



# Public Relations in Schools (5th Edition)

By Theodore J. Kowalski

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**Public Relations in Schools (5th Edition)** By Theodore J. Kowalski

*A contemporary and practice-based school public relations text that centers on the importance of communication, relationships, and technology.*

Outfitting students with a wealth of practical, practice-based knowledge that they can take directly into the halls of their school, the new fifth edition of *Public Relations in Schools* has a fresh, contemporary focus on both how administrators can effectively communicate with the community and how building strong relationships with stakeholders can ultimately lead to overall school improvement. Through a blend of theoretical and tacit knowledge, this text offers students an in-depth guide to 1) how to successfully communicate with both internal and external school entities, 2) how to build and maintain positive and active relationships via social and political capital and 3) how to translate the value of these relationships into positive change within the school. While exploring these three central themes, the book emphasizes how new technologies can aid school success. At the same time, real-world case studies at the beginning of each chapter introduce readers to actual public relations issues and bring the material to life.

The revised fifth edition of *Public Relations in Schools* is updated with new materials and references throughout the text, including two new chapters – one on harnessing technology for your public relations needs and one on collecting, assessing, and applying public opinion. In addition, the new fifth edition text contains a matrix at the front of the book showing how content relates to ELCC/NCATE Standards – the widely used criteria for administrator preparation and licensing.

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### Editorial Review

#### From the Back Cover

By emphasizing the importance of two-way communication, this book offers a broad yet unique perspective on the importance of successful public relations programs in schools by integrating theory and knowledge. A public relations program is about building and maintaining relationships through an open exchange of information, and this book teaches administrators, regardless of their assignment, how communication and relationships directly affect organizational behavior, and ultimately, school success. The concept of relational communication, added to this edition, emphasizes the importance of consciously using communication as a means to construct these relationships. From the concept of public relations itself, and its legal and ethical dimensions, to assessing applications of public relations that pose challenges to the effectiveness of programs, this text is extremely relevant for students preparing to be administrators and for those professionals already practicing.

This edition is organized into three sections that thoroughly examine contemporary perspectives on the application of public relations in educational settings.

Features include:

- A **new chapter on technology** addresses the expanded use of technology in school public relations, with specific attention given to how the Internet, web pages, and blogs can be developed and used to improve communication and relationships.
- A **new focus on public opinion** teaches administrators the different processes of measuring public opinion and how to apply these findings to make effective and essential decisions.
- **Expanded information on school-community relationships**, specifically emphasizing the need for a positive, mutual relationship between the school and the community
- **Introductory case studies** that not only encourage professional reflection, but also ensure relevance by viewing current social and political conditions through a personal perspective
- **Questions and suggested activities** at the end of each chapter encourage in-class discussions while also promoting critical thinking.
- A **matrix** has been added to show how the chapter content relates to Educational Leadership Constituent Council (ELCC) and National Council for Teacher Accreditation (NCATE) Standards.

#### About the Author

##### **Theodore J. Kowalski, PhD**

Theodore Kowalski is professor and the Kuntz Family Chair in Educational Administration at the University of Dayton. He began his professional career as a teacher and building-level administrator in suburban Indianapolis, Indiana. Subsequently, he served as an associate superintendent and superintendent. He taught at Purdue University and Saint Louis University prior to becoming professor and dean of the Teachers College at Ball State University.

In addition to his duties at the University of Dayton, Professor Kowalski is editor of the *Journal of School Public Relations* and serves on the editorial boards of several other professional journals including *Educational Administration Quarterly* and the *AASA Journal of Scholarship and Practice*. In 2000, he was selected to be the editor of the *2001 National Council of Professors of Educational Administration Yearbook*, the first yearbook of the new millennium.

The author of numerous books, professional articles, research papers, and monographs, Dr. Kowalski has received awards for his research, writing, and scholarship including the *Outstanding Faculty Research Award* from the Teachers College at Ball State University in 1993, the *Outstanding Faculty Scholarship Award* from the School of Education and Allied Professions at the University of Dayton in 2002 and 2005, and the *Alumni Award in Scholarship* from the University of Dayton in 2005. Since 1986, he has delivered over 100 invited lectures at colleges and universities and has provided consultant services to numerous education and business clients. Professor Kowalski's primary areas of research are organizational behavior and communication, decision making, and school and district administration.

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#### **Cynthia Tso:**

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