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The Need to Shift and Widen School Library Advocacy Efforts

An Opinion Piece By Gary Hartzell



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Editor's Note: LIBRARY MEDIA CONNECTION is pleased to share this important work on advocacy.

The Current Situation

For more than twenty years, school librarians have focused the largest portion of their advocacy efforts on individual principals, superintendents, and board members, struggling to convince them that libraries should be integral and institutionalized elements of K-12 education. It hasn't worked.

Libraries and librarians remain frighteningly vulnerable to cuts, even elimination, in schools everywhere.¹ These individualized field-based advocacy efforts may have forestalled greater disaster, but they have not and *cannot* by themselves make libraries and librarians secure in our schools.

To do that librarians need to widen their advocacy efforts and give priority to two new targets: (1) the educational administration (Ed Ad) professors who shape beginning administrators' perceptions and values and (2) the professional associations that have a powerful influence on how administrators approach their work challenges once they are in the field. In effect, this widening represents a shift from battling for current school leaders' support to preemptively conditioning the next generation of administrators to support libraries as they take up their new responsibilities.

Why Haven't Current Advocacy Approaches Secured the Library's Position?

The problem is that even the most successful individually focused advocacy campaigns cannot produce enduring results. Even if today's principals and superintendents appreciate what libraries can contribute, they move in and out of schools and districts too quickly to institutionalize library status and create enduring support systems. In the 2007-2008 school year, for example, more than half of the country's principals changed schools.² Nationally, superintendents average only a little more than five years in a given district and less than that in large urban areas—about three and a half years.³ Because their individual time on the scene is short, their support can only be transitory, and there is little hope of institutionalization. When school and district leaders move on, all the work librarians have done in those buildings and offices to secure administrative support can be, and frequently is, wiped out. Too often, succeeding principals and superintendents don't understand or appreciate what libraries and librarians can contribute, and advocacy efforts must begin all over again. It's a Sisyphean cycle played out in schools everywhere. Librarians will be trapped in this unhappy loop until something is done to produce new leaders who arrive believing in libraries.

If such leaders can be produced, there can be hope that school libraries might become an institutionalized part of schooling. Institutionalization creates common understanding among organizational members about what is meaningful behavior.⁴ Institutionalizing anything in a system requires that the entity and its practice—in this case the library and its program—become embedded in the culture to the extent that no one ever thinks of them as anything separate from the system. For this to happen, the desired entity and its practice must consistently operate over an extended period, enjoy visible sustained support from the organization's leadership, and have continually increasing

interaction with other parts of the organization until virtually everyone associated with the enterprise comes to take this particular piece and practice for granted, perceiving it as part of the organization's structural fabric. That is, they see it as a vital functioning element in what the organization *is*; a part of the definition of what the people in the organization are and are about.⁵

Why Do New Administrators Only Infrequently Value Libraries?

In the main, each generation of school administrators is trained and prepared by the previous generation. Most full-time educational administration (Ed Ad) professors are former practitioners; virtually all adjunct Ed Ad professors are still active practitioners.⁶ They weren't taught the value of libraries in their own university training and they don't learn it on the job.⁷ After careers in the field, they return to the university as library-ignorant as when they left it. Not valuing libraries themselves, they don't integrate any sense of library value into the courses they teach to aspiring principals and superintendents earning degrees and credentials. So another generation of library-blind administrators graduates into our schools. Consequently, whatever influence a given librarian may have with a school executive today, he or she remains only a heartbeat away from possibly—perhaps probably—having to deal with a successor who neither understands nor values what they and their library can do.

A Necessary Shift in Advocacy

What Can Be Done about the Situation?

Doubling and redoubling current advocacy efforts won't solve the problem because the current approach doesn't address the nature of the cycle. The only way I can see to change what beginning administrators believe is to change what they are taught in their preparation programs and to have those concepts and values reinforced by their professional associations once they are in the field. Unless and until that happens, the cycle will continue.

Concentrating on the people who shape new administrators' perceptions of libraries and librarians opens a new dimension in library advocacy. It more actively engages higher education by putting library media and library science professors on advocacy's front lines at the university level. At the same time, it calls for professors and K-12 library associations to find ways to more deeply connect with administrators' associations and with other types of associations that influence administrator thinking and decision making.

Should Librarians Give Up Building- and District-Level Interpersonal Advocacy?

Absolutely not. It will take years of sustained efforts to change the way these people think about school libraries. In the meanwhile—and, indeed, even after a new perspective evolves in administrative thinking—building campus- and district-level support will continue to be crucial. There are few things more important to a local school librarian's professional well-being and effectiveness than commanding respect and maintaining strong professional relationships. Until enough new library-valuing administrators come into the field to make the critical difference, influential relationships with local principals and superintendents will remain the leading edge of advocacy.

At the same time, this in-house advocacy will remain important for influencing the practicing administrators who also serve as adjunct professors at administrator training institutions. Spending their days out in the schools, they are not available to the university-grounded library media and library science professors who probably will have to become the primary advocates working on Ed Ad professors. The bottom line here is that librarians need to continue what they are doing now, but accept the reality that by itself it is insufficient to achieve their long range goals.

What about School Boards and Parent Groups?

Both are important in this wider scope advocacy approach, but—at the outset at least, with a couple of possible exceptions—probably are not as important to target as university faculty and professional associations.

School board members, like administrators, often are in place a relatively short time. One study sampling 117 superintendents in four different states revealed that fewer than half of the board members with whom they worked were in place for more than six years.⁸ The Council of the Great City Schools reports that about three quarters of urban school board members serve less than eight years in office.⁹

Second, board members set policy. District administrators are the people who design and implement the school structures, construct budgets, and oversee day-to-day operations. In most instances, school board members take their direction from superintendents and their staffs. There is a national school boards association, but it doesn't have a direct connection with most administrators in the schools. Superintendents monitor its actions and its publications, of course, because they directly interface with board members, but their own organizations have more influence with them. The path to school board support runs through the superintendent's office.

Parents are, of course, important, but they too are transitory. They move on when their children move on. Parents are interested in overall student achievement levels, their own children's in particular, but they don't generally have an idea of how much difference a library and certificated librarian might make in enhancing that achievement. Parents draw a lot of what they feel about schools from their own experience, which probably was not library-heavy in most cases, and from teachers and school leaders. Ironically, parents in lower socio-economic areas—where school districts struggle most with budgets and are increasingly likely to lose libraries—defer more to school personnel than do those in more affluent areas, which are more likely to have school libraries, if not certificated librarians, as a matter of course.¹⁰

Another problem with making parents a primary advocacy target is the sheer number of them. The costs of a parental education program are probably simply prohibitive for librarians to undertake. When there is an opportunity to draw parents in, however, it surely should be seized. Parents can be a formidable force. The state of Washington recently provided indisputable proof of parental power with the “mothers' movement” that created Fund Our Future Washington, a coalition for school libraries and information technology that successfully pressured the Washington legislature for school library fiscal support in 2008.¹¹

The Most Important Group: University Educational Administration Professors

Why Ed Ad Professors?

Ed Ad professors who prepare administrators in universities are of primary importance because they sit at the center of the problem, perpetuating the cycle that produces non-library-literate administrators.

What about Teacher Education Professors?

They are worthwhile targets, of course. In public schools (and probably in most private schools as well), virtually every administrator is a former teacher, so it is important that teacher education ultimately supports the notion that libraries are essential. But there are at least two reasons why spending substantial advocacy resources on teacher education professors now would be less productive than spending the same resources on Ed Ad professors. First, there are many more of them than there are administration

faculty. The advocacy resources and personnel required to reach a critical mass of teacher educators will be greater than that required to reach an equally significant proportion of Ed Ad professors. Second, many who undergo teacher training never enter the profession, or leave it sometime in the first few years. In the 2008-2009 school year, for example, 9.1 percent of public school teachers with one to three years experience left the field.¹² Some researchers argue that departure rates are greater than that. In 2007, the National Commission on Teaching and America's Future reported that almost a third of all new teachers leave the classroom within the first three years, and approximately half do so by the end of the fifth year.¹³

Most teachers will never become administrators, and most of those who do make the move will not do so for at least a decade.¹⁴ Only about a third of all school principals in the United States are under 45.¹⁵ In the meanwhile, they will have only minimal influence and practically no authority. Putting a large proportion of limited advocacy resources into converting those who prepare teachers would likely extend the timeline for change.

A Widened Advocacy Strategy Differs from the Current Approach

Three features distinguish this notion of a wider scope advocacy from the current K-12 school personnel-focused advocacy. First, it aims to change the environment within which administrators are trained and practice rather than change the people already in the system. Second, it is a long-term advocacy strategy, probably involving ten to twenty years of work, because it is built on the notion that trying to capture the support of current administrators alone is not a viable strategy. The goal is to capture the upcoming generations of administrators. Third, it asks a new group to take a greater role in advocacy efforts. Instead of the K-12 school librarian and K-12 librarian associations like AASL and IASL bearing the full advocacy task, this approach asks university professors in library media, information technology, and library science fields to take responsibility for a new dimension of support seeking.

A Long-Term Advocacy Strategy. It will take a long time to get a critical mass of university Ed Ad professors to think of libraries differently—for many, to think of libraries at all. There are over 500 institutions in the United States that offer educational administration programs.¹⁶ The professors now in university ranks, the full-time tenure track ones at least, are available to begin working with. But their ranks are aging, and there will be a continual turnover among them in the next decade and beyond. They largely will be replaced by administrators retiring from K-12 practice who will still carry the old perceptions of libraries, thinking them peripheral rather than integral to instruction and learning. This means that educating the professors will require an ongoing campaign for the foreseeable future. Changing their perspective is imperative: The tipping point for school libraries¹⁷ won't come until the current body of principals and superintendents has been replaced by professionals who think libraries are indispensable. That won't occur until Ed Ad professors who don't value school libraries have either become, or been replaced by, professors who do.

It is difficult to project university faculty retirement rates. The Association of American Colleges and Universities says that faculty in the United States are "graying," but doesn't cite specific numbers.¹⁸ Maine, however, may provide a glimpse into faculty ages. A study released in 2008 reported that faculty ages in Maine's state universities had risen from an average of just under 44 in 1981 to a then current average of just over 52. The average age of Maine faculty by rank was: professors, 58.7; associate professors, 52.3; assistant professors, 43.7; instructors, 51.5; and lecturers, 45.9.¹⁹ Many administration faculty members tend to be older than their counterparts in other fields because they only came to the university after a career in the schools. It seems reasonable to assume retirement rates similar to other baby boomer dominated fields, but—given the current economy and the fact that most universities do not have a mandatory retirement age—a good number may stay longer. Nothing is certain.

The great turnover in K-12 school administrators has begun. The baby boomers are closing out their careers. A third of American school principals were 55 or older in 2008.²⁰ Forty-nine percent of 2,000 superintendents responding to an American Association of School Administrators survey last year reported that they did not plan to still be a school superintendent in 2015.²¹ It seems unlikely that librarians can reshape university professors' thinking in time to affect the first wave of newcomers who will be entering the field over the next decade. This means that a longer advocacy campaign is in the offing.

University Library Media Professors as Advocates for K-12 School Libraries. The first major hurdle for school library advocates will lie in capturing Ed Ad professors' attention. Even getting their ear will be an effort—and this is not something that can be done by school librarians out in the field. Unlike the administrators with whom librarians interact every day, professors don't work in the K-12 setting and are not anywhere near as physically accessible to our current library advocates. Additionally, many are intellectually not as accessible, either; many perceive themselves as already knowing what is right in and for schooling, and university reward systems drive them toward relatively narrow research areas that consume their time and interest.

Advocacy Efforts with Ed Ad Professors

How to approach the daunting task of convincing administration professors that libraries are essential is a complex question, but two initial tactics suggest themselves.

First Approach. The first is for university library media and library science faculty to undertake a concerted effort to build relationships with Ed Ad faculty. This means bridging the gulf between departments, or even schools in some universities, and opening communication lines through which pro-library evidence and argument can flow. It means reaching out to administrative professors to participate in joint research and teaching projects that will make them witness to what libraries can contribute to student achievement gains. Collaborative cooperative endeavors, particularly those that result in joint publications, will help build the connective tissue vital to these relationships and help tie the partnered administration professor to library support.²² Given the university culture, it will take a long time to open these inroads.

Second and Simultaneous Approach. A second tactic, employed simultaneously and actually as a part of relationship building, is for library science and library media faculty to publish in the journals that Ed Ad professors read, particularly refereed research journals. Professors, especially those associated with degree programs beyond a master's program, deal in research evidence. Research and publishing are required if they are to keep their tenure-track positions and earn promotion, and they must guide their students in thesis and dissertation research projects. This is an important group for school library advocates to connect with because a doctorate is rapidly becoming requisite for a superintendency, and an increasing number of principals are pursuing educational specialist or doctoral degrees.²³ Ed Ad professors need to see and come to respect the research that currently is going only into library journals and popular librarian publications.

Moreover, certain periodicals hold greater promise for attracting administrative attention than others. There is research evidence that can be used to identify and target those journals.²⁴ Since administration professors do not read librarian publications, there is virtually no hope that any significant number of them will ever become aware of the growing mass of library impact research unless it begins to appear in journals they read and trust. Trust is the important element here. An article touting libraries in a library journal will be perceived as inherently self-serving. This is why there isn't too much to be gained by giving an educational administration professor a copy of a librarian publication.²⁵ To come to administration

professors' attention, library research must be published in refereed and popular *administration* journals.²⁶ Building the necessary presence in those publications will take considerable time.

This tactic could be vitally important in shaping the beliefs, perspectives, and attitudes that Ed Ad students will carry into their schools and districts when they graduate. Studies show that administrators, particularly central office administrators, seek evidence for their decisions and practice that they can fit into the framework of what they already know and expect to find.²⁷ This strongly suggests that if administrative students read library-positive research reports—and their professors simultaneously speak to library importance—while they are in their preparation programs, the odds probably go up that they will seek and pay greater attention to library-supportive research and opinion later in their careers. A person's working knowledge has a strong effect on evidence interpretation and opinion advancement.

Creating opportunities to publish in administrative journals will take time. One of the important reasons for relationship building and joint investigations involving Ed Ad faculty and library media faculty is that administrative journals tend to publish material written by administrative researchers and practicing administrators. It may be much easier to get library research results into administrative journals if the reports are co-authored with an Ed Ad professor.

The Second Group: Professional Associations

Professional associations are important for at least three reasons in an effort to open new dimensions in school library advocacy. First, they have both a national and local presence. They have ties to professional groups in other disciplines at both the national and state levels. They have connections to accrediting agencies, and on occasion have influence with governmental bodies. These ties sometimes mean that they are large enough, powerful enough, and active enough to influence university curriculum in Ed Ad. This could be very important in crafting the changing attitudes argued for in the section above. Second, and probably more important, they are the professional support groups administrators turn to once they're in the field. Administrators seek their input and their sense of what is important in schooling at a given level. Third, they play a significant role in legitimizing change in professional fields.²⁸ And it is change in attitudes and values, budgets, staffing, and scheduling that is the goal of library advocacy.

Professional Association Influence. School administrators listen to their professional organizations. Administrators consistently cite professional association conferences and publications when they are asked to identify the specific sources they turn to for research evidence.²⁹ Perceived as unbiased information providers that can help administrators find and prioritize research, they serve as intermediaries between raw research results and meaningful application. Administrators trust their associations to deal in credible material and to help principals and superintendents apply research and opinion to specific local issues.³⁰

The American Association of School Administrators is the organization of choice for school superintendents. Getting into its publications and on its conference presentation schedules could open a pipeline into district offices across the country, and from there organizationally upward into board rooms and downward into buildings.

At the principal's level, middle school and especially high school principals attend to the National Association of Secondary School Principals. The *NASSP Bulletin* reaches over 26,000 secondary school administrators every month and more than 30,000 student activity, honor society, and scholastic organization directors.³¹ Middle school administrators also pay attention to what the 30,000-strong National Middle School Association has to say, and they read *The Middle School Journal*. Similarly, the National Association of Elementary School Principals is a potent force in elementary education.

But it isn't just national associations or administrator associations that deserve librarian attention. Curriculum associations, reading associations, and varieties of others all carry weight with district- and school-level decision makers. Local and regional organizations may have as much, or even more, influence as the national associations. James Spillane's study of how state associations affected policy and structure in two school districts is illustrative. He found that information gathered from state-level reading and curriculum associations shaped administrators' assumptions and beliefs and were as influential as state recommendations in framing instructional agendas.³²

Infiltrating administrators' professional organizations will require an effort similar to influencing Ed Ad professors in the universities. It will take time and partnership development. Just as it may take co-authored articles for library research to break into administrative research journals, it may take co-authoring with an administrator for school-level, university library media faculty members, or librarian organizations to break into association publications and to get on association conference and annual meeting presentation schedules. But it will be worth the effort.

A few words should be said about publications and conferences here.

Publications. Principals and superintendents do not read the same journals and magazines that university Ed Ad professors read. There is some overlap, of course, but field administrators tend to read periodicals that summarize, synthesize, and apply research results rather than read the research journals themselves. Administrators in the field are seeking research that is contextually relevant to their situations. They are looking for evidence-supported models and practices that connect to the challenges they face in their schools and districts. The most widely read tend to be a mixture of refereed research and application. Prominent among the works they read are those published by their own professional associations and by other general and specific educational interest associations, such as Phi Delta Kappa and the ASCD.³³

Conferences. Administrators attend a lot of conferences, but they don't often seek research information there. Most conference sessions deal with current issues or with model programs and problem solutions, and there is evidence that principals and superintendents don't frequently attend research reporting sessions when they are offered.³⁴ Administrators see conferences, especially regional conferences, as providing information immediately relevant to the contexts of their own schools.³⁵ Making library value themed presentations at these conferences could be a good opportunity to showcase what libraries can do under an association's banner.

Association-to-Association Advocacy

The question is how to connect with administrator associations and those other associations to which administrators pay attention. This part of an expanded scope advocacy scheme could be led by national-level library associations like AASL and IASL and their state affiliates. Working association to association could offer opportunities for partnerships and jointly sponsored programs. University library media and library science professors could be the source for co-authored articles and jointly created conference presentations.

Professional groups are important targets now, and the first decade of effort to partner with them will probably be intensive. However, there is the likelihood that capturing their attention and support may consume fewer and fewer advocacy resources as time goes by if Ed Ad professors are brought around. Library-positive university prepared administrators will take their places in the field, join professional organizations, and, over time, come to lead those organizations, and, because *they* believe in library efficacy, become advocates themselves. For right now, though, and for at least the near future—meaning the next decade—building relationships and partnerships with associations that administrators listen to will be an important component of any plan to turn the field around.

A Final Word

I realize that the arguments above are unattractive, that the premise on which they are based—that current school library advocacy approaches are insufficient—is frustrating and disappointing, and that the advocacy I propose is daunting. Nonetheless, it seems clear to me that current advocacy approaches by themselves are not going to change things. The most successful campaign for library support among current school administrators will not produce lasting results. The only hope for lasting change is to capture the hearts and minds of those who shape practicing administrator perceptions. As one of my mentors used to too often intone, it doesn't matter if you hit the bulls-eye if you're aiming at the wrong target—or in this case, not all of the right targets.

A long-term advocacy campaign has to be particularly challenging to think about, but think about this: If nothing new is initiated now, school libraries will continue to suffer—and if librarians wait another ten years to begin, the status change they seek will still be as far off then as it is now.

About the Author

Gary Hartzell is emeritus professor of educational administration at the University of Nebraska at Omaha, where he taught in the master's and doctoral degree programs, preparing students for careers as building- and district-level administrators. Before that, he was a high school teacher, assistant principal, and principal over a twenty-three year period in Southern California.

Completing his doctorate at UCLA in 1990, he joined the educational administration faculty at the University of Nebraska at Omaha. His research interests center on schools as work places for adults, with particular attention given to workplace relationships. He has focused most of his attention on the assistant principal and school librarian positions. His interest in these two areas grew out of his own experience and out of materials surfacing in a seminar he taught on power and influence in the workplace.

Gary is the author of *Building Influence for the School Librarian* (Linworth, 2004), the lead author of *New Voices in the Field: The Work Lives of First-Year Assistant Principals* (Corwin Press, 1995), and many articles on school administration practices, school librarians, and workplace relationships.

Gary is a sought-after speaker, having made presentations not only across the United States, but in Europe, Australia, and New Zealand. He was invited to speak at the 2002 White House Conference on School Libraries and remains a member of the Laura Bush Foundation for America's Libraries Advisory Board. They are on a first-name basis: She calls him Gary and he calls her Mrs. Bush. Gary wrote for a while as a monthly columnist for *School Library Journal* and now serves on the editorial board for the International Association of School Librarians' journal *School Libraries Worldwide* and on the advisory board for Linworth's *Library Media Connection*.

The American Association of School Librarians listed Gary on its honor roll as one of the country's most influential figures in library media, and honored him with its Crystal Apple Award for significant contribution to the advancement of library media. These are rare honors because he has never been a librarian.

Gary Hartzell now lives at the beach in Southern California with his wife, Cheryl, and is constantly distracted by the surf.

References & Notes

(Endnotes)

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- 13 National Commission on Teaching and America's Future, "Policy Brief: The High Cost of Teacher Turnover." June 2007. Available at www.nctaf.org/resources/research_and_reports/nctaf_research_reports/documents/NCTAFCostofTeacherTurnover.pdf. Accessed December 1, 2010.
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- 15 National Center for Education Statistics, "Characteristics of Public, Private, and Bureau of Indian Education Elementary and Secondary School Principals in the United States: Results from the 2007-08 Schools and Staffing Survey, Table 3." Available at http://nces.ed.gov/pubs2009/2009323/tables/sass0708_2009323_p12n_03.asp. Accessed January 31, 2011.
- 16 T. Chenoweth, C. Carr, and T. Ruhl, "Best Practice in Education Leadership Preparation Programs: A Paper Presented at the Administrator Licensure Institutions' Planning Forum, University of Oregon, August 19, 2002". Available at www.ode.state.or.us/opportunities/grants/saelp/edleaderforum.pdf. Accessed December 12, 2010. It is difficult to determine exactly how many educational administration professors there are because of differing titles (educational administration, educational leadership), joint appointments, and other university organizational variations.
- 17 A good introduction to the notion of "tipping points" and how they emerge and function is available in Malcolm Gladwell's *The Tipping Point: How Little Things Can Make a Big Difference*. Boston: Back Bay Books, a Little-Brown Imprint, 2002. There is more to the concept than might be thought at first glance.

- 18 L. Hainline, M. Gaines, C. L. Feather, E. Padilla, and E. Terry, "Changing Students, Faculty, and Institutions in the Twenty-First Century," *Peer Review*, vol. 12, no. 3 (summer 2010). Available at www.aacu.org/peerreview/pr-su10/pr-su10_Changing.cfm. Accessed January 4, 2010.
- 19 Maine Public Universities, "Faculty and Tenure Statistics, 2007-2008," available at www.maine.edu/pdf/tenurerpt08.pdf. Accessed January 23, 2011.
- 20 National Center for Education Statistics, "Characteristics of Public, Private, and Bureau of Indian Education Elementary and Secondary School Principals in the United States: Results from the 2007-08 Schools and Staffing Survey, Table 3." Available at http://nces.ed.gov/pubs2009/2009323/tables/sass0708_2009323_p12n_03.asp. Accessed January 31, 2011.
- 21 T. J. Kowalski, R. S. McCord, G. J. Petersen, I. P. Young, and N. M. Ellerson, "The American School Superintendent: 2010 Decennial Study." American Association of School Administrators. A summary is available at www.aasa.org.leo.lib.unomaha.edu/content.aspx?id=17280&terms=AASA+Professor. Accessed January 4, 2011.
- 22 The social psychology concept of commitment consistency comes into play here. People tend to remain consistent with public statements they have made, especially when those statements are in writing. See R. B. Cialdini, *Influence: Science and Practice, Fifth Edition*, Boston: Allyn & Bacon, 2008.
- 23 National Center for Education Statistics, "Characteristics of Public, Private, and Bureau of Indian Education Elementary and Secondary School Principals in the United States: Results from the 2007-08 Schools and Staffing Survey, Table 4." Available at http://nces.ed.gov/pubs2009/2009323/tables/sass0708_2009323_p12n_04.asp. Accessed January 31, 2011.
- 24 C. R. Mayo, P. A. Zirkel, and B. A. Finger, "Which Journals Are Educational Leadership Professors Choosing?" *Educational Administration Quarterly*, vol. 42, no. 5 (December, 2006), pp. 806-811. None of them have anything to do with school libraries, nor are likely to carry articles on school libraries.
- 25 Since most educational administration professors are former practitioners, and many are recent university hires—and, given the number of adjunct professors in most educational administration departments, many still are practicing in the field—many of their habits and prejudices are still in place. Practicing administrators tend to judge the credibility of the source as part of judging the trustworthiness of the results reported. See M. I. Honig and C. Coburn, "Evidence-Based Decision Making in School District Central Offices: Toward a Policy and Research Agenda," *Educational Policy*, vol. 22, no. 4 (July, 2008), pp. 578-608. Available at <http://epx.sagepub.com/content/22/4/578>. Accessed January 15, 2011. They also tend to be wary of researchers who lack credibility among educational policymakers and practitioners. See S. R. Nelson, J. C. Leffler, and B. A. Hansen, *Toward a Research Agenda for Understanding and Improving the Use of Research Evidence*. Portland, OR: Northwest Regional Educational Laboratory, 2009. Available at <http://educationnorthwest.org/resource/694>. And they are likely to be suspicious of works they see as advocacy, political arguments, or marketing ploys. See L. D. Fusarelli, "Flying (Partially) Blind: School Leaders' Use of Research in Decisionmaking." In F. Hess (ed.), *When Research Matters: How Scholarship Influences Education Policy* (pp. 177-196). Cambridge, MA: Harvard Education Press.
- 26 For simplicity of language, whenever the term "administrative journals" or "administration journal" is used in this paper, readers should take it to mean "the journals that administrators read." Unless the sentence context spells out that the topic is specifically works prepared by and for administration professors and school administrators, the term should be read to include journals and magazines published by researchers and practitioners in curriculum, reading, law, economics, school reform, special education, evaluation, teaching, and a host of other educational areas. When the term "professional association" is used, it should be taken to mean not just national associations, but also regional, state, and local. This applies to both professional association publications and professional association conferences.
- 27 S. Birkeland, E. Murphy-Graham, and C. H. Weiss, "Good Reasons for Ignoring Good Evaluation: The Case of the Drug Abuse Resistance Education (D.A.R.E.) Program." *Evaluation and Program Planning*, vol. 28, no. 3 (2005), pp. 247-256. J. Hannaway, *Managers Managing: The Workings of an Administrative System*. New York: Oxford University Press, 1989.
- 28 R. Greenwood, C. R. Hinings, and R. Suddaby, "Theorizing Change: The Role of Professional Associations in the Transformation of Institutionalized Fields," *American Management Journal*, vol. 45, no. 1 (February, 2002), pp. 58-80.

- 29 M. I. Honig and C. Coburn, "Evidence-based Decisionmaking in School District Central Offices: Toward a Policy and Research Agenda," *Educational Policy*, vol. 22, no. 4 (July, 2008), pp. 578–608. Also see S. R. Nelson, J. C. Leffler, and B. A. Hansen, *Toward a Research Agenda for Understanding and Improving the Use of Research Evidence*. Portland, OR: Northwest Regional Educational Laboratory, 2009. Available at <http://educationnorthwest.org/resource/694>.
- 30 S. R. Nelson, J. C. Leffler, and B. A. Hansen, *Toward a Research Agenda for Understanding and Improving the Use of Research Evidence*. Portland, OR: Northwest Regional Educational Laboratory, 2009. Available at <http://educationnorthwest.org/resource/694>.
- 31 NASSP provided information at www.nassp.org/information-for/advertisers on the NASSP website, accessed August 20, 2011, <http://www.nassp.org/tabid/2042/default.aspx>.
- 32 J. P. Spillane, "State Policy and the Non-Monolithic Nature of the Local School District: Organizational and Professional Considerations." *American Education Research Journal*, vol. 35, no. 1 (Spring, 1998), pp. 33-63.
- 33 S. R. Nelson, J. C. Leffler, and B. A. Hansen. *Toward a Research Agenda for Understanding and Improving the Use of Research Evidence*. Portland, OR: Northwest Regional Educational Laboratory, 2009. Available at <http://educationnorthwest.org/resource/694>.
- 34 L. D. Fusarelli, "Flying (Partially) Blind: School Leaders' Use of Research in Decisionmaking." In F. Hess (ed.), *When Research Matters: How Scholarship Influences Education Policy* (pp. 177–196). Cambridge, MA: Harvard Education Press, 2008.
- 35 G. Huang, M. Reiser, A. Parker, J. Muniec, and S. Salvucci, Institute of Education Sciences Findings from Interviews with Education Policymakers. Arlington, VA: Synectics for Management Decisions, 2003. Available at www2.ed.gov/rschstat/research/pubs/findingsreport.pdf. Accessed January 18, 2011.