America's colleges and universities on Excellence in Educational Administration (NCCEA) in 1987. According to excellence. 10. Lack of a national sense of cooperation in preparing school leaders. Due to commission reports and research papers from. Analyzing Problems in Schools and School Systems: A Theoretical ... administration in the U.S. that were published in this period derive their critics only .. Griffiths, R. Stout, & P. Forsyth (Eds.), Leaders for America's schools: The report and papers of the National Commission on excellence in educational.
The commentary described education in America as mediocre. There were few indications of assurance because of test scores that were declining at a rapid pace, low salaries of teachers, and substandard training programs for educators. The turnover rate of teachers became alarmingly high.  

A Nation at Risk  

A Nation at Risk, The Imperative for Educational Reform is the 1983 report of American President Ronald Reagans National Commission on Excellence in Education. Its publication is considered an event in modern American educational history. Among other things, the report contributed to the assertion that American schools were failing, and it touched off a wave of local, state. The commission consisted of 18 members, drawn from the sector, government. 

A Nation at Risk  

The U.S. Department of Educations National Commission on Excellence in Education published the report, A Nation At Risk, in 1983. This document is often cited as the origin of current reform efforts. This document stated its conclusion in brief but dramatic terms: Slide 2 If an unfriendly power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war.  

Even when our high schools are working as designed, they cannot teach all our students what they need to know to lead productive, happy lives. Recommended. We came to Washington believing that education was key to the American comeback that we wanted to bring about. And one of the first things we did was appoint a National Commission on Excellence in Education. And I asked them to study our schools, define their problems, and come up, if they could, with solutions. And I can say "you" because the Commission is right here -- you did just that. Last spring in your report, you documented 20 years of decline, 20 years of declining academic standards and declining discipline. And you were very blunt. You said, "If a fo
The Report of the National Commission on Excellence in Educational Administration. University Council for Educational Administration, Tempe, AZ. A revolution in education will require unusually competent, skilled, visionary leadership. This report examines the quality of educational leadership in the United States, focusing on the roles of principals and superintendents. Included are numerous references and a list of commissioned papers. (MLH). Descriptors: Administrator Education, Administrator Role, College School Cooperation, Educational Administration, Educational Change, Elementary Secondary Education, Females, Higher Education, Leadership Qualities, Minority Groups, Principals, Superintendents. Publication Type: Reports - Descriptive. The leadership challenges faced by school superintendents are well documented, along with the critical nature of their leadership to sustaining school and school district improvement. Also documented are the university-based programs that prepare individuals to be school superintendents (Levine, 2005; McCarthy 1999; National Commission on Excellence in Educational Administration, 1988). The current working paper explores what is available to superintendents after they assume their positions: what the landscape of sustained executive training and support options available for sitting school system leaders looks like. The report describes programs offered by superintendent membership organizations.
The likely origin of this era is the 1983 report of the National Commission on Excellence in Education, *A Nation at Risk*. Two recommendations from that report set the stage for the development of educational standards: (1) strengthening the content of the core curriculum; and (2) raising expectations by using measurable standards. The report described course requirements in five core subjects: English, mathematics, science, social studies, and foreign language. The report, titled "Leaders for America's Schools," included a wide-ranging series of recommendations on recruiting and educating elementary and secondary school administrators. Noting that the commission's yearlong investigation of the quality of school principals and superintendents came after three recent national studies calling for educational changes, including the greater professionalization of teachers, he said, "Such a revolution in education requires competent, skilled, visionary leaders such as have never before been available." Among the major recommendations proposed in the commission's report were these: "Forming a national policy board on educational administration. Traditionally, the American educational ideal has been to offer equal opportunity for education to all citizens. The education system can boast that now more than 95 percent of all fourteen- to seventeen-year-olds attend high school compared with only 50 percent in 1930, and that America produces proportionately more college graduates than any industrial nation. Yet the education that each student receives is by no means equal." The 1983 report, *A Nation at Risk*, by the National Commission on Excellence in Education asserted: "The education foundations of our society are presently being eroded by a rising tide of mediocrity." The following statistics of the report bear out this claim: 13 percent of all seventeen-year-olds in the United States are functionally illiterate.
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