

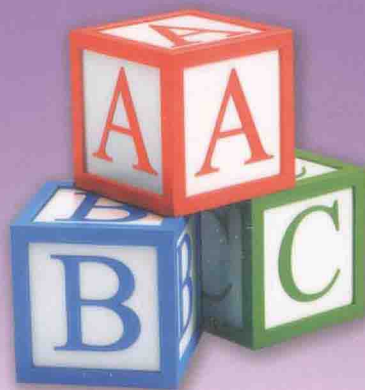
EDUCATIONAL ADMINISTRATION
Theory, Research, and Practice

英文大学人文经典教材

教育管理 学

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Wayne K. Hoy, Cecil G. Miskel

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DEDICATION



*To Anita Woolfolk Hoy
Simply the best.*

Wayne

To Sue Miskel

*I continue to dedicate this work to Sue—my wife, true love,
and best friend for the past 40 years. She has been an
unwavering supporter and contributor throughout our academic
career. Sue made so many achievements possible that I am
forever indebted.*

Cecil





ABOUT THE AUTHORS

Wayne K. Hoy received his B. S. from Lock Haven State College in 1959 and his D. Ed. from The Pennsylvania State University in 1965. After teaching at Oklahoma State University for several years, he moved to Rutgers University in 1968, where he was a distinguished professor, department chair, and Associate Dean for Academic Affairs. In 1994, he was selected as the Novice G. Fawcett Chair in Educational Administration at The Ohio State University. His primary professional interests are theory and research in administration, the sociology of organizations, and the social psychology of administration.

In 1973, he received the Lindback Foundation Award for Distinguished Teaching from Rutgers University; in 1987, he received the Alumni Award for Professional Research from the Rutgers University Graduate School of Education; in 1991, he received the Excellence in Education Award from The Pennsylvania State University; in 1992, he received the Meritorious Research Award from the Eastern Educational Research Association; and in 1996, he became an Alumni Fellow of The Pennsylvania State University. He is past secretary-treasurer of the National Conference of Professors of Educational Administration (NCPEA) and is past president of the University Council for Educational Administration (UCEA). In November 2003 he was awarded the Roald Campbell Lifetime Achievement Award in Educational Administration.

Professor Hoy is coauthor with D. J. Willower and T. L. Eidell of *The School and Pupil Control Ideology* (1967); with Patrick Forsyth, *Effective Supervision: Theory into Practice* (1986); with C. J. Tarter and R. Kottkamp, *Open Schools—Healthy Schools: Measuring Organizational Climate* (1991); with C. J. Tarter, *Administrators Solving the Problems of Practice* (1995, 2004) and *The Road to Open and Healthy Schools* (1997); with D. Sabo, *Quality Middle Schools* (1998); and with his wife, Anita Woolfolk Hoy, *Instructional Leadership: A Research-Based Guide to Learning in Schools*, 2nd edition (2006). He is also on the editorial boards of the *Journal of Educational Administration* and *Leadership and Policy in Schools*.

Cecil G. Miskel became dean emeritus and professor emeritus of Educational Administration and Policy on February 1, 2006. He was the Dean of the School of Education at Michigan from 1988 to 1998. He served the University of Utah as a professor and chairperson of the Department of Educational Administration from 1982 to 1983 and professor and dean of the Graduate School of Education from 1983 to 1988. During his 12 years at the University of Kansas, he held positions as assistant, associate, and full professor of educational administration as well as associate dean for research administration and associate vice-chancellor for research, graduate studies, and public service. His public school experience includes being a science teacher and principal in the Seiling, Oklahoma Public Schools.

About the Authors

Professor Miskel graduated from a small rural high school in Camargo, Oklahoma, now closed. He holds an undergraduate degree in science education from the University of Oklahoma, and Master of Science and Doctor of Education degrees from Oklahoma State University. Throughout his career, he taught graduate classes and guided scholarly inquiry in school organization, administration, and policy. He served as editor of the *Educational Administration Quarterly* for the 1987 and 1988 volumes and was a member of its editorial board for nine years. Professor Miskel has received the William Davis Award for the most outstanding article published in Volumes 16, 19, and 41 of the *Educational Administration Quarterly*. In addition to being a coauthor of the eight editions of *Educational Administration: Theory, Research, and Practice*, Professor Miskel has published widely in a variety of scholarly journals. Professors Hoy and Miskel also were editors of five volumes of *Theory and Research in Educational Administration* (2002–2006).



PREFACE

This eighth edition of Hoy and Miskel represents a significant milestone—the book has been in print for 30 years, from 1978 to 2008. The initial impetus for the book came from Wayne. During the 1972 meeting of the National Council of Professors of Educational Administration (NCPEA) at the University of Vermont, he proposed that we coauthor a book that synthesized the theory and research in the field. The timing was propitious; we were in the midst of the so-called theory movement in educational administration. Our complementary programs of scholarship were suited to a collaborative effort and we prepared a tentative outline for an editor at Random House who offered us a contract. As relatively junior faculty and novice book authors, we promptly signed the contract and began preparing our respective chapters.

We submitted our initial manuscript to Random House in 1975 only to be confronted by a recalcitrant new editor. Executives at Random House had told our editor to seek other career options. Unfortunately, the new editor was not particularly interested in our book because the projected level of sales did not meet his goal. We met with him, exchanged countless messages, and heard a myriad of excuses for delaying publication (e.g., the company had not reserved enough paper for an initial run). Two years later the editor relented and the book went to press and was on the market in 1978.

When the first edition arrived, we were appalled at the quality of the paper and binding; nonetheless, we were gratified by its reception by students and faculty alike. Fortunately, as the old saying goes, “You can’t judge a book by its cover.” The sales were well above the company’s projection and have remained strong through the first seven editions. By the fourth edition, Random House had sold its college division to McGraw-Hill and the production quality and, we hope, the intellectual quality and accessibility have continued to improve.

All eight editions of *Educational Administration: Theory, Research, and Practice* have been based on three assumptions about the study and practice of educational administration: First, a substantive body of knowledge about educational organizations is available but often neglected by both professors and administrators. Second, an open social-systems model of schools provides an overarching and useful conceptual framework that organizes and relates this theory and research for educational administrators. Third, administrative practice can become more systematic, reflective, and effective when guided by sound theory and research. Consequently, the editions have summarized and analyzed the relevant knowledge and demonstrated its utility in solving problems of practice.

Since the first edition, both of us have used the book in our graduate courses as we refined and field tested the work. We owe a debt of gratitude to students and faculty alike. Our students have helped us anchor our theories and research in the real world of practice; and our colleagues continue to provide useful suggestions about its content. The book has benefited greatly from both.

Preface

The eighth edition also represents an important milestone for Cecil. On February 1, 2006, he was awarded professor and dean emeritus status by the University of Michigan. As a retired professor, he is reducing his professional activities significantly and expanding his other interests greatly. Over the 35 years that we have worked together on this book, we have developed a strong friendship and mutual understanding. Each of us has drafted or redrafted nearly all of the chapters. In the early editions, we would meet for a week to edit and argue vigorously over word choice, punctuation, and in particular intellectual content. Perhaps we matured or just grew tired of the arguments, but over the years, we agreed to disagree and to trust each other more. At any rate, we feel that as the book grew, so did our friendship.

NEW TO THE EIGHTH EDITION

- **New Knowledge.** More than 150 new citations were added and about the same number eliminated in this edition as we bring administrators and prospective administrators the most current information, but we also make a special effort to keep the classic analyses of such giants in the field as Weber, Blau, Gouldner, Etzioni, Skinner, Vygotsky, Piaget, Mintzberg, Dewey, March, and Simon, to mention just a few.
- **Expanded Coverage of Learning and Teaching.** Chapter 2 summarizes the latest theory and research on teaching and learning, one of the few educational administration books that deals with these central functions of schooling.
- **New Chapter on Decision Making and Empowerment.** Decision making has been expanded to include two chapters—Chapter 9 focuses on individual decision-making models whereas a new Chapter 10 deals with group decision making, participation, and teacher empowerment.
- **Expanded Features.** Each chapter now includes a new section, *Test Yourself*, to review the key concepts, an annotated set of *Suggested Readings* to broaden perspectives, and a *Portfolio Exercise*, which is linked to the Leadership Standards. These new features supplement the *TIP* application questions, *A Case for Leadership* (an authentic and challenging problem of practice), and a *Key Assumptions and Principles* summary feature. All features are designed to help students confirm and apply what they learn.

FEATURES

- **Preview.** At the beginning of each chapter the student will find a preview, which is a brief outline of the key points to be covered in that chapter. We suggest that students take time to study the preview, which is deliberately terse because it provides a road map of the chapter.
- **Theory into Practice (TIP).** Exercises to make the book more practical and user-friendly have been added in this edition. Throughout each chapter students will be confronted with a number of TIPs, practical issues, and application exercises, which require them to test their understanding of theory and to suggest applications to contemporary problems.
- **A Case for Leadership.** Each chapter includes a real case to challenge students to apply the ideas and concepts developed in the chapter and to demonstrate their leadership initiative.
- **Conclusion.** A brief summary reinforces the major ideas and conclusions of each chapter.

- **Key Concepts.** Key concepts in each chapter are identified in bold. Students should take the time to check themselves to make sure they understand and can define these concepts.
- **Test Yourself.** A test of the key concepts is provided at the conclusion of each chapter.
- **Suggested Readings.** An annotated bibliography of supplementary readings is offered for each chapter.
- **Portfolio Exercise.** Each chapter concludes with an exercise for students to demonstrate their understandings and skills.
- **A Supplementary Collection of Cases for Educational Leadership.** A collection of eight additional cases is available at the conclusion of the text. These additional cases provide students with extra practice in a variety of situations as they apply their knowledge to actual leadership challenges.
- **Council of Chief State School Officers Standards (ISLLC Standards).** All of the leadership cases in the book are summarized in the *Case Matrix*, which classifies each case in terms of the standards addressed.

APPROACH

Our approach is a pragmatic one, selecting the theories and research that are most useful and discarding those that are not. At the heart of our social-systems model are four critical elements of organizational life—structure, individual, culture, and politics, each discussed in a separate chapter. These elements interact and situate on teaching and learning in schools, also discussed in a separate chapter. The environmental chapter provides a set of opportunities and constraints for the schools; and the outcomes of the school are examined in the chapter on effectiveness. Four key administrative processes are analyzed in chapters on deciding, motivating, communicating, and leading, which remain central to effective administration. New theories and contemporary research are incorporated into our analyses of teaching, learning, and leading. Because the basic aim of educational administrators is to solve real problems, we provide an authentic case for leadership at the conclusion of each chapter. We believe that to make full use of the content of this text, students must first *understand* the materials (a constructivist perspective), then they must *remember* them (a cognitive perspective), and then they must *apply and practice* them (a behavioral perspective)—the three learning views developed in the second chapter.

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Preface

University, Ronald Heck, University of Hawaii; Sam Hwan Joo, Chungnam National University; Kenneth Leithwood, University of Toronto; Megan Tschannen-Moran, College of William and Mary; Rodney Ogawa, University of California-Santa Cruz; Lynne Perez, San Diego State University; Gail Schneider, University of Wisconsin, Milwaukee; Page Smith, University of Texas at San Antonio; Scott Sweetland, The Ohio State University; C. J. Tarter, University of Alabama; Brian Rowan, University of Michigan; Cynthia Uline, San Diego State University; Frank Walter, The Ohio State University; and Anita Woolfolk Hoy, The Ohio State University. Finally, we owe a special thanks to all our students who have helped enrich the explanations and ground the theories with their experiences. A special thanks to Eileen McMahon, Thomas Reed, Nancy-Nestor Baker, Michael DiPaola, Harry Galinsky, and John Tarter, who drew upon their experiences in schools to write *Cases for Educational Leadership*.

Wayne K. Hoy

Cecil G. Miskel



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