Book Series

*Research and Theory in Educational Administration*

Series Editors
Arnold B. Danzig, *San José State University*; William R. Black, *University of South Florida*

**CALL FOR PAPERS**

*Who Controls the Preparation of Education Administrators?*

Edited by Arnold Danzig, San José State University and William Black, University of South Florida

This series is dedicated to improving research and theory in Educational Administration. To accomplish this mission, we solicit epistemologically diverse scholarly works that may (a) develop theory relevant to Educational Administration; (b) develop theory relevant to the preparation of educational leaders; (c) present research on organizational and policy issues relevant to Educational Administration; (d) present research on organizational and policy issues relevant to the preparation of school leaders; and/or (e) engage philosophical questions about inquiry and knowledge utilization in Educational Administration.

**Books in this series:**

- Who Controls the Preparation of Education Administrators?
- Leadership and School Quality
- Contemporary Challenges Confronting School Leaders
- Leading Research in Educational Administration
- Analyzing School Contexts
- Studies in School Improvement
- Improving Schools
- Essential Ideas For The Reform of American Schools
- Educational Leadership and Reform
- Contemporary Issues in Educational Policy and School Outcomes
- Educational Administration, Policy, and Reform
- Studies in Leading and Organizing Schools
- Theory and Research in Educational Administration Vol. 1

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To view this series online visit:
This is the first volume in the re-imagined series Research and Theory in Educational Administration. The volume includes a variety of perspectives written by university professors in the field of educational administration, which moves our thinking beyond the traditional scope of organizational theory and institutional analysis. It is this combination of theory, of new directions in leadership preparation and new narratives of participation that we hope will contribute to a more engaging volume for its readers—graduate students, researchers, and practitioners. The volume will provide evidence of and explanation for changing patterns of institution production explored through academic and epistemic drift. It also provides a deeper understanding of how state regulation is related to the school administrator pipeline or pathways. The concepts explained and illustrated in the volume hopes to provide a better framework for understanding how administrator preparation is unfolding across the U.S. and internationally, as well as the direction of the field of educational administration in the future.

CONTENTS:


Contemporary Challenges Confronting School Leaders
Michael DiPaola, The College of William and Mary; Patrick B. Forsyth, The University of Oklahoma

Contemporary Challenges Confronting School Leaders is the eleventh in a series on research and theory dedicated to advancing our understanding of schools through empirical study and theoretical analysis. Consequently, the chapters include analyses that investigate relationships between school organizations and administrative practice that affect teacher and student effectiveness. This edition is organized around concepts that are significant to contemporary school leaders: student achievement and variables that contribute to it or influence achievement indirectly.

Leading Research in Educational Administration: A Festschrift for Wayne K. Hoy
Michael DiPaola, The College of William and Mary; Patrick B. Forsyth, The University of Oklahoma

Leading Research in Educational Administration: A Festschrift for Wayne K. Hoy is the tenth in a series on research and theory dedicated to advancing our understanding of schools through empirical study and theoretical analysis that was initiated by Wayne and Cecil G. Miskel. This tenth anniversary edition honors and celebrates the research leadership Wayne has provided in the field of educational administration through his distinguished career. The festschrift is organized around the analysis of school contexts and includes constructs Wayne and his protégés have studied and researched: climate, trust, efficacy, academic optimism, organizational citizenship, and mindfulness. It concludes with the work of colleagues on the salient contemporary issues of innovation, power, leadership succession, and several others focused on
improving schools. Chapter authors all have close connections to Wayne - former students and their students, as well as colleagues and friends.


CHAPTERS. In Search of Trust: Contributing to the Understanding of a Taken-for-Granted Construct, Megan Tschannen-Moran.


Analyzing School Contexts
Influences of Principals and Teachers in the Service of Students
Wayne K. Hoy, The Ohio State University; Michael DiPaola, The College of William and Mary

Analyzing School Contexts is the ninth volume in a series of research and theory in school administration dedicated to advancing our understanding of schools through empirical study and theoretical analysis. The current selection of readings is loosely organized around the broad topics of school contexts, leadership, and organizational properties that influence the effectiveness of schools. The book begins with a reflective analysis of the importance of organizational theories and theorizing in educational administration and then proceeds to examine research on how leaders, especially principals, can strengthen the instructional and academic capacity of the school to enhance teachers’ effectiveness in producing strong student outcomes. The analyses deal not only with what instructional leadership practices make positive differences in teaching and learning, but also with how district leadership is pivotal in developing school partnerships with business and how district mentoring programs to develop future school leaders succeed. Finally, we examine school climate, academic optimism of teachers, organizational trust, and the constraints and opportunities that the law provides to develop and maintain a respectful school environment conducive to learning.

Studies in School Improvement is the eighth volume in a series on research and theory in school administration dedicated to advancing our understanding of schools through empirical study and theoretical analysis. This selection of readings highlights a number of important factors in the stimulation and implementation of school improvement, including transformational leadership; change perspectives of teachers, principals, and the community; strategies for instructional change; learning environments and school culture; dropout prevention; professionalism; trust relations between the teachers and the board as well as trust between students and teachers; and admission decisions for educational leadership programs. In addition, a number of new, reliable and valid measures are developed and presented for the first time—instruments to assess: 1) change perspectives of the faculty, 2) professionalism of teachers, and 3) trust relations between students and teachers. These tools are valuable aids for both researchers and practitioners in their quest to understand and implement successful school improvement projects.


Improving Schools: Studies in Leadership and Culture is the seventh in a series on research and theory dedicated to advancing our understanding of schools through empirical study and theoretical analysis. This book is organized around two broad concepts—leadership and culture, which have important implications for improving schools.

The book begins with an analysis of the saliency of trust in the culture of schools. In the first chapter, Patrick Forsyth reviews the consequences of school trust sets the tone for seeking and developing school cultures that enhance high academic performance of students. The investigation of school trust is traced over several decades at four research universities as scholars at each institution conceptualized, refined, and examined the consequences of school trust. It seems fair to conclude that a school culture that is anchored in values and norms of faculty trusting students and parents facilitates high academic achievement and positive outcomes.

This book is different than its predecessors in that it identifies and synthesizes twelve key constructs that have important implications for both administrators and researchers; these constructs guide administrators engaged in meaningful school improvement efforts and provide researchers an agenda for future study. The articles of the book capture decades of theoretical and research work.

Essential Ideas for the Reform of American Schools identifies and synthesizes key constructs that have important implications for the improvement of schools. The articles have been written over a period of several decades and are grounded in theoretical analysis and empirical research. Together they form a coherent body of literature for both practitioners interested in improving schools and researchers committed to the study of school effectiveness.

CONTENTS:

- About the Editors. Editors’ Comments, Wayne K. Hoy And Michael Dipaola.

PART I: OVERVIEW AND INTRODUCTION.


PART III: On Organizational climate.

- Elementary School Climate: A Revision Of The OCDQ, Wayne K. Hoy and Sharon Clover.

PART IV: ON ORGANIZATIONAL HEALTH.


PART V: ON ORGANIZATIONAL TRUST.

- The Conceptualization And Measurement Of Faculty Trust In Schools, Wayne K. Hoy and Megan Tschannen-Moran. Teacher Trust In Students And Parents: A Multilevel Examination Of The Distribution And Effects Of Teacher Trust In Urban Elementary Schools, Roger D. Goddard, Megan Tschannen-Moran, and Wayne K. Hoy.

PART VI: ON COLLECTIVE EFFICACY.


PART VII: ON ACADEMIC OPTIMISM.


PART VIII: ON ORGANIZATIONAL CITIZENSHIP.


PART IX: ON ORGANIZATIONAL JUSTICE.

- Organizational Justice In Schools: No Justice Without Trust, Wayne K. Hoy and C. John Tarter.

PART X: ON ORGANIZATIONAL MINDFULNESS.

- School Mindfulness And Faculty Trust: Necessary Conditions For Each Other?, Wayne K. Hoy and C. John Tarter.

PART XI: ON ENABLING STRUCTURE.


PART XII: ON EMPOWERMENT.

Educational Leadership and Reform

Cecil Miskel, University of Michigan; Wayne K. Hoy, The Ohio State University


This book is the fourth in a series on research and theory dedicated to advancing our understanding of schools through empirical study and theoretical analysis. Scholars, both young and established, are invited to publish original analyses, but we especially encourage young scholars to contribute to this series. The current volume is similar to its predecessors in that it provides a mix of beginning and established scholars and a broad range of theoretical perspectives; in all, 27 authors contributed to 13 separate analyses, which were selected for publication this year. The chapters also provide a mix of methodologies including experimental, survey, case studies, self-analysis, multilevel modeling, and structural equation modeling.


Contemporary Issues in Educational Policy and School Outcomes

Cecil Miskel, University of Michigan; Wayne K. Hoy, The Ohio State University


This book is the fifth in a series on research and theory dedicated to advancing our understanding of schools through empirical study and theoretical analysis. Scholars, both young and established, are invited to publish original analyses, but we especially encourage young scholars to contribute to this series. The current volume is similar to its predecessors in that it provides a mix of beginning and established scholars and a broad range of theoretical perspectives; in all 14 authors contributed to 9 separate but related analyses, which were selected for publication this year.

This book series on Theory and Research in Educational Administration is about understanding schools. We welcome articles and analyses that explain school organizations and administration. We are interested in the "why" questions about schools. To that end, case analyses, surveys, large data base analyses, experimental studies, and theoretical analyses are all welcome. We provide the space for authors to do comprehensive analyses where that is appropriate and useful. We believe that the Theory and Research in Educational Administration Series has the potential to make an important contribution to our field, but we will be successful only if our colleagues continue to join us in this mission.

**CONTENTS:**

- About the Authors. Editors' Comments, Wayne K. Hoy and Cecil G. Miskel.
- Reform Refractions: Organizational Perspectives On Standards-Based Reform, Jane Coggshall.

This volume provides a mix of beginning and established scholars and a range of theoretical perspectives. Eight separate but related analyses were selected for publication this year. The book begins with a chapter by Sims and Miskel, which examines national reading policy as part of a broader federal government agenda on children’s literacy. Using a model of punctuated equilibrium, they trace the peaks of congressional and media attention to literacy. Their findings reveal that the broad level of literacy has remained a rather active and durable policy issue for more than three decades. When, however, the analysis shifts to different targets, that is, from elementary and secondary school students to adults and youth to LEP individuals, there are distinct patterns of punctuation and equilibrium. The researchers conclude that the specific issue of children’s literacy in the 1990s is the latest version or episode of literacy policy produced by shifting images and venues.

**CONTENTS:**

- About the Authors. Editors’ Comments, Wayne K. Hoy and Cecil Miskel.
This series is dedicated to advancing our understanding of schools through empirical study and theoretical analysis. Scholars, both young and established, are invited to publish original analyses, but we especially encourage young scholars to contribute to Theory and Research in Educational Administration. This first issue provides a mix of beginning and established scholars and a range of theoretical perspectives. Eight separate but related studies were selected for this first issue.

Three of the research pieces deal with the intended and unintended consequences of policy and political initiatives in schools. Do high-stakes accountability environments threaten the potential of learning organizations? Marks and Printy grapple with that question. Not surprisingly, they anticipate the latent dysfunctional consequences of high-stakes accountability as they provide a careful analysis of urban school district responses to state policies. Well-intended initiatives produced unintended consequences that threatened the capacity for organizational learning in these schools. In a similar fashion, Jones and Malen’s findings suggest that political strategies that use insider dynamics can foster successful enactment of reforms but often at a cost of undermining efforts to implement the policy. Song and Miskel focus their analysis on national reading policy. An examination of national interests groups and policymakers suggests that an assessment of various groups’ influence is necessary if policy actors are to make sensible judgments in choosing allies and building coalitions for effective actions.

Two of the papers are informed by contingency theory. Ogawa and Studer are concerned with the relationship between the school and its community. They propose that both buffering and bridging strategies enable schools to deal with parents effectively. Because schools depend on parents for resources, they bridge to parents in cooperative fashion, but because parents often pose uncertainty, schools also buffer parent influence by limiting their access. Yet, there is divergence from contingency theory because schools depend primarily on parents to provide socio-cultural rather than material resources; hence, schools often use strategies that shape rather than diminish dependence on parents. Rowan, also draws ideas from contingency theory to examine the extent to which the nature of teachers’ instructional work affects patterns of instructional management in schools. His data support the explanation that teachers who face increased task variety actively work to construct “organic” patterns of instructional management to reduce task uncertainty and to increase workplace motivation and commitment.

Three papers examine teachers in schools. Rowan is intrigued by the variation in the nature of teachers’ work both in terms of task variety and task uncertainty. He finds that teachers do not see their work as many organizational theorists do, that is, as a non-routine form of work; in fact, teachers view teaching as either as a routine task or “expert task.” In spite of the fact that many teachers endorsed a constructivist view of teaching, few concluded it was a non-routine task. Moreover, teachers in different disciplines have different views about both the nature of academic knowledge and desirable teaching practices. Both Goddard and Hoy and his colleagues use social cognitive theory to develop an argument of the importance of collective efficacy in positively influencing student achievement. Hoy, Smith, and Sweetland build on their earlier work to demonstrate that collective efficacy of schools is pivotal in explaining student achievement in a sample of rural schools. Goddard shows that that collective efficacy is also an important predictor of the practice of involving teachers in important school decisions. He concludes that the more we learn how school practices are related to collective efficacy, the more we will know about what school leaders

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