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# *Research and Theory in Educational Administration*

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

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## Who Controls the Preparation of Education Administrators?

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

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## Who Decides? Power, Disability, and Educational Leadership

Catherine A. O'Brien, Gallaudet University; William R. Black, University of South Florida; Arnold B. Danzig, San José State University

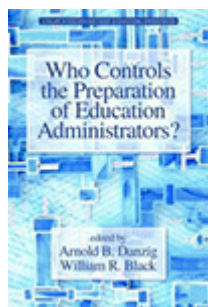
2022. Paperback 978-1-64802-911-0 \$89.99. Hardcover 978-1-64802-912-7 \$105.99. eBook 978-1-64802-913-4 \$74.

Over the last quarter century, educational leadership as a field has developed a broad strand of research that engages issues of social justice, equity and diversity. This effort includes the work of many scholars who advocate for a variety of equity-oriented leadership preparation approaches. Critical scholarship in Education Administration and Educational Politics is concerned with questions of power and in various ways asks questions around who gets to decide. In this volume, we ask who decides how to organize schools around criteria of ability and/or disability and what these decisions imply for leadership in schools. In line with this broader critical tradition of inquiry, this volume seeks to interrogate policies, research and personnel preparation practices which constitute interactions, discourses, and institutions that construct and enact ability and disability within the disciplinary field of education leadership. To do so, we present contributions from multidisciplinary perspectives.

The volume is organized around four themes: 1. Leadership and Dis/Ability: Ontology, Epistemology, and Intersectionalities; 2. Educational Leaders and Dis/ability: Policies in Practice; 3. Experience and Power in Schools; 4. Advocacy, Leverage, and the Preparation of School Leaders. Intertwined within each theme are chapters, which explore theoretical and conceptual themes along with chapters that focus on empirical data and narratives that bring personal experiences to the discussion of disabilities and to the multiple ways in which disability shapes experiences in schools. Taken as a whole, the volume covers new territory in the study of educational leadership and dis/abilities at home, school, and work.

**CONTENTS: SECTION I: INTRODUCTION.** Introduction, *Catherine O'Brien, William R. Black, Arnold B. Danzig, and Adam Rea*. **SECTION II: LEADERSHIP AND DIS/ABILITY: ONTOLOGY, EPISTEMOLOGY, AND INTERSECTIONALITIES.** Red Is the Most Beautiful Color: Reflections From a Nonspeaking Autistic Educator of Nonspeaking Autistic Students, *Marrok Sedgwick*. Ability and Belonging: Contested Ontology and Epistemology That Shape School Practice, *Joshua Bornstein and Holly Manaseri*. On Being Annoying: Neurodivergence and Mood Disorders as a Black Face in a White Space, *JPB Gerald*. Decision-Making in the Era of Postmodern Audism: Examining the Colonizing Normate, *S. J. Wright, Glosanda Lawyer, and E. H. Bart IV*. Shedding Light on Disability and Race in a North American Linguistic Minority Context: A DisCrit Analysis of Special Education in Quebec, *Tya Collins, Corina Borri-Anadon, and Marie-Odile Magnan*. **SECTION III: EDUCATIONAL LEADERS AND DISABILITY: POLICIES IN PRACTICE.** Special Education Services: Historical Underpinnings for Educational Administrators, *Nikki L. Murdick and Jo Nell Wood*. What Is in an IEP? A Special Education Teacher's Reflection on IEP Narratives and Practices, *Eleanor X. Mehta*. Leadership, Equity, and the Individuals With Disabilities Education Act, *Catherine Kramarczuk Voulgarides*. Latinx Families and Disability: The Intersections of Identity, Experiences, and Siblinghood, *Denia G. Bradshaw*. Multitiered Pedagogies of Pathologization: Disability, Race, and Positive Behavioral Intervention and Supports in a Diverse Elementary School, *Irene H. Yoon*. Reimagining Early Education Leadership: Spiritual -Based Leadership Meets Democratic Experimentalism, *Angela Passero Jones and Roderick Jones*. Seeing the Able: Disability Through the Eyes of a Younger Sister, *Molly Greer*. Stuck in a Poor Post-School Outcomes Loop for Students With Significant Disabilities: What We Can Learn From Arizona, *Erica S. McFadden and Julie Whitaker*. **SECTION IV: EXPERIENCE AND POWER IN SCHOOLS.** In Our Own Words: Special Education Teachers of Color With Dis/Abilities, *Saili S. Kulkarni, Samuel Bland, and Joanna Marinia Gaeta*. Who Decides? Teachers With Disabilities and the Role of School Administrators, *Michelle L. Damiani*. Experiences of Disability in One Canadian Faculty of Education: Recognition and Resourcing as a Social Justice Response to Supporting Students Living With Disabilities, *Melissa Brideau and Pam Bishop*. Climbing the Mountain: Power, Privilege, and Equity, *Natalie Delgado, Ashley Greene, Glosanda Lawyer, and Abdullah Alofi*. Rolling My Way Into Leadership: Perspectives From an Educator With Cerebral Palsy, *Sofia Vergara*. Disabled Students in College-Going Cultures: Positing Frameworks for a "College-for-All" Culture, *Robert Cooper and Brande M. Otis*. **SECTION V: ADVOCACY, LEVERAGE, AND THE PREPARATION OF SCHOOL LEADERS.** Power and Partnerships: Families, Educators, and Implications for School Leaders, *Christine L. Hancock*. Engaging Sebastian: Advocating for the Inclusion of a High School English Language Learner Labeled With an Intellectual Disability, *Sarah R. Semon*. They Decide: Empowering Transition-Age Youth With Disabilities by Promoting Self-Determination, *Andrew R. Scheef, Julia Mahfouz, and Mayumi Hagiwara*. Journey of Self-Determination for a Woman With Epilepsy, *Bridget Green*. Leadership for Inclusive Education in Brazil: Potential Contribution of Disability Studies to the Training of School Leaders, *Cynthia Paes de Carvalho, Flávia Pedrosa de Camargo, and Mônica de Carvalho Magalhães Kassar*. Remembering What Matters Most: A Framework to Build Social Justice Leaders and Transform Schools Into Inclusive Spaces, *Georgina E. Wilson and Regina R. Umpstead*. Uncovering District and Campus Leaders' Practices Around Special Education: Preparing Aspiring Leaders to Advocate for and Address the Needs of Special Education Students and Stakeholders, *Irma L. Almager and Fernando Valle*. **SECTION VI: AFTERWORD.** Afterword: Scratch a Theory and Find a

Personal Story: Navigating Dis/Abilities at Home, School, and Work, *Arnold B. Danzig, William R. Black, and Catherine O'Brien*. About the Editors. About the Contributors.



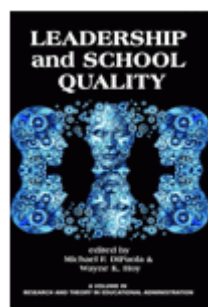
## Who Controls the Preparation of Education Administrators?

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

2019. Paperback 9781641136938 \$65.99. Hardcover 9781641136945 \$95.99. eBook 9781641136952 \$74.

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: SECTION I: ACADEMIC DRIFT AND INSTITUTIONAL PRODUCTION.** Introduction to Volume, *Arnold B. Danzig, William R. Black & Radha Aravamudhan*. Who Is Offering University-Based Principal Preparation, To What Extent, and Where: A Focus on the Master's Degree and Why Change Matters, *Frank Perrone*. Principal Preparation or Leadership Education? Examining Administrative Licensure Production and Graduate Employment in Three State Contexts, *William R. Black & Arnold B. Danzig*. **SECTION II: ACADEMIC AND EPISTEMIC DRIFT: HOW STATE POLICIES AND VALUES FROM OUTSIDE THE DISCIPLINE CONTRIBUTE TO INTERNAL VALUES AND NORMS.** Preparing Teacher Evaluators in Complex Environments: The Influence of Policy on Academic Drift in Educational Leadership Preparation, *Colleen E. Chesnut, Molly S. Stewart & Anna Sera*. Who's in Charge? A State-level Analysis of Leadership Preparation, *Bonnie.C. Fusarelli, Lance Fusarelli, Lacey Seaton & Angela B. VanGorder*. Examining the Tension Between Localized Bespoke Partnership Educator Administrator Preparation Programs and Centralized Administrator Credentialing, *Valerie A. Storey*. School Leader Production in Sweden and California: A Critical Analysis, *Helene Årlestig & R.D. Nordgren*. **SECTION III: ACADEMIC DRIFT AND THE DEVELOPMENT OF PATHWAYS FOR CURRICULUM.** A Critical Examination of the Educational Leadership Standards: A Community Organizing Perspective, *Anjalé D. Welton and Rhoda Freelon*. The Unlocking Potential Program: Navigating Complexity and Co-constructing Leadership Preparation, *Nicola Sum, Jeffrey S. Brooks, Jane Wilkinson, Mark Rickinson & Amanda Heffernan*. A Narrative Stance: School Leadership Preparation Across International Settings, *Jonathan Damiani & Douglas Wieczorek*. Reforming the Design, Application, and Teaching of Quantitative Methods for Improving Practice and EdD Programs: A New Epistemology of Applied Quantitative Methods, *Stanley Pogrow*. **SECTION IV: EPISTEMIC DRIFT: ENDURING AND SHIFTING NORMS OF RESEARCH AND PREPARATION.** Academic and Epistemic Drift and the Re-Production of Leadership Preparation Norms, *Steve Myran & Ian Sutherland*. Drifting from Equity: The Relationship Between Academic Drift, Epistemic Drift and the Role of Equity in Principal Preparation and Professional Development, *Richard O. Welsh*. Epistemic Drift: Theory-building and Research in Educational Leadership, *Margaret Terry Orr & Casey D. Cobb*. Who Controls the Preparation of Education Leaders? We Do, if We Commit to It, *Michelle D. Young, Kathleen M. W. Cunningham & Andrea K. Rorrer*. Afterword: Moral Drift, Truth and Tug of War, *Gene V Glass*.



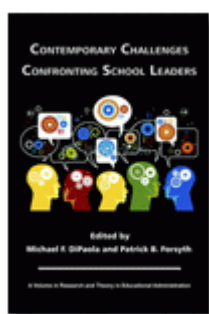
## Leadership and School Quality

Michael DiPaola, The College of William and Mary; Wayne K. Hoy, The Ohio State University

2015. Paperback 978-1-68123-038-2 \$45.99. Hardcover 978-1-68123-039-9 \$85.99. eBook 978-1-68123-040-5 \$74.

Leadership and School Quality is the twelfth in a series on research and theory dedicated to advancing our understanding of schools through empirical study and theoretical analysis. Hence, the chapters include analyses that investigate relationships between school organizations and leadership behaviors that have an impact on teacher and school effectiveness.

**CONTENTS:** Preface, *Michael F. DiPaola and Wayne K. Hoy*. Acknowledgments. Thinking, Deciding, and Leading: Sound Theory and Reflective Practice, *Wayne K. Hoy*. Assessment Leadership: A Systems Perspective, *Leslie W. Grant*. Servant Leadership and Organizational Citizenship Behavior: Predictors of Climate, *David L. Dixon*. Direct and Indirect Effects of Principal Leadership on Teacher Quality and Mathematics Achievement in the Context of the Responsive Classroom Approach, *Ross A. A. Larsen, Shannon B. Wanless, Sara E. Rimm-Kaufman, and Timothy W. Curby*. Instructional Leadership Behaviors: The Impact on Teachers' Classroom Instruction, *Kristi E. Wagner and Charles A. Wagner*. High Priority Support for High Priority Leadership: Principals' Perceptions of a Support Network in an Urban School District, *Thomas H. Beatty*. Principal Support of Teachers and Its Impact on Student Achievement, *Mary Lynne Derrington and David J. Lomascolo*. Predictors of School Effectiveness, *Lauren Bailes*. School Effectiveness: A Meta-analytic Review of Published Research, *Roxanne M. Mitchell, Jingping Sun, Sijia Zhang, Brenda Mendiola, and C. John Tarter*. All for One and One for All: A Social Network Perspective on the Effects of Social Influence on Teacher Trust, *Dimitri Van Maele, Nienke M. Moolenaar and Alan J. Daly*. Trust and Friction: A Multilevel Analysis of Elementary Math Classrooms, *W. Sean Kearney and Julie Gray*. Race to the Top and the Future of Federal Education Policy, *Andrew Saultz*. About the Editors/Authors.



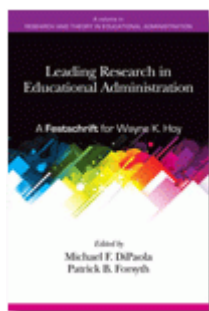
## Contemporary Challenges Confronting School Leaders

Michael DiPaola, The College of William and Mary; Patrick B. Forsyth, The University of Oklahoma

2012. Paperback 978-1-61735-927-9 \$45.99. Hardcover 978-1-61735-928-6 \$85.99. eBook 978-1-61735-929-3 \$74.

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.

**CONTENTS:** Preface. Instructional Capacity and Student Achievement: A Look Inside an Urban District, *Curt M. Adams*. Student Engagement and Achievement, *Tony Frontier*. The Influence of Academic Press on Students' Mathematics and Reading Achievement, *Roger D. Goddard, Christine Neumerski, and Serena Salloum*. District Readiness to Support School Turnaround: A Case Study, *Daniel Player*. Collective Efficacy, Collegial Leadership, and a Culture of Trust: Predicting Academic Optimism and Overall Effectiveness, *Julie A. Gray and C. John Tarter*. Conceptualizing and Validating a Measure of Principal Support, *Michael F. DiPaola*. Theoretical and Empirical Evidence of the Importance of School Context in Fostering Identification With School, *Roxanne M. Mitchell*. Correlates of Pupils' Sense of Futility in Primary Education in Flanders: The Role of the Teacher, *Mieke Van Houtte, Dimitri Van Maele and Orhan Agirdag*. Maximizing the Power of Decision Making: Ten Useful Concepts for School Leaders, *Lauren Bailes and Amy Schrepfer-Tarter*. Empirical Support for a Broadened Conception of Giftedness: Implications for School Leaders, *Valija C. Rose*. Parent Social Networks: A Resource to Shape Parent Responsibility, *Katherine A. Curry and Curt M. Adams*. Appendix. About the Contributors.



## 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

2011. Paperback 978-1-61735-444-1 \$45.99. Hardcover 978-1-61735-445-8 \$85.99. eBook 9781617354465 \$74.

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.

**CONTENTS:** Preface. About the Editors. About the Authors. **INTRODUCTION:** Perspectives from the Inside: Working with Wayne K. Hoy, *Anita Woolfolk Hoy*. Working with Wayne K. Hoy: A Student's Perspective, *Karen Stansberry Beard*. **CHAPTERS.** In Search of Trust: Contributing to the Understanding of a Taken-for-Granted Construct, *Megan Tschannen-Moran*. Mindful Schools as High Reliability Organizations: The Effect of Trust on Organizational Mindfulness, *Page A. Smith and Carl Steven Scarbrough*. A Review of Teacher Efficacy Research: Implications for Professional Learning, *John R. McIntyre*. Student Academic Optimism: Confirming a Construct, *Curt M. Adams and Patrick B. Forsyth*. Academic Optimism, Flow, Enabling School Structures, and Life Optimism, *Karen Stansberry Beard*. Organizational Citizenship Behaviors, Collective Teacher Efficacy, and Student Achievement in Elementary Schools, *Jeffery C. Jackson and Michael F. DiPaola*. Collective Efficacies and Organizational Citizenship: Predictors of Effectiveness, *C. John Tarter and J. Darrell Cooper*. Problem-Solving And Decision-Making: The Ongoing Influence Of Wayne Hoy, *Stephen J. Denig, Walter S. Polka, Peter R. Litchka, Frank F. Calzi, and Michael O. Brigano*. Innovation In Educational Organizations: Implications For Research And Administrative Practice, *Anika Ball Anthony*. Genders, Power, and Silence: Theorizing the Power of Elementary Teachers in the Policy Epidemic, *Heather M. Bandeen*. A Research Agenda for Urban Education, *Leigh McGuigan*. Leadership in Urban Schools: Building Capacity for Effective Succession, *Latish C. Reed, Raji Swaminathan, Gail T. Schneider, and Leigh E. Wallace*.



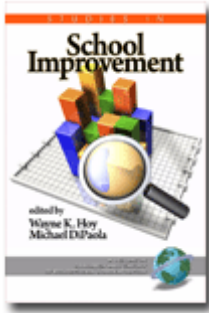
## Analyzing School Contexts Influences of Principals and Teachers in the Service of Students

Wayne K. Hoy, The Ohio State University; Michael DiPaola, The College of William and Mary

2010. Paperback 978-1-61735-014-6 \$45.99. Hardcover 978-1-61735-015-3 \$85.99. eBook 9781617350160 \$74.

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.

**CONTENTS:** Preface, *Wayne K. Hoy and Michael DiPaola*. Exploring and Explicating the Distinctive Features of Educational Organizations: Theories and Theorizing, *Bob L. Johnson, Jr.* Proposing and Testing a Multilevel Model of School and Teacher Effects on Student Achievement, *Ronald Heck*. How Principals Influence Instructional Practice: Leadership Levers, *Susan Printy*. Principals' Leadership Practices Over Time: Contextual Influences on What Principals Do, *Ellen B. Goldring, Henry May, and Jason Huff*. Leadership for School District and Business Partnerships, *Jeffrey V. Bennett*. Socializing Aspiring School Leaders: The Politics of a Grow Your Own Administrator Program, *Autumn Tooms*. Regardless of School Size, School Climate Matters: How Dimensions of School Climate Affect Student Dropout Rate, *Jacob Werblow, Quintin L. Robinson, and Luke Duesbery*. Individual Academic Optimism of Secondary Teachers: A New Concept and Its Measure, *Patrick Fahy, Hsin-Chieh Wu, and Wayne K. Hoy*. Legal Research Tensions Involving Student Expression Rights, *Martha McCarthy*. Social Determinants of Student Trust in High-Poverty Elementary Schools, *Curt Adams*. About the Editors. About the Contributors.



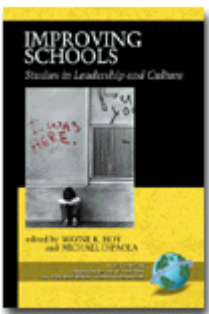
## Studies in School Improvement

Wayne K. Hoy, The Ohio State University; Michael DiPaola, The College of William and Mary

2009. Paperback 978-1-60752-093-1 \$45.99. Hardcover 978-1-60752-094-8 \$85.99. eBook 9781607522010 \$74.

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.

**CONTENTS:** Preface, *Wayne K. Hoy and Michael DiPaola*. Transformational School Leadership Effects on Schools, Teachers, and Students, *Kenneth Leithwood and Jing-Ping Sun*. A Theoretical and Empirical Analysis of Change Orientations in Schools, *Sean Kearney and Page A. Smith*. Interventions to Improve Instruction: How Implementation Strategies Affect Instructional Change, *Brian Rowan and Richard Correnti*. Academic Optimism and Achievement: A Path Model, *Misty M. Kirby and Michael F. DiPaola*. Middle School Reform and Its Relationship to Learning Environments and Student Outcomes, *Nancy L. Jadallah and Diana G. Pounder*. Continuation High Schools: A Descriptive Study of a Major California Dropout Prevention Program, *Lynne G. Perez and Joseph F. Johnson, Jr.* Culture and Process in Effective School Districts, *William A. Firestone*. Professionalism in Teaching: Toward a Structural Theory of Professionalism, *Eileen McMahon and Wayne K. Hoy*. Teacher-School Board Member Trust as a Bridge to School Effectiveness: Relationships and Organizational Structure, *Pamela A. Lenz*. Conceptualizing and Validating a Measure of Student Trust, *Curt M. Adams and Patrick B. Forsyth*. The Effects of National Origin of Applicants on Admission Decisions for a Doctoral Program in Educational Leadership: Is It a Level Playing Field? *I. Phillip Young and Karen Holsey Young*. About the Editors. About the Contributors.



## Improving Schools Studies in Leadership and Culture

Wayne K. Hoy, The Ohio State University; Michael DiPaola, The College of William and Mary

2008. Paperback 978-1-59311-911-9 \$45.99. Hardcover 978-1-59311-912-6 \$85.99. eBook 9781607526513 \$74.

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's review of 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.

**CONTENTS:** Preface, *Wayne K. Hoy and Michael DiPaola*. The Empirical Consequences of School Trust, *Patrick B. Forsyth*. Building Trust in Schools: A Review of the Empirical Evidence, *Curt M. Adams*. Evaluating the Culture of High Schools in Relation to Their Demographic Characteristics and Performance, *Ted J. Kowalski and Kathleen Hermann*. Defining, Measuring, and Validating Teacher and Collective Responsibility, *Laura LoGerfo and Roger Goddard*. Systems

Thinking and Culture Change in Urban School Districts, *Leigh McGuigan*. Measuring District Climate, *Michael DiPaola and Kathleen Smith*. U-Turn Required: How Virginia's First School Turnaround Specialists are Meeting the Challenges of Improving Low-Performing Schools, *Daniel L. Duke, Pamela D. Tucker, Michael J. Salmonowicz, and Melissa K. Levy*. Encouraging Teacher Leaders, *Marc A. L. Shelton, Virginia Davidhizar Birky, and W. Scot Headley*. Curriculum and Instruction Policy in the Context of Multiple Accountabilities, *Jason P. Nance and Helen M. Marks*. African American Female Superintendents Speaking the Language of Hope: Reconstructing the Multi-Dimensions of Passion, *Juanita Cleaver Simmons and W. Yvonne Johnson*. Charter Schools, Communities, and Local Newspapers: New Questions to Examine, *Ann Allen and Dwan V. Robinson*. About the Editors. About the Contributors.



## Essential Ideas For The Reform of American Schools

Michael DiPaola, The College of William and Mary; Wayne K. Hoy, The Ohio State University

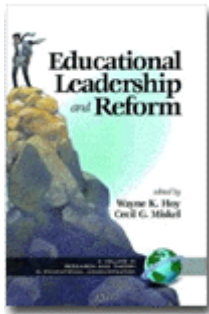
2007. Paperback 978-1-59311-686-6 \$65.99. Hardcover 978-1-59311-687-3 \$95.99. eBook 9781607525998 \$74.

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 II: ON PUPIL CONTROL.** The Pupil Control Studies: A Historical, Theoretical, And Empirical Analysis, *Wayne K. Hoy*. **PART III: On Organizational climate.** Elementary School Climate: A Revision Of The OCDQ. *Wayne K. Hoy and Sharon Clover*. **PART IV: ON ORGANIZATIONAL HEALTH.** Organizational Health: The Concept And Its Measure, *Wayne K. Hoy and John Feldman*. Academic Emphasis Of Urban Elementary Schools And Student Achievement: A Multi-Level Analysis, *Roger G. Goddard, Scott R. Sweetland, and Wayne K. Hoy*. **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.** Collective Teacher Efficacy: Its Meaning, Measure, And Impact On Student Achievement, *Roger D. Goddard, Wayne K. Hoy, and Anita Woolfolk Hoy*. Collective Efficacy: Theoretical Development, Empirical Evidence, And Future Directions, *Roger D. Goddard, Wayne K. Hoy, and Anita Woolfolk Hoy*. **PART VII: ON ACADEMIC OPTIMISM.** Academic Optimism Of Schools: A Force For Student Achievement, *Wayne K. Hoy, C. John Tarter, and Anita Woolfolk Hoy*. **PART VIII: ON ORGANIZATIONAL CITIZENSHIP.** Measuring Organizational Citizenship: The OCB Scale, *Michael DiPaola, C. J. Tarter, and Wayne K. Hoy*. Organizational Properties That Foster Organizational Citizenship, *Michael DiPaola and Wayne K. Hoy*. Organizational Citizenship Of Faculty And Student Achievement, *Michael DiPaola and Wayne K. Hoy*. **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.** Designing Better Schools: The Meaning And Nature Of Enabling School Structure, *Wayne K. Hoy and Scott Sweetland*. An Analysis Of Enabling And Mindful School Structures: Some Theoretical, Research, And Practical Consideration, *Wayne K. Hoy*. **PART XII: ON EMPOWERMENT.** A Normative Model Of Shared Decision Making, *Wayne K. Hoy and C. John Tarter*.





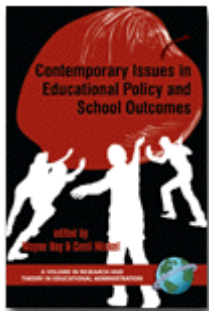
## Educational Leadership and Reform

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

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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, selfanalysis, multilevel modeling, and structural equation modeling.

**CONTENTS:** Preface, *Wayne K. Hoy and Cecil G. Miskel*. Examining School Achievement Over Time: A Multilevel, Multiple-Group Approach, *Ronald H. Heck*. Instructional Leadership: Its Nature, Meaning, and Influence, *Jana M. Alig-Mielcarek and Wayne K. Hoy*. Assessing Leadership Effects on Student Learning: Selected Challenges for Research and Program Evaluation, *Kenneth Leithwood and Ben Levin*. School Leadership in the 21st Century: Broadening the Base, *Carolyn M. Shields*. Leadership as a Master Class: Joining Role and Task in the Practice of Educational Administration, *Jacqueline Cossentino*. Distributed Leadership: Leadership Practice and the Situation, *James P. Spillane, Jennifer Z. Sherer, and Amy F. Coldren*. Talking Leadership: Conversation Analysis and Distributed Leadership, *R. Keith Sawyer, Jay Paredes Scribner, Sheldon T. Watson, and Vicki L. Myers*. Systemic Reform Up Close (and in the Trenches): A Multiyear Case Study of an Outlier School, *Juanita Garcia and Robert Donmoyer*. Legitimizing Privatization: The Politics of Sylvan Support Centers in the Baltimore Public School System, *Betty Malen, Rebecca McAndrew, and Donna Muncey*. Toward a Human Capital Development Strategy: Uncovering the Approaches Used by a High School Principal to Support Teacher Learning, *Shelby Cosner*. The Complexity of Gender-Role Stereotyping Effects in High School Principal Selection. *Diana G. Pounder, Deborah King, Charles Hausman, and W. Bryan Bowles*. Some Current Threats to Humanistic Pupil Control, *Roger C. Shouse*. Measuring Organizational Citizenship of Schools: The OCB Scale, *Michael F. DiPaola, C. John Tarter, and Wayne K. Hoy*. About the Contributors.



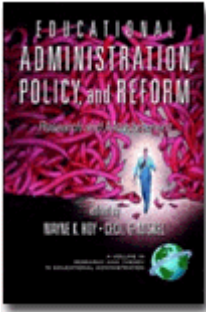
## Contemporary Issues in Educational Policy and School Outcomes

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

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**CONTENTS:** Editor's Comments. Coalitions In State Reading Policy Issue Networks, *Tarmara V. Young and Cecil Miskel*. The Devil Made Me Do It: The Genesis of Extreme Advocacy Coalitions in State Reading Policy, *Thomas V. Sheply*. Representation in the Age of Choice: Implications for Policy and Research, *Ann Allen*. "Values" Politics and No Child Left Behind, *Robert O. Slater and Mario S Torres, Jr.* Toward a More Refined Theory of School Effects: A Study of the Relationship Between Professional Community and Mathematic Teaching in Elementary School, *Laura M. Desimone*. Academic Optimism of Schools: A Second-Order Confirmatory Factor Analysis, *Wayne K. Hoy, C. John Tarter, and Anita Woolfolk Hoy*. Teacher Leadership and Instructional Improvement: Teachers Perspectives, *Melidna Mangin*. Research Into Practice: A Case Study of How Success For All Builds Knowledge For School Improvement, *Amanda Datnow and Vicki Park*. An Enduring Tension: Kindergarten Education in an Era of Accountability, *Jennifer Lin Russell*. About the Authors.



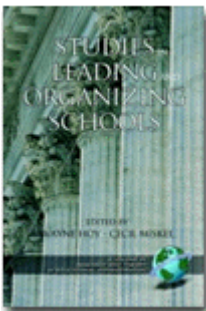
## Educational Administration, Policy, and Reform Research and Measurement

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

2004. Paperback 1-59311-134-7 978-1-59311-134-2 \$45.99. Hardcover 1-59311-135-5 978-1-59311-135-9 \$85.99. eBook 9781607524984 \$74.

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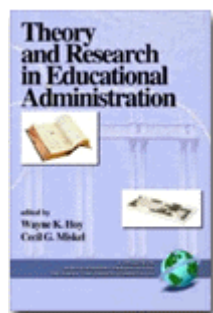
## Studies in Leading and Organizing Schools

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

2003. Paperback 1-931576-98-X 978-1-931576-98-7 \$45.99. Hardcover 1-931576-99-8 978-1-931576-99-4 \$85.99. eBook 9781607526711 \$74.

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*. The Punctuated Equilibrium of National Reading Policy: Literacy's Changing Images and Venues. *Celia Sims and Cecil Miskel*. Productive Campus Leadership Responses to Accountability: Principals as Policy Mediators. *Linda Skrla*. Sources and Consequences of Organic Management in Elementary and Secondary Schools. *Robert J. Miller and Brian Rowan*. Principals Respond to the School Environment with Fluidity, Alignment, Vigilance, and Fear. *Janice R Fauske and Bob L. Johnson, Jr.* A River Runs Through It: Tacit Knowledge in Educational Administration. *Nancy S. Nestor-Baker*. Fostering Organizational Citizenship in Schools: Transformational Leadership and Trust. *Megan Tschannen-Moran*. The Conceptualization and Measurement of Faculty Trust in Schools: The Omnibus T-Scale. *Wayne K. Hoy and Megan Tschannen-Moran*. Investing in Teacher Quality: A



## Theory and Research in Educational Administration Vol. 1

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

2002. Paperback 1-931576-04-1 978-1-931576-04-8 \$45.99. Hardcover 1-931576-05-X 978-1-931576-05-5 \$85.99. eBook 9781607526902 \$74.

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

**CONTENTS:** Introduction. Organizational Learning in High-Stakes Accountability Environments: Lessons from an Urban School District, *Helen M. Marks and Susan M. Printy*. Sources of Victory, Seeds of Defeat: Linking Enactment Politics and Implementation Developments, *Donna Redmond Jones and Betty Malen*. Interest Groups in National Reading Policy: Perceived Influence and Beliefs on Teaching Reading, *Mengli Song and Cecil Miskel*. Bridging and Buffering Parent Involvement in Schools: Managing Exchanges of Social and Cultural Resources, *Rodney T. Ogawa and Susan Clark Studer*. Teachers' Work and Instructional Management, Part 1: Alternative Views of the Task of Teaching, *Brian Rowan*. Teachers' Work and Instructional Management, Part 1: Does Organic Management Promote Expert Teaching?, *Brian Rowan*. Collective Efficacy and School Organization: A Multilevel Analysis of Teacher Influence in Schools, *Roger D. Goddard*.





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