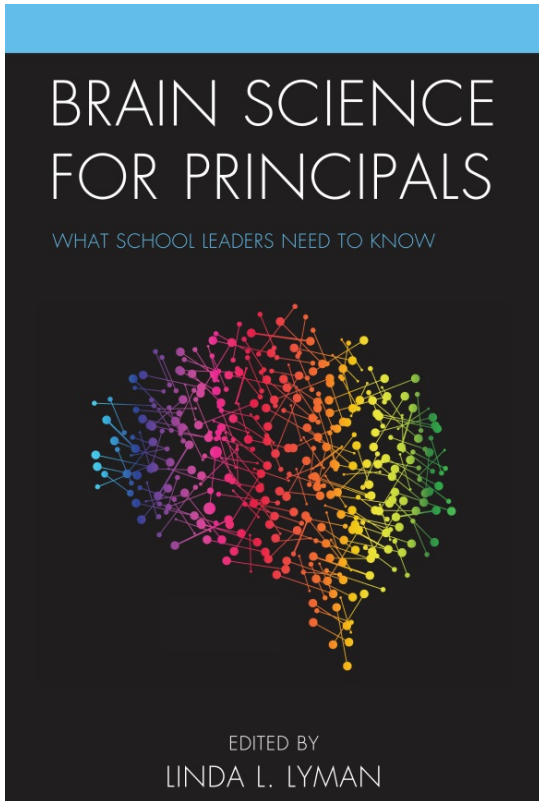


BRAIN SCIENCE FOR PRINCIPALS

What School Leaders Need to Know

Edited by: **Linda L. Lyman**

Contributions by: **Stacie M. France, Jamie L. Hartrich, Matthew K. Heid, Jennifer McCoy, Christine Paxson, Brian M. Swanson, and Patricia M. Valente**



“Neuroscience has and continues to offer exciting insight into how both children and adults learn and grow. *Brain Science for Principals* effectively translates the research to practical application which will serve school leaders in their efforts to create a culture and environment supportive of all learners. This is an important and timely read.

— **Jason Leahy, executive director, Illinois Principals Association**

“*Brain Science for Principals* is a brilliant read and needs to be on the reading list of every principal and education administration program. It is a brain myth buster and has the potential to make each reader neuro-wise and not neuro-naïve. Bravo!”— **Lori A. Russell-Chapin, PhD, LCPC, professor, Education and Health Science associate dean, & co-director of Center for Collaborative Brain Research, Bradley University, Board Certified Neuro Therapist**

“As a teacher educator who has worked with many teachers in our graduate degree programs with majors in brain-based teaching, I have often heard them say how much they wished their administrators knew more about the brain and how people learn. This book provides leaders with just such a resource! Principals who read this book will be better able to support teachers to increase instructional effectiveness through their understanding of how learning occurs.”— **Donna Wilson, PhD, lead developer, Brain-Based Teaching Programs, Fischler School of Education, Nova Southeastern University**

Brain Science for Principals: What School Leaders Need to Know features leadership of learning from the perspective of recent findings of educational neuroscience. Each chapter explores a question related to learning and offers practical suggestions for principals. Divided into six sections, each of the 24 short chapters can stand alone or the book can be read cover-to-cover. The opening section explains how understanding brain neuroplasticity changes belief in fixed intelligence. A partial list of subjects explored in the book includes neurogenesis, neurodiversity, memory, brain fitness, the emotional connection, effects of stress, poverty, embodied cognition, movement, mindset, ELL issues, multitasking, the role of the arts, ages and stages of the brain, emotional intelligence, creating resonance, and maintaining mindfulness. The conclusion underscores how neuroscientifically literate principals can enhance learning and advance social justice. Writers of the book anticipate a future when educational neuroscience findings about learning become part of the education of every principal and school leader. Knowing how the brain works is the key to the future of education.

Linda L. Lyman is a professor in the Department of Educational Administration and Foundations at Illinois State University. Through her teaching and writing, she has explored and advocated leadership approaches that enhance learning, promote growth through dialogue, and advance social justice.

May 2016 • 180 pages

• **Hardback** 978-1-4758-2431-5 • **Paperback** 978-1-4758-2432-2 • **eBook** 978-1-4758-2433-9

• **Hardback** \$60.00 • **Paperback** \$30.00 • **eBook** \$29.99

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