

Tenth Edition

School Leadership and Administration

Important Concepts, Case Studies, & Simulations



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Richard Gorton • Judy A. Alston

SCHOOL LEADERSHIP & ADMINISTRATION

Important Concepts, Case Studies, & Simulations

T E N T H E D I T I O N

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SCHOOL LEADERSHIP AND ADMINISTRATION: IMPORTANT CONCEPTS, CASE STUDIES, & SIMULATIONS, TENTH EDITION

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This book is printed on acid-free paper.

1 2 3 4 5 6 7 8 9 LCR 21 20 19 18 17

ISBN 978-0-07-811035-1

MHID 0-07-811035-1

Portfolio Manager: *Jamie LaFerrera*

Product Developer: *Erika Lo*

Marketing Manager: *Nancy Beaudean*

Content Project Manager: *Maria McGreal*

Buyer: *Susan K. Culbertson*

Design: *MPS Limited*

Content Licensing Specialist: *Brianna Kirschbaum*

Cover Image: ©*Andrea Danti/Shutterstock*

Compositor: *MPS Limited*

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Library of Congress Cataloging-in-Publication Data

Gorton, Richard A., author. | Alston, Judy A., author.

School leadership & administration : important concepts, case studies, & simulations / Richard

A. Gorton, Gorton Associates, San Diego, CA, Judy A. Alston, Ashland University.

Tenth edition. | New York : McGraw-Hill Education, [2019] |

Includes bibliographical references and index.

LCCN 2017050814 | ISBN 9780078110351 (acid-free paper) |

ISBN 0078110351 (acid-free paper)

LCSH: School management and organization—United States. | School management and organization—

United States—Case studies. | Educational leadership—United States—Case studies.

LCC LB2805 .G664 2018 | DDC 371.2—dc23 LC record available at <https://lccn.loc.gov/2017050814>

The Internet addresses listed in the text were accurate at the time of publication. The inclusion of a website does not indicate an endorsement by the authors or McGraw-Hill Education, and McGraw-Hill Education does not guarantee the accuracy of the information presented at these sites.

D E D I C A T I O N

As always, for Mom, Dad, Cynthia, and Cejae.

—Judy Ann Alston

P R E F A C E

Leadership is one of the hottest topics of conversation across the various disciplines and fields. The demand for well-trained educational leaders is greater than ever, and yet the challenges are just as great. The public expects more from schools than ever before, including greater accountability; improved performance on standardized tests; guarantees of school safety; more input from parents; better school–community relations; and an acceptance and appreciation of diversity, with equal opportunities for all students. Concurrently, many political, educational, and religious leaders are looking for answers to education’s challenges by pursuing alternative routes to excellence—privatization, homeschooling, vouchers, charter schools, and various other efforts at reform.

School leaders are expected to make evidence-informed decisions, provide the instructional leadership for teachers, and create a collaborative school environment where teachers take part in school decisions. Morris and Brooks-Young (n.d.)¹ note that in order to be effective leaders for the twenty-first century, administrators must ensure that instructional needs, the expertise of teachers, and the ultimate needs of students are considered. These twenty-first century administrators should be the facilitators of a dialogue that asks:

- What outcomes do we want to accomplish in the classroom?
- What available tools and resources can and will support teachers in helping their students meet these outcomes?
- What preparation do we need to ensure teachers and students appropriately utilize tools and resources?
- How will we measure the effectiveness of these tools to gauge how well they support and improve teaching and learning?

While the challenges are countless, so are the rewards. The challenges are great for both the profession and for leadership preparation program faculty who are training individuals to fill the positions. For some years, administrator preparation programs have often been criticized as being too theoretical and insufficiently grounded in reality, and in-service programs have frequently been criticized for the reverse. What is needed is professional training that helps educational leaders form a vision of what can be, knowledge of what is known and being discovered, and practical understanding of how to apply the knowledge and carry out the vision in a time of extraordinary change.

This edition continues to spotlight the case studies, in-basket exercises, and simulations in Part II addressing the many forms of leadership (e.g., principal, teacher, collaborative) and how such leadership may be exercised. Since the school represents a microcosm of society, it should play an active role in trying to resolve or ameliorate its problems. Although the educational system has found it impossible to remain detached from the major controversies of the day, administrators and teachers have often been reluctant to assume leadership in seeking answers to societal problems. Our approach is intended to prepare students for the kinds of

¹ Morris, D., and Brooks-Young, S. (n.d.), *Becoming a 21st Century Administrator*. Creative Educator Accessed online http://creativeeducator.tech4learning.com/v08/articles/Becoming_a_21st_Century_Administrator

situations and problems they will encounter in administrative positions. This approach, therefore, incorporates key professional standards and competencies (such as the development of skills in communication, group leadership, conflict management, and the like) with action-based research methods and theoretical undergirding to assist in decision-making.

This tenth edition continues to reflect our own desire to be inclusive of all voices that are speaking, researching, and practicing in the educational leadership arena. In revising the book, we have taken into account the multiplicity of changes occurring in society in general and in education in particular. We have not made changes simply for the sake of change, and we want to assure instructors who have used previous editions that the strengths of these earlier editions have been retained. This edition does feature the new Professional Standards for Educational Leaders (PSEL), as well as updated background readings and web explorations.

The text is primarily focused toward school leaders, but it has global application with its principles for those who may be in areas such as higher education administration, military educational training programs, agency management, and government services administration.

We sincerely hope that this new edition will prove to be a light and guide for those who are seeking administrative/leadership positions as well as those who need a refresher every now and then.

ACKNOWLEDGMENTS

The authors are grateful to many people, including the scholars who stimulated our thinking, the practitioners who facilitated the field research for Part II of the text, and the students who pilot-tested various aspects of Part II.

Deep gratitude goes out to the many graduate students who, in their roles as teachers and administrators, provided the necessary slice of life to make this text come alive.

We thank the following professors who provided useful reactions to previous editions of this book as well as current revisions: Marna Beard, Robert Cheek, Joseph R. Higham, Gary Martin, Barbara Roquemore, Charles Waggoner, Ella Burton, Debra Touchton, Angela Robinson, Rodney Davis, Amy Klinger, Diane Alexander, Bonnie Fusarelli, and Keith Gurley.

Finally, we are thankful for the support of our loved ones, without whose patience and understanding this book would not have been possible.

RICHARD A. GORTON

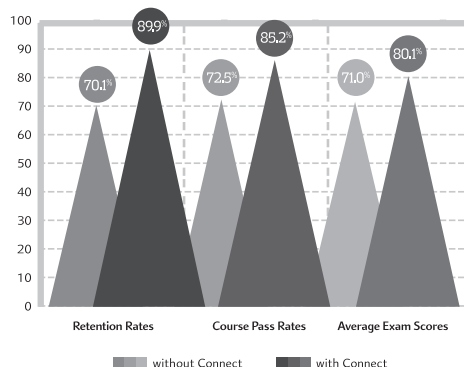
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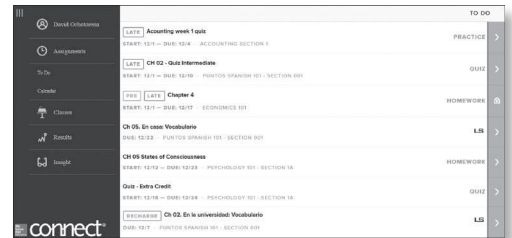


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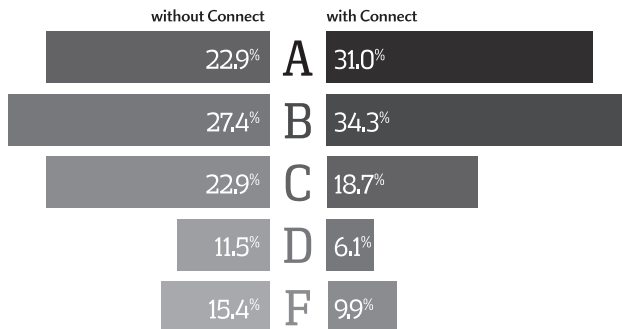
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M E E T T H E A U T H O R S

RICHARD A. GORTON received his doctorate from Stanford University, majoring in school administration. His bachelor's degree in political science and his master's degree in counseling and guidance were conferred by the University of Iowa. Dr. Gorton's school experience includes teaching, counseling and guidance, and administration. He was Department Chairperson and Professor of Administrative Leadership and Supervision at the University of Wisconsin at Milwaukee. He is currently a consultant with Gorton Associates in San Diego, California.

A leader in state and national administrator organizations, Dr. Gorton has collaborated on a national study of "the effective principal." Because of his expertise and practical experience, he has frequently been called on as a consultant and workshop leader in the areas of teacher and administrator evaluation, in-service education, program evaluation, instructional supervision, student disciplinary problems, school-community relations, problem solving, and conflict resolution.

Dr. Gorton has published two textbooks, two monographs, and over 100 articles, book reviews, and abstracts on a variety of topics related to educational administration and supervision, as well as education in general. Dr. Gorton's other textbook, for which he was senior author, *School-Based Leadership: Challenges and Opportunities*, is used in numerous university courses devoted to administrator preparation and by school districts for in-service education. He has also served as senior editor for *The Encyclopedia of School Administration and Supervision*.

JUDY A. ALSTON received her Ph.D. at The Pennsylvania State University, a Master of Divinity from Methodist Theological School in Ohio, two Masters of Education from the University of South Carolina, and her bachelor's degree in English from Winthrop College in Rock Hill, South Carolina. Prior to teaching in the academy, she was a high school English teacher/teacher-leader in the public school system in South Carolina.

Currently Dr. Alston holds the position of Professor in the Department of Doctoral Studies and Advanced Programs at Ashland University.

Her research foci include gender and educational leadership with a focus on Black female school superintendents; urban education and educational leadership highlighting administrative reform in urban schools; diversity and educational leadership exploring how the intersections of class, race/ethnicity, gender, sexual diversity, and ability affect leaders; and spirituality and leadership. She is the author of numerous articles and book chapters in these areas of research, as well as the author of *Multi-leadership in Urban Schools*, and coauthor of *Herstories: Leading with the Lessons of the Lives of Black Women Activists*.

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P A R T

I

Major Concepts in Administration and the Social Sciences

Conceptual Tools for Effective School Leadership

I N T R O D U C T I O N

Standards and accountability affect all areas of education as well as for life outside of the discipline. The field of educational administration and leadership is no exception to this rule. This new 10th edition contains the 2015 Professional Standards for Educational Leaders (PSEL). These new standards replaced the former Interstate School Leaders Licensure Consortium (ISLLC) Standards. The National Policy Board for Educational Administration (NPBEA) notes that these new standards are “student-centric, outlining foundational principles of leadership to guide the practice of educational leaders so they can move the needle on student learning and achieve more equitable outcomes. They’re designed to ensure that educational leaders are ready to meet effectively the challenges and opportunities of the job today and in the future as education, schools and society continue to transform” (NPBEA, 2015, p. 1). Each chapter in Part I has corresponding PSEL standards on which the instructors and students should focus during reading and discussion. In addition, case studies and simulations in Part II of the text are also aligned with standards for application during analysis, discussion, and role-play.

**PROFESSIONAL
STANDARDS FOR
EDUCATIONAL
LEADERS (2015)**

**(FORMALLY KNOWN
AS ISLLC STANDARDS)**

STANDARD 1:

Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

EFFECTIVE LEADERS:

- A. Develop an educational mission for the school to promote the academic success and well-being of each student.
- B. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- C. Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- D. Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- E. Review the school's mission and vision and adjust them to changing expectations and opportunities for the school and the changing needs and situations of students.
- F. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- G. Model and pursue the school's mission, vision, and core values in all aspects of leadership.

STANDARD 2:

Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

EFFECTIVE LEADERS:

- A. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all aspects of school leadership.

- B. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- C. Place children at the center of education and accept responsibility for each student's academic success and well-being.
- D. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- E. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
- F. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

STANDARD 3:

Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

EFFECTIVE LEADERS:

- A. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- B. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- C. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- D. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- G. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- H. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society
- I. Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- J. Address matters of equity and cultural responsiveness in all aspects of leadership.

STANDARD 4:

Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.