

# BRIDGING THEORY AND PRACTICE

## The Christopher-Gordon School Leadership Series

### Series Editor

Dr. Jeffrey Glanz,  
*Yeshiva University, New York, USA*

Christopher-Gordon  
Publishers, Inc.



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## Who We Are

**DR. JEFFREY GLANZ** is the Raine and Stanley Silverstein Chair of Professional Ethics in the Azrieli Graduate School of Jewish Education and Administration at Yeshiva University in New York City. Prior to this he was Chair of the Department of Education at Wagner College in Staten Island, New York, where he was Dean of Graduate Studies. He also served as executive assistant to the president of Kean University in Union, New Jersey. Dr. Glanz held faculty status as a tenured professor in the Department of Instruction and Educational Leadership at Kean University's College of Education. He was named Graduate Teacher of the Year in 1999 by the Student Graduate Association and was also that year's recipient of the Presidential Award for Outstanding Scholarship. He served as an administrator and teacher in the New York City public schools for 20 years. Dr. Glanz has authored, co-authored, and co-edited 20 volumes and has over 35 peer-reviewed article publications. With Christopher-Gordon he previously published **Educational Supervision: Perspectives, Issues, and Controversies**, the 2nd edition of **Action Research: An Educational Leader's Guide to School Improvement**, and the newly published **Fundamentals of Educational Research: A Guide to Completing a Master's Thesis**.

Consult his web site for additional information:  
<http://www.yu.edu/faculty/glanz>



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**CHRISTOPHER-GORDON PUBLISHERS, INC.** was established in 1986 as an independent, privately owned company, a rarity in today's publishing world.

We were confident that we could offer a vital and meaningful alternative to the giant, merged mega-publishers with their impersonal assembly line methods. After two decades in business, we feel more strongly than ever that we have something genuine to offer the educational community.

As a specialty publisher, we concentrate our publishing energies in just a few areas and view our primary audience as those educators who will be interested in the *School Leadership Series*, either as buyers or authors/editors.

Promoting high quality school leadership is an educational and moral imperative. School leaders know that effective leadership makes a difference in promoting excellent and equitable schools and, more specifically, high achievement for all students.

However, leadership today, more so than ever, is increasingly complicated and challenging. School leaders need to be well prepared to face the challenges of: creating equitable learning environments; the specter of school violence; responding to state and national mandates; teacher induction, retention, and professional development; classroom management; and assessment in its many forms, from standardized testing to performance assessment. In meeting these challenges head-on, school leaders must be conversant with the latest theories, issues, and practices that support and encourage excellence at all levels.

*This ground-breaking Series aims to provide future and current school leaders with the requisite knowledge, skills, and dispositions that promote best practice.* The ongoing and developmental Series includes diverse and relevant topics that are treated comprehensively -- by leading and future authorities in the field as well as scholar-practitioners -- in an easy-to-read and useful format. The collective goal of the publisher, editor, authors, and contributors is to maintain an up-to-date compendium that promotes the very best in school leadership. The fundamental premises underlying the entire endeavor is that there is no theory without good practice and no good practice that is not supported by sound theory.

Under the direction of Dr. Jeffrey Glanz, of Yeshiva University, the advisory and review boards evaluate and review proposals and manuscripts being considered for the series.

*All submissions undergo a blind peer review process.*



## Our overall strategy for *The School Leadership Series*

is to publish a carefully controlled number of outstanding projects each year, under the direct supervision of Dr. Glanz.

We work carefully and thoughtfully with the authors and editors and chapter contributors to help them develop manuscripts that are right for their intended market and consistent with the Series' philosophy and goals. Furthermore, since many of our publications are very topical or time sensitive in other ways, we have streamlined our production process, so that publication of a book may occur within 60 to 90 days of copyediting the manuscript. This allows us to produce books on the cutting edge of practice.

*We welcome submissions from educators interested in writing for the series, or serving as editor for contributed volumes. We are looking for projects in the following areas, but encourage and welcome suggestions for books in other areas:*

Performance Based Accountability

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Leadership Styles

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Data-Driven Decision Making

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Systemic Reform Initiatives

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Equity and Social Justice

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Inclusion

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Instructional Leadership

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Teacher Evaluation

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Student Achievement

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Inducting and Sustaining Principals

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Closing the Black-White  
Achievement Gap

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Preparing Future Leaders

---

Preventing School Violence

---

Role of the Principal in Establishing and  
Sustaining a Professional Development  
School Model

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Teacher Leadership

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# SUBMISSION GUIDELINES FOR THE *School Leadership Series*

## *A Brief Description*

*What is your proposed project about?* What do you hope to accomplish by writing your book? If you have a particular perspective or philosophical orientation, it is not a bad idea to state this up front. Will there be one or multiple authors, or is it an edited volume? How/why are you qualified to write this book? Serve as editor? What are your contributors' qualifications?

## *Market*

*Who will buy your book?* Describe the school leaders who will use your book, and how they will use it.

## *Competition*

*Are there other books like yours currently in the market?* Please list three or four primary competitors. What are their relative strengths and weaknesses? What will make your book better or different? When discussing your competition, do so objectively. Remember that reviewers may be long-standing, satisfied users of some of the books you list.

## *Features*

*What will make your book better?* How will it benefit its users? How will they use the book?

## *Apparatus*

*What will make your book work as a learning tool?* Will you provide practical examples, lists, or resources, ideas that readers can actually use? Will there be end of chapter questions, a glossary, chapter overviews? How many drawings, charts, photographs, if any, will your book have? Do your major competitors have the same elements?

## *Status of the Work*

*How far along are you in the book's development?* How long do you think it will take you to write the book? It almost always takes longer to write a book than any author ever imagines. If you are editor of a volume, be sure to set out due dates for chapters. Will you be revising the contributed chapters, or will the authors do so under your direction?

## *Length of the Book*

*How long will the finished book be?* You should have at least a rough idea, based not only on any work you have done so far, plus the length of similar books. For the Series, we are looking for books in the 224-288 page range (manuscript length of 330-450 pages).

*Continued on next page . . .*

*Submission Guidelines continued from inside page . . .*

### *Table of Contents*

*This will give reviewers some idea of how your book will be organized and how it will work as a whole.* Contents, at this stage, are very flexible, but can be helpful along with sample chapters. You are encouraged to include a brief paragraph describing each chapter to add some substance/context to your outline.

### *Sample Chapters*

*Can you really write?* An outline is relatively easy to pull together, but actual chapters can be revealing regarding sustained writing. When you are deciding which chapters to write as samples, they should be ones of substance that show you and your approach at your best. Introductory chapters are not helpful to reviewers since they generally tell rather than show what your book will do.

In our experience, prospective authors have the most trouble with the market, writing level, and competition. It is all too easy to reinvent the wheel, particularly in large markets, where there are many books. An author must have a good sense of the market he or she is targeting; it does little good to list the biggest sellers in a particular market if your book in fact aims at an altogether different segment.

Authors must keep their readers in mind as they write. A common problem is to assume too little or too much prior knowledge of the subject area on the reader's part, or assume incorrectly what readers will do with the knowledge they acquire from the book.

Please include a copy of your vita (and those of your contributors, if any) along with your proposal, outline, and sample chapters (if available).

### *Submissions should be sent to either:*

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or to [glanz@yu.edu](mailto:glanz@yu.edu)

Any questions regarding the series may be addressed to Dr. Glanz. You may expect to hear back from Dr. Glanz in no more than 3-5 weeks. In some cases, you may hear from him sooner.

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