Instructional Leadership

A Research-Based Guide to Learning in Schools
FIFTH EDITION

Instructional Leadership
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Anita Woolfolk Hoy
The Ohio State University, Emerita

Wayne Kolter Hoy
The Ohio State University, Emeritus

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Dedicated to Our Students
So you will know your authors a bit better, here is some information.

Anita Woolfolk Hoy was born in Fort Worth, Texas. She is a Texas Longhorn—all of her degrees are from the University of Texas, Austin, the last one a Ph.D. in Educational Psychology. After graduating, she worked as a school psychologist with students and teachers in elementary and secondary schools in fifteen counties of central Texas. She began her career in higher education as a professor of educational psychology at Rutgers University and then moved to The Ohio State University in 1994.

Wayne Kolter Hoy was born in Lock Haven, Pennsylvania. He is a Nittany Lion—his Master’s and Doctorate in educational administration were earned at The Pennsylvania State University. He has served on the faculties of Oklahoma State University and Rutgers University, where he was a Distinguished Professor and Associate Dean for Academic Affairs. In 1994, Wayne was appointed the Novice Fawcett Chair of Educational Administration, an endowed professorship at The Ohio State University. Anita joined the faculty as well. Their three children, now grown and living in San Francisco and Columbus, continue to keep them informed about technology and the modern world.

As to their professional lives, Anita’s research focuses on teachers’ thinking and beliefs, particularly teachers’ sense of efficacy, and the role of educational psychology in the preparation of teachers. For many years she was the editor of the journal *Theory into Practice*, which brings the best ideas from research to practicing educators. With students and colleagues, she has published more than 150 books, book chapters, and research articles in journals such as *Teaching and Teacher Education, Contemporary Educational Psychology, The Journal of Educational Psychology, Educational Psychologist, American Educational Research Journal, Review of Educational Research, Educational Researcher, Journal of Consulting and Clinical Psychology, The Journal of Experimental Education, The Journal of School Psychology*, and *The Elementary School Journal*, among others. She received the Alumni Award for Professional Research from the Rutgers University Graduate School of Education. Anita has served as Vice President for Division K (Teaching & Teacher Education) of the American Educational Research Association and President of Division 15 (Educational Psychology) of the American Psychological Association. Her textbook, *Educational Psychology* (Allyn & Bacon), is in its 14th edition and has been translated into more than a dozen different languages. She also collaborated with Nancy Perry, University of British Columbia, to write the second edition of *Child Development* (Pearson, 2015), a book for all those who work with and love children.
Wayne's primary professional interests are theory and research in administration and leadership, the sociology of organizations, and the social psychology of administration. He is the author or co-author of 12 books in the areas of educational administration, supervision of instruction, instructional leadership, organizational climate, school trust, and quantitative analysis. With students and colleagues, he has published more than 140 book chapters and research articles in journals such as *Educational Administration Quarterly*, *The Journal of Educational Administration*, *Journal of School Leadership*, *Sociology of Education*, *Journal of Educational Psychology*, *American Educational Research Journal*, *Review of Educational Research*, *Teaching and Teacher Education*, *Educational Researcher*, *The Journal of Experimental Education*, and *The Elementary School Journal*, among others. He also has served as President of the University Council for Educational Administration (UCEA) and Secretary-Treasurer of the National Conference for Educational Administration. He has received the Lindback Foundation Award for Distinguished Teaching from Rutgers University, the Alumni Award for Professional Research from the Rutgers University Graduate School of Education, and the Excellence in Education Award from The Pennsylvania State University, and in 1996, he became an Alumni Fellow of The Pennsylvania State University. In 2003, he was awarded the Roald Campbell Lifetime Achievement Award in Educational Administration. His textbook with Cecil Miskel, *Educational Administration: Theory, Research, and Practice*, is in its 9th edition.

Both Wayne and Anita have been inducted into the Ohio State College of Education and Human Ecology Hall of Fame.
Instructional Leadership is predicated on the assumption that teachers and principals need to work together as colleagues to improve teaching and learning in schools. Traditional supervision in which the principal rates the effectiveness of teachers is an outmoded concept, one that was always more ritual than reality. We believe that this is the first text of its kind, one written for principals to help them understand current theories of teaching and learning as well as the practical applications of these perspectives. The text uses a learning-centered approach that emphasizes making decisions based on what supports student learning.

We don’t believe that instructional supervision can be effective unless the parties involved have a good understanding of how students learn. Although principals may take the lead in cooperative and professional endeavors, in the end it is the teachers who determine their success. Perhaps just as important as taking the lead in instructional matters is developing a school climate where instructional leadership flourishes and emerges spontaneously from teachers themselves.

The text addresses the critical aspects of the teaching–learning process: student differences, learning, motivation, teaching, classroom management, assessing student learning, and assessing and changing school climate and culture. Each chapter is grounded in the latest research and theory in that area and provides specific suggestions for applying that knowledge to practice. After the Introduction, each chapter begins with a Preview of Key Points and a Leadership Challenge, an actual teaching problem, and ends with suggestions for projects to relate theory to practice in the form of professional Portfolio exercises. Moreover, throughout the chapters, Theory into Action Guidelines and A Principal’s Perspective provide concrete suggestions. We are again grateful to Thomas Reed, a successful former principal, superintendent, and Fawcett Scholar at The Ohio State University, for sharing his knowledge for the Principal’s Perspectives. Also, each chapter includes an Instructional Leader’s Toolbox, a collection of contemporary readings, useful websites, and helpful organizations. Finally, the text concludes with Appendices, which include instruments for assessing your school learning environment.

New to This Edition

We have included a revised section on technology leadership, written by Dr. Anika Ball Anthony of The Ohio State University. In addition, more than 450 new studies and analyses enriched our examination of the crucial topics in this text. Following are specific changes to this edition:

CHAPTER 1: Introduction to Teaching and Learning
- Expanded coverage of the Every Student Succeeds Act (ESSA) and the role of testing in schools today
PREFACE

- New discussion of same-sex schooling
- Updated section on technology leadership

CHAPTER 2: Student Diversity
- Updated section on today’s diverse classroom
- Revised discussion on dialects
- Revised and expanded discussion of second language learning and bilingual education
- New material on gender differences in the classroom, including a discussion of sexual orientation and gender expression
- Expanded cautions about learning styles
- A consideration of cultural discontinuity and effective teaching strategies for African-American students
- New and revised suggested readings

CHAPTER 3: Student Abilities and Challenges
- Revised discussion of intelligence including multiple intelligences
- Revised discussion of Sternberg’s concept of successful intelligence
- Revised material on tracking and flexible grouping
- New material on teaching gifted students and students with ADHD
- Updated section on students with learning disabilities
- New section on response to intervention
- New and revised suggested readings

CHAPTER 4: Learning
- Updated material on functional behavioral analysis
- Revised discussion of working memory and cognitive load
- Updated Point/Counterpoint on the value of homework
- Updated discussion of cognitive views of learning and cognitive science, metacognition, and learning strategies
- Expanded discussion of constructivism, scaffolding, and problem-based learning
- Expanded discussion of inquiry, problem-based learning, and the flipped classroom
- New and revised suggested readings

CHAPTER 5: Motivation
- Updated description of classroom goal structures
- Expanded discussion self-determination theory and choice
- New discussion expectancy-value-cost theories of motivation
- New discussion mindsets and motivation
- New discussion agency and self-efficacy, including teaching efficacy
- Updated and expanded discussion emotions and interests, including flow
- New and revised suggested readings

CHAPTER 6: Teaching
- Revised description of expertise in teaching
- New discussion recent research on teaching
PREFACE

- New section teaching students to use learning strategies
- New section on learning targets
- Revised section on standards and objectives, including a Point/Counterpoint on the Common Core
- New discussion of cooperative learning including new Theory into Action Guidelines
- New sections on asking and answering deep questions, including new Theory into Action Guidelines on facilitating deep questioning
- New and revised suggested readings

CHAPTER 7: Classroom Management
- New section on creating school and classroom connections
- Updated material on class routines and rules
- Updated section on bullying and cyberbullying
- Expanded discussion of violence in schools, including a Point/Counterpoint on zero tolerance
- New Theory into Action Guidelines on disciplining students with emotional problems
- New and revised suggested readings

CHAPTER 8: Assessing Student Learning
- New discussion of formative, interim, and summative assessment
- Revised section on interpreting information from achievement tests
- Updated discussion on using high-stakes tests to hold teachers accountable and value-added measures
- New section on stereotype threat
- Updated information about formative and authentic classroom assessment
- New and revised suggested readings

CHAPTER 9: Assessing and Changing School Culture and Climate
- Revised and expanded section on academic optimism
- New section culture as shared beliefs and values
- New Point/Counterpoint on Grit
- New and revised suggested readings

Acknowledgments

Our colleagues and students are important sources of ideas and criticism. We would like to thank and acknowledge them for their suggestions and encouragement in this project.
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