DOCUMENT RESUME

ED 242 047 EA 016 549

AUTHOR Van Meter, Eddy J.
TITLE Educational Change: A Selected Bibliography, 1965-1984. A UCEA Resource Document: No. 1401.
INSTITUTION University Council for Educational Administration, Tempe, AZ.
PUB DATE 84
NOTE 67p.
AVAILABLE FROM Publications, University Council for Educational Administration, 108 Farmer Building, Tempe, AZ 85287 ($4.90).
PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Consultation Programs; Doctoral Dissertations; Educational Administration; *Educational Change; *Educational Development; Educational Innovation; Educational Policy; Elementary Secondary Education; Organizational Change; *Organizational Development; *Policy Formation

ABSTRACT

The literature relating to educational change produced over the past 2 decades is extensive, informative, and wide-ranging. Accordingly, this bibliography consists of books, articles, monographs, reports, and related publications pertaining to change as manifest in educational settings. Although the academic area of educational administration is the touchstone of the inquiry, a large number of documents from academic areas outside education are nevertheless included, because the content of these documents contributes to an understanding of change in schools and other educational settings. Presented separately is a selected list of doctoral dissertations in educational administration that are germane to the topic of change. Topics covered by the listed documents include organizational development, knowledge production and utilization, user-driven and self-directed change, and neo-Marxist education reform, along with staff development, policy implementation, and consultation for school improvement. The bibliography is divided into three sections: (1) selected bibliography, 1965-1984; (2) selected change-related doctoral dissertations, 1977-1983; and (3) selected bibliography, pre-1965. (TE)

A UCEA RESOURCE DOCUMENT

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#1401

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108 Farmer Building, Tempe, Arizona 85287

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CONTENTS

INTRODUCTION

The literature relating to educational change produced over the past two decades is extensive, informative and wide-ranging. Topics such as organizational development, knowledge production and utilization, user-driven and self-directed change, and neo-Marxist educational reform all speak to issues concerning change in educational settings, as do such topics as staff development, policy implementation, and consultation for school improvement. We have learned a great deal about intervention strategies, organized anarchies, linkage roles, mandating legislation, and loosely coupled systems. It may be presumptuous to talk about almost a quarter century of accumulated work as providing a comprehensive history and literature regarding the topic, but one does get the sense we are reaching a point at which it is possible to discuss educational change--and change efforts--not only within specialized areas of interest but also within an overall context of the subject.

In this document I have attempted to pull together a useful list of books, articles, monographs, reports, and related publications having to do with change, and particularly change as manifest in educational settings. In doing so, I have employed a somewhat inclusive definition of the phrase educational change, and I have used the academic area of educational administration as a touchstone for the inquiry. A relatively large number of documents from academic areas outside education are nevertheless included in this compilation. This has been done because many of these documents have not been cited in other education-related bibliographies, and because in my judgment the content of these documents contributes something to our understanding of change as it occurs in schools and other educational settings. It should also be noted that I have included a selected list of doctoral dissertations from the past several years which are germane to the topic of educational change; these are presented separately at the conclusion of the bibliography.

This bibliography, then, provides a starting place for the individual who is interested in reviewing the literature on educational change, viewed in large scope. While prepared as a resource document for persons engaged in research and other scholarly efforts relating to educational change and school improvement, this bibliography should also be of interest to anyone involved with programmatic aspects of change. It should, of course, be used in tandem with other bibliographies and basic information source documents relating to the subject (Runkel and Harris, 1983; Glaser; Abelson and Garrison, 1983; Fullan, 1982; Baldridge and Deal, 1983; Paisley and Butler, 1983; Hood and Cates, 1978; Bennis, Benne, Chin and Corey, 1976; Lehming and Kane, 1981; Zaltman, Florio and Sikorski, 1977; Schmuck, Runkel, Arends and Arends, 1977; Spenser and Cullen, 1978; Goodlad, 1975; Sarason, 1982).

As suggested at the outset, the phrase educational change cuts a wide path. It might be important, therefore, to say a word or two about what is not included in this bibliography. Three topics of recent and

continuing interest are mentioned only in passing, by the inclusion of one or two entries. I refer to the literature surrounding the theme of effective schools, the literature relating to the revisionist history of American education movement, and the series of commission reports and studies currently providing an impetus for educational reform at the national level. All are important, and it is perhaps an arbitrary choice to omit them as major foci in this work. It is also fair to say that more attention is given in this bibliography to technical than philosophical dimensions of change, a bias which undoubtedly reflects my own interests.

A final note. Certainly the bias for most of the past two decades has been supportive of a view emphasizing a rational approach to educational change. The home for this view is planted directly in the soil of what a number of individuals have recently tagged the "paradigm of rationality in examining administrative and organizational behavior in education." Over the past five or six years, however, there has been a growing tendency to view education-related behavior--and educational change--within a "paradigm of limited rationality." For the individual who finds the limited rationality position intriguing--looking to better understand change in terms of organized anarchies, loosely coupled systems, a kaleidoscopic flux of choices, and myth and illusion as explanatory concepts--it would be well to spend some time reviewing Baldridge and Deal's latest joint effort, cited above, as well as several other contributions in the literature relating to this theme (March and Olsen, 1976; Sproull, Weiner and Wolf, 1978; Everhart and Doyle, 1980; Smith and Simmons, 1983; Popkewitz, 1982; Weick, 1982). Whether or not we accept or advocate the notion of this being a major shift in the predominant paradigm, there is no doubt we have a great deal to learn about change by viewing and interpreting it through the lens of this new perspective.

I would like to express my appreciation to Kathy Smoot for assisting in the identification of doctoral dissertations listed at the conclusion of the bibliography. Thanks also to Susan J. Scollay for her proofing of the entire document.

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January, 1984

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ABOUT UCEA

The University Council for Educational Administration (UCEA) is a nonprofit corporation whose members are major universities in the United States and Canada. Thirty school districts are affiliated with UCEA.

History

In 1954, members of the Cooperative Program in Educational Administration (Middle Atlantic Region) proposed an organization which would be devoted to improving the professional preparation of educational administrators. To help establish such an organization, a central office with part-time staff was established on the campus of Columbia University, financed by a grant from the W. K. Kellogg Foundation to Teachers College of Columbia.

Between 1956 and 1959, with the help of the staff at the Teachers College office, UCEA's constitution and by-laws were formulated, the organization's purposes were defined, and additional financial support was obtained in the form of a five-year grant from the Kellogg Foundation. The UCEA central office was moved to its present location on the campus of The Ohio State University in 1959 and a small, full-time staff was hired.

Since its inception, the Council has worked to improve the professional preparation of administrative personnel in both continuing education and pre-service programs. UCEA has been a major contributor to:

1. Broadening the content of preparation programs for educational administrators.
2. Extending use of more effective methods of inquiry in educational administration.
3. Shifting educational administration from an anecdotal orientation to a more scientific one, leading to generalizations about organization and leadership.
4. Developing new instructional materials for administrator programs.
5. Fostering exchanges in research and in program development between professors and administrative leaders in the U.S. and their counterparts in other countries.
6. Continuing efforts toward standards of excellence in research and in preparation programs for administrative personnel in educational administration.

More recently, the Council also has focused considerable attention on strengthening relationships between institutions that prepare administrators for service and the school districts and other agencies in which administrators serve. The major means to accomplish this has been the UCEA University and School District Partnership described later in this document.

UCEA GOALS AND ACTIVITIES

UCEA engages in a variety of activities and produces a number of publications and instructional materials. All these activities and products proceed from a basic set of goals sufficiently stable to give the organization identity, yet flexible enough to respond to changing conditions in educational administration.

Goals

Briefly stated, UCEA goals are:

- To advance understanding in all areas relating to educational administration and to enhance the research capability of participating institutions.
- To develop better methods of instruction, new materials, and other approaches to help bring about more effective pre-service and staff development programs for all professionals in educational administration.
- To create more effective pathways and networks for exchanging new understandings and better methods among persons working to advance educational administration.

Program Activities

A representative sample of the many types of activities sponsored by UCEA follows:

- Inter-institutional research projects on such subjects as principalship effectiveness, education policy, and managing resources.
- Articulation of new directions for research and training — for example, in formulating research perspectives, in preparing leaders to anticipate the future, and in establishing criteria for administrator certification.
- Development and testing of training programs for administrators that make effective use of resources in other disciplines — for example, strengthening the humanities in administrator preparation programs.
- Professional renewal opportunities for member institutions — for example, seminars and workshops on subjects such as methods of research, preparing leaders for the future, and coping with the challenges of urban education.
- Involvement of graduate students from member institutions in professional seminars, institutes, and conferences and in research and development projects.
- Creation of new organizations — the UCEA University and School District Partnership and the Inter-American Society for Educational Administration.

Publications

- **Educational Administration Quarterly** (established in 1965), a journal containing conceptual and theoretical articles, research analyses, and reviews of books in educational administration.
- **Educational Administration Abstracts** (established in 1966), a journal produced through the cooperative efforts of UCEA institutions containing brief summaries of articles from approximately 140 professional journals.
- **Journal of Educational Equity and Leadership** (first published in 1980), a periodical devoted to consideration of equity-related educational needs of Hispanics, Blacks, American Indians, Asian-Americans, women, and other groups.
- **UCEA REVIEW**, an in-house periodical that provides up-to-date information on UCEA activities and news from member universities and Partnership School Districts.

In addition, UCEA regularly aids in the production and distribution of a wide range of books, monographs, special reports, and other media.

Instructional Materials

UCEA is especially concerned with the need to develop instructional materials that will improve administrator preparation programs. A number of games and simulations have been developed for this purpose, including the "Monroe City" urban simulation, developed and demonstrated in various parts of the U.S. and Canada by more than 180 professors from 40 universities. The most recent UCEA training tool is the Adams Simulation, which contains five simulations of administrative positions in a surburban school district.

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