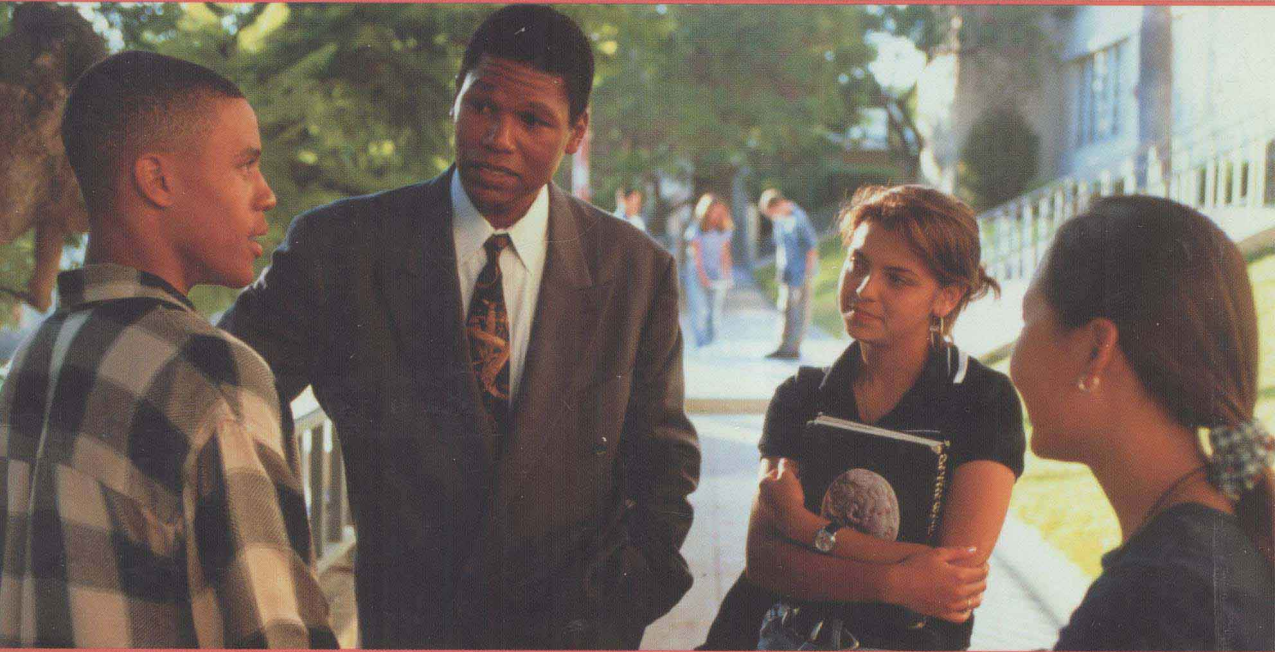


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CONTEMPORARY



SCHOOL ADMINISTRATION

AN INTRODUCTION

THEODORE J. KOWALSKI

Contemporary School Administration

An Introduction

SECOND EDITION

Theodore J. Kowalski

University of Dayton



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Preface

Since the first edition of this book was published, many changes have occurred in education and school administration. Both state deregulation and district decentralization have become primary reform strategies. Faculties at dozens of universities have implemented programmatic changes, many parts of the country have experienced critical shortages of administrative applicants, and most states have taken action to strengthen licensing requirements. In addition, the quest for meaningful school reform continues.

The primary goal of this second edition is to place the study and practice of school administration in a contemporary context. One of the book's unique features is the attention given to career considerations. For example, the first four chapters focus largely on career-related questions commonly asked by students in introductory courses or by students contemplating a career in school administration. The final chapter in the book provides a rationale and framework for developing an individual career plan.

Another special feature is a chapter on private schools. Three conditions suggest that this topic deserves more attention in administrator preparation programs. First, enrollments in private schools are increasing, and the prospect of vouchers and tax credits creates an environment in which these increases could accelerate dramatically. Second, collaboration between public and private schools is becoming more common. Thus, public school administrators benefit from a greater understanding of private education. Last, a growing number of school administration students intend to work in private schools.

Contemporary School Administration also emphasizes the contextual nature of practice in school administration. More specifically, trends affecting contemporary practice are identified and analyzed. Examples of these trends include population changes, the need for women and minorities to enter administration, and the changing nature of school reform initiatives.

Last, this current edition contains a considerable amount of new material. For example, Chapter 10 includes a major section on decision making and Chapter 11 contains a comprehensive section on communication. Other expanded material is found in Chapters 12, 13, and 14, which discuss school reform and school change.

Material found at the end of each chapter is designed to encourage introspection—that is, to help you consider how the chapter content relates to contemporary practice and to your personal needs and interests. This reflective process requires you to identify your personal frame of reference—your values, beliefs,

needs, experiences, motivations, wants, and knowledge—and to interface them with the material you have read. By relating your personal frame of reference to the book's content, you will learn how to integrate new information and experiences into your evolving professional knowledge base.

I am especially grateful to four colleagues at the University of Dayton for their assistance and support. Two of them, Elizabeth Ann Pearn, my office assistant, and Father Charles Kanai, my doctoral assistant, helped me with the technical aspects of preparing the manuscript. The other two, Thomas J. Lasley, Dean of the School of Education, and Father Joseph D. Massucci, Chair of the Department of Educational Leadership, provided encouragement and a supportive environment. Thank you also to the following reviewers of this second edition: Jay A. Heath, University of South Dakota; Susan J. Rippberger, University of Texas at El Paso; and Helen C. Sobehart, Duquesne University.

Introduction

Purposes of the Book

- This book addresses career-related questions commonly asked by students who are beginning the study of school administration. These questions pertain to various specializations within administration, the career patterns of administrators, academic requirements for entering practice, state licensing, and conditions of practice.
- Material is provided to help you understand how districts and schools are controlled, governed, and organized. This knowledge provides an essential foundation for your subsequent courses and clinical experiences.
- As an introductory text, this book gives you a broad overview of school administration as a specialized field of study and as an applied field of professional practice. You are introduced to basic concepts and subject matter that you will study in greater depth as you advance in your graduate studies.
- Special attention is given to describing the social, political, and economic contexts of contemporary practice. This information is intended to help you understand the similarities and differences between practice in school administration and practice in other professions.

Special Features

- **A Broad Perspective of Administration**
Administration is a process that entails both leadership and management. Each of these areas is deemed critical to effective practice, and each function is described in detail.
- **Career Planning**
Special attention is given to integrating personal and professional knowledge in relation to career planning. The first four chapters include essential information about careers, and the entire last chapter is devoted to career planning.
- **Reflective Practice**
Practitioners in all professions utilize reflection as a means of professional growth. The process entails the integration of knowledge with experience. A section called *Implications for Practice* found after the content of each chapter encourages you to consider how the material relates to contemporary condi-

tions in education. In addition, the process of reflection is described in detail in Chapter 10.

- **Discussion Questions**

The questions provided at the end of each chapter may be used to test your comprehension of the content. Often, instructors use them to guide in-class discussion or as the basis for out-of-class assignments. You also can review them as a means of self-assessment.

- **Suggested Activities**

Learning often is enhanced by application. Therefore, each chapter contains several suggested activities intended to apply chapter content. Typically, both group and individual activities are included.

- **Diversity**

Issues of social, economic, and political diversity are central to contemporary practice. These topics are addressed from two perspectives: the effects on communities and schools as well as the effects on the school administration profession. Special consideration is given to the need to increase the representation of women and minorities in the profession.

- **Attention to Private Schools**

There are at least two important reasons why all school administrators need to have a basic understanding of private schools. First, current reform initiatives are serving to increase interaction between public and private schools. Second, the number of school administration graduates entering practice in private schools is increasing. Chapter 6 is devoted to this topic.

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