



Wayne K. Hoy
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in Educational Administration

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Education

D. Ed.	The Pennsylvania State University University Park, Pennsylvania Major: Educational Administration	1963-65
M. Ed.	The Pennsylvania State University University Park, Pennsylvania Major: Educational Administration	1960-62
B. S.	Lock Haven State College Lock Haven, Pennsylvania Major: Mathematics Minor: Social Studies	1955-59

Administrative Experience

Section Head	Educational Policy & Leadership	1995-08
Associate Dean for Academic Affairs	Graduate School of Education Rutgers University	1979-86
Acting Associate Dean for Academic Affairs	Graduate School of Education Rutgers University	1977-79
Chair, Department of Educational Administration	Graduate School of Education Rutgers University	1977-80
Chair, Section on Educational Administration	College of Education Oklahoma State University	1966-68

Teaching and Research Experience

Novice G. Fawcett Chair in Educational Administration	College of Education The Ohio State University	1994-Present
Distinguished Professor (Professor II)	Graduate School of Education Rutgers University	1982-94
Professor	Graduate School of Education Rutgers University	1973-82
Associate Professor	Graduate School of Education Rutgers University	1968-73
Associate Professor	College of Education Oklahoma State University	1967-68
Assistant Professor	College of Education Oklahoma State University	1965-67
Graduate Assistant	College of Education The Pennsylvania State University	1964-65

Teaching and Research Experience (cont)

Mathematics Teacher	Cheltenham Senior High School Elkins Park, Pennsylvania	1959-64
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Honors

Fellow	American Educational Research Association	2009
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Roald Campbell Lifetime Achievement Award	University Council for Educational Administration	2004
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Research Award	The Ohio State University	2001
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Alumni Fellow Award	The Pennsylvania State University	1996
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Meritorious Research Award	Eastern Educational Research Association	1992
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Excellence in Education Award	The Pennsylvania State University	1991
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Outstanding Scholar	<i>Educational Administration Quarterly</i> —Campbell Study	1989
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Research Award	Rutgers University	1987
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Distinguished Alumni Service Award	Lock Haven State College	1984
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Lindback Award for Distinguished Teaching	Rutgers University	1973
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Bruce Denniston Memorial Fellowship in Education	The Pennsylvania State University	1964
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Summa Cum Laude	Lock Haven State College	1959
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Kappa Delta Pi	Lock Haven State College	1957
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Professional Activities

Academy of Management	1991-Present
American Association School Administrators	1994-Present
American Educational Research Association (AERA)	
Div. A, Nominating Committee, Chair	2000
Div. C, Faculty, Graduate Student Research Seminar	2000
Div. A, Standards Committee	1996-2000
Div. A, Nominating Committee	1996
Div. A, Scholarships Committee	1995
Div. A, Nominating Committee	1975
Div. A, Pre-Session Proposal Evaluation Committee	1971
Div. A, Nominating Committee	1970
American Psychological Association-affiliate	1994-Present
American Psychological Society	1994-Present
National Conference of Professors of Educational Administration (NCPEA)	
Secretary - Treasurer (Headquarters for NCPEA at Rutgers)	1971-76
Associate Secretary- Treasurer	1967-71
University Council for Educational Administration (UCEA)	
President of UCEA	1977-78
Executive Committee	1975-78
Staff Affiliate for UCEA	1972-74
Plenary Session Representative	1971-76
Chairman, Group in " Social Psychology of Administration"	1968-70
National Institute for Education (NIE)	
Organizing Committee for National Graduate Student Seminar	1980, 87, 93, 94

Edliners

Executive Committee, The Ohio State University 1996-Present

Educational Administration Abstracts (EAA)

Associate Editor and Editorial Commission 1968-75

Abstracter 1965-68

Educational Administration Quarterly (EAQ)

Book Review Editor 1985-90

Editorial Board, Referee 1974-80

Editorial Board, Referee 1995-2001

Educational Researcher

Editorial Board 2007-2010

The McGill Journal of Education

Editorial Review Board 1987-2000

Journal of Research and Development in Education

Editorial Board 1986-2000

Journal of Educational Administration

Editorial Board 1984-Present

Journal of School Leadership

Advisory Board 1993-1997

Leadership and Policy in Schools

Editorial Board 2000-Present

Research and Theory in Educational Organizations

Co-editor 2000-Present

Reviewer and Consultant

American Educational Research Journal

Interchange

Sociological Inquiry

Review of Educational Research

Journal of Educational Psychology

Reviewer and Consultant (continued)

Alberta Journal of Educational Research
The Journal of Research and Development
Journal of Teacher Education
Educational Evaluation and Policy Analysis
School Effectiveness and School Improvement
Journal of School Leadership
Teaching and Teacher Education

External Ph. D., M. A., and Diploma Examiner

University of Alberta, Edmonton, Canada
McGill University, Montreal, Canada
Ontario Institute for Studies in Education, Toronto, Canada
University of Ottawa, Ottawa, Canada
Nanyang Technological University, National Institute of Education, Singapore

Evaluator and Consultant

- Urban Internship Project, Newark, N.J.
- System Training for Educational Participation, Paramus, N.J.
- Multi- Unit School, Newton, N.J.
- Project Cycle, Newton, N.J.
- Professor, AT&T Long Lines Management Seminars, Rutgers University
- Supervision Seminar, Princeton, N. J.
- New Jersey Department of Education Evaluator for Title III Projects
- Middle States Association of Colleges
- Superintendent Searches in New York and New Jersey
- Institute for Educational Administration, Victoria, Australia
- New York University - Department of Educational Administration
- SUNY at Buffalo - Department of Educational Administration
- New York State Education Department - Doctoral Evaluation Project
- National Institute for Education - Graduate Student Seminar
- New Jersey Educational Improvement Centers - Evaluator
- New Jersey State Department of Education - Reorganization Study
- New Jersey State Department of Education - Commissioner's Panel on
Management Leadership Science
- National Policy Board for Educational Administration-National Study Group

Evaluator and Consultant (continued)

- The Academy for the Advancement of Teaching and Management, New Jersey
- Social Sciences and Humanities Research Council of Canada
- Dowling College, New York—New Doctoral Program
- Center for Urban Educational Research and Development, Chicago, Illinois
- Institute for the Development of Effective Administrative Leadership,
University of Wisconsin, Milwaukee
- National Academy for Superintendents, The Ohio State University, Columbus, Ohio
- Singapore National Institute of Education, Singapore
- Seton Hall University, East Orange, New Jersey

Books

Forsyth, P. B., Adams, C., & Hoy, W. K. (in press). *Foundations of Collective Trust in Schools*. New York, TC Press.

Hoy, W. K. (2010). *Quantitative research in education: A primer*. Los Angeles: Sage.

Hoy, A. W., & Hoy, W. K. (2009). *Instructional leadership: A research-based guide to learning in schools 3rd edition*. Boston: Allyn and Bacon.

Hoy, W. K. & Tarter, C. J. (2008). *Administrators solving the problems of practice: Decision-making cases, concepts, and consequence, 3rd edition*. Boston: Allyn & Bacon.

Hoy, W. K. & Miskel, C. G. (2008). *Educational administration: Theory, research, and practice, 8th edition*. New York: McGraw-Hill.

DiPaola, M. & Hoy, W. K. (2008). *Principals improving instruction: Supervision, evaluation, and professional development*. Boston: Allyn and Bacon.

Hoy, A. W., & Hoy, W. K. (2006). *Instructional leadership: A research-based guide to learning in schools 2nd edition*. Boston: Allyn and Bacon.

Hoy, W. K. & Miskel, C. G. (2005). *Educational administration: Theory, research, and practice, 7th edition*. New York: McGraw-Hill.

Hoy, W. K. & Tarter, C. J. (2004). *Administrators solving the problems of practice: Decision-making cases, concepts, and consequence, 2nd edition*. Boston: Allyn & Bacon.

- Hoy, A. W., & Hoy, W. K. (2003). *Instructional leadership: A learning-centered guide for principals*. Boston: Allyn and Bacon.
- Hoy, W. K. & Miskel, C. G. (2001). *Educational administration: Theory, research, and practice, 6th edition*. New York: McGraw-Hill.
- Hoy, W. K., & Sabo, D. J. (1998). *Quality middle schools: Open and healthy*. Thousand Oaks, CA: Corwin Press.
- Hoy, W. K., & Tarter, C. J. (1997). *The road to open and healthy schools: A handbook for change, Secondary Edition*. Thousand Oaks, CA: Corwin Press.
- Hoy, W. K., & Tarter, C. J. (1997). *The road to open and healthy schools: A handbook for change, Elementary Edition*. Thousand Oaks, CA: Corwin Press.
- Hoy, W. K. & Miskel, C. G. (1996). *Educational administration: Theory, research, and practice, 5th edition*. New York: McGraw-Hill.
- Hoy, W. K., & Tarter, C. J. (1995). *Administrators solving the problems of practice: Decision-making cases, concepts, and consequences*. Boston: Allyn & Bacon.
- Hoy, W. K., Tarter, C. J., & Kottkamp, R. B. (1991). *Open schools/healthy schools: Measuring organizational climate*. Beverly Hills, CA: Sage.
- Hoy, W. K., & Miskel, C. G. (1991). *Educational administration: Theory, research, and practice, 4th edition*. New York: McGraw-Hill.
- Hoy, W. K., & Miskel, C. G. (1987). *Educational administration: Theory, research, and practice, 3rd edition*. New York: Random House.
- Hoy, W. K., & Forsyth, P. (1986). *Effective supervision: Theory into practice*. New York: Random House.
- Hoy, W. K., & Miskel, C. G. (1982). *Educational administration: Theory, research, and practice, 2nd edition*. New York: Random House.
- Hoy, W. K., & Miskel, C. G. (1978). *Educational administration: Theory, research, and practice*. New York: Random House.

Willower, D. J., Eidell, T. L., & Hoy, W. K. (1967). *The school and pupil control ideology*. University Park, Pa.: Penn State Press, Monograph No. 24.

Edited Books

Hoy, W. K. & DiPaola, M. (2010). *Analyzing school contexts: Influences of principals and teachers in the service of students*. Greenwich, CT: Information Age.

Hoy, W. K. & DiPaola, M. (2009). *Studies in leadership and school improvement*. Greenwich, CT: Information Age.

Hoy, W. K. & DiPaola, M. (2008). *Improving schools: Studies in Leadership and Culture*. Greenwich, CT: Information Age.

Hoy, W. K. & DiPaola, M. (2007). *Essential ideas for the reform of American schools*. Greenwich, CT: Information Age.

Hoy, W. K. & Miskel, C. G. (2006). *Contemporary issues in educational policy and school outcomes*. Greenwich, CT: Information Age.

Hoy, W. K. & Miskel, C. G. (2005). *Educational leadership and reform*. Greenwich, CT: Information Age.

Hoy, W. K. & Miskel, C. G. (2004). *Educational organizations, policy and reform: Research and measurement*. Greenwich, CT: Information Age.

Hoy, W. K. & Miskel, C. G. (2003). *Studies in leading and organizing schools*. Greenwich, CT: Information Age.

Hoy, W. K. & Miskel, C. G. (2002). *Theory and research in educational administration*. Greenwich, CT: Information Age.

Hoy, W. K. (1997) *Case series in educational administration*. Boston: Allyn & Bacon.

Hoy, W. K., Astuto, T., & Forsyth, P. B. (1994). *Educational administration: The UCEA document base*. New York: McGraw Hill.

Book Chapters

- Fahy, P. F., Wu, H. C., & Hoy, W. K. (2010). Individual academic optimism of teachers: A new concept and its measure. In Wayne K. Hoy & Michael DiPaola (eds.). *Analyzing school contexts: Influences of principals and teachers in the service of students* (209-227). Greenwich, CN: Information Age.
- Woolfolk Hoy, A., Hoy, W. K., & Davis, H. (2009). Teachers' self-efficacy beliefs. K. Wentzel, & A. Wigfield (Eds.). *Handbook of motivation in school* (pp. 627-655). Mahwah, NJ: Lawrence Erlbaum.
- McMahon, E., & Hoy, W. K. (2009). Professionalism in teaching: Toward a structural theory of professionalism. In Wayne K. Hoy & Michael DiPaola (eds.). *Studies in school improvement* (pp. 205-230). Greenwich, CN: Information Age.
- Hoy, W. K., Tarter, C. J., & Woolfolk Hoy, A. (2006). Academic optimism of schools. In Wayne K. Hoy & Cecil Miskel (eds.). *Contemporary issues in educational policy and school outcomes* (pp. 135-156). Greenwich, CN: Information Age.
- Alig-Mielcarek, J. & Hoy, W. K. (2005). Instructional leadership: Its nature, meaning, and influence. In Wayne K. Hoy & Cecil Miskel (Eds.) *Educational Leadership and Reform* (pp. 29-54). Greenwich, CN: Information Age.
- DiPaola, M. F., Tarter, C. J., & Hoy, W. K. (2005). Measuring organizational citizenship: The OCB Scale. In Wayne K. Hoy & Cecil Miskel (Eds.) *Educational Leadership and Reform* (pp. 319-342). Greenwich, CN: Information Age.
- Hoy, W. K., Gage, Q. C., & Tarter, C. J. (2004). Theoretical and empirical foundations of mindful schools. In Wayne K. Hoy & Cecil Miskel (Eds.) *Educational Organizations, Policy and Reform: Research and Measurement* (pp. 305-335). Greenwich, CN: Information Age.
- Hoy, Wayne K. (2003) *School Climate*. In James Guthrie (Ed.). *Encyclopedia of Education*, 2nd edition.
- Hoy, W. K. & Tschannen-Moran, M. (2003). The conceptualization and measurement of faculty trust in schools. In Wayne K. Hoy & Cecil Miskel (Eds.). *Studies in leading and organizing schools* (pp. 181-207). Greenwich, CN: Information Age.

- Hoy, W. K., Smith, P. A., & Sweetland, S. R. (2002). A test of a model of school achievement in rural schools: The significance of collective efficacy. In Wayne K. Hoy & Cecil Miskel (Eds.). *Theory and research in educational administration* (pp. 185-202). Greenwich, CN: Information Age.
- Hoy, W. K., & Feldman, J. (1999). Organizational health profiles for high schools. In J. Freiberg (Ed.). *School climate: Measuring, sustaining, and improving*. Falmer Press.
- Hoy, W. K. (1994). Essential elements of school administration: An overview," In W. K. Hoy, T. Astuto, & P. Forsyth (Eds.), *Educational administration: The UCEA document base*. New York: McGraw Hill.
- Hoy, W. K., & Ferguson, J. (1989). A theoretical framework and exploration of effectiveness in schools. In J. L. Burdin (Ed.). *School leadership: A contemporary reader*. Beverly Hills, CA: Sage.
- Hoy, W. K., & Woolfolk, A. (1988). Supervising student teaching. In A. Woolfolk (Ed.). *Research perspectives of graduate preparation of teachers*. Englewood Cliffs: Prentice-Hall.
- Hoy, W. K., & Harley, M. (1975). Openness of school climate and alienation of high school students. In D. Harlow and J. Harker (Eds.). *Behavior in organizations*. Boston: Little Brown and Co.
- Hoy, W. K. (1974). Pupil control ideology and organizational socialization: The influence of experience on the beginning teacher. In A. Morrison and D. McIntyre (Eds.). *The social psychology of teaching*. Middles, England: Penguin Books.
- Hoy, W. K. (1972). Pupil control ideology and organizational socialization: The influence of experience on the beginning teacher. In Donald E. Edgar (ed.). *The competent teacher*. Sydney, Australia: Angus and Robertson.
- Hoy, W. K. (1971). Openness in the organizational climate of humanistic and custodial elementary schools. In M. Hilton & R. T. Hymen (Eds.). *Change and innovation*. New York: Holt, Rinehart and Winston.
- Hoy, W. K. (1970). The influence of experience on the beginning teacher. In M. W. Miles & W. W. Charters, Jr. (Eds.). *Learning in social settings: New readings in the social*

psychology of education. Boston: Allyn and Bacon.

Willower, D. J., Eidell, T. L., & Hoy, W. K. (1968). The counselor and the school as a social organization. In J. C. Hansen & S. H. Cramer (Eds.) *Group guidance and counseling in the schools*. New York: Appleton- Century Croft.

Articles in Refereed Journals

Hoy, W. K., & Tarter, C. J.(in press). Power principals for educational leaders: Research into practice. *International Journal of Educational Management*.

Tarter, C. J., & Hoy, W. K.(in press). Swift and smart decision making: Heuristics that work. *International Journal of Educational Management*.

Beard, K. S., Hoy, W. K., & Hoy, A. W. (2010). Academic optimism of individual teachers: Confirming a new construct. *Teacher and Teaching Education*, 26, 1136-1144.

Hoy, A. W., Hoy, W. K. & Kurtz, N. M. (2008). Teacher's academic optimism: the development and test of a new construct, *Teaching and Teacher Education*, 24, 821-832.

Smith, P. A. & Hoy, W. K. (2007). Academic optimism and student achievement in urban elementary schools. *Journal of Educational Administration*, 45, 556-568.

Hoy, W. K., & Smith, P. A. (2007). Influence: A key to successful leadership. *The International Journal of Educational Management*, 21, 158-167.

Hoy, W. K., Tarter, C. J., & Woolfolk Hoy, A. (2006). Academic optimism of schools: A force for student achievement. *American Educational Research Journal*, 43, 425-446.

McGuigan, L. & Hoy, W. K. (2006). Principal Leadership: Creating a Culture of Academic Optimism to Improve Achievement for All Students. *Leadership and Policy in Schools*, 5, 203-229.

Hoy, W. K., Gage, Q. & Tarter, C, J. (2006). School mindfulness and faculty trust: Necessary conditions for each other? *Educational Administration Quarterly*, 42, 236-255.

Cybulski, T., Hoy, W. K., & Sweetland, S. R. (2005). The roles of collective efficacy and fiscal efficiency in school achievement. *The Journal of Educational Administration*, 43, 439-461.

DiPaola, M., & Hoy, W. K. (2005). Organizational properties that foster organizational

- citizenship. *Journal of School Leadership*, 15, 391-410.
- DiPaola, M., & Hoy, W. K. (2005). Organizational citizenship of faculty and student achievement. *The High School Journal*, 88, (3), 35 – 44.
- Geist, J., & Hoy, W. K. (2004). Cultivating a culture of trust: Enabling school structure, teacher professionalism, and academic press. *Leading and Managing*, 10, 1-18.
- Tarter, C. J., & Hoy, W. K. (2004). A systems approach to quality in elementary schools: A theoretical and empirical analysis. *Journal of Educational Administration*, 42, 539-554.
- Sinden, J. E., Hoy, W.K., & Sweetland, S. R. (2004). An analysis of enabling school structure: Theoretical, empirical, and research considerations. *Journal of Educational Administration*, 42, 462-478.
- Goddard, R. G., LoGerfo, L. & Hoy, W. K. (2004). High school accountability: The role of collective efficacy. *Educational Policy*, 18 (30), 403-425.
- Goddard, R. G., Hoy, W. K., & Woolfolk Hoy, A. (2004). Collective efficacy: Theoretical development, empirical evidence, and future directions. *Educational Researcher*, 33, 3-13.
- Hoy, W. K. & Tarter, C. J. (2004). Organizational justice in schools: No justice without trust. *International Journal of Educational Management*, 18, 250-259.
- Smith, P. A., & Hoy, W. K. (2004). Teachers' Perceptions of Student bullying: A conceptual and empirical analysis. *Journal of School Leadership*. 4, 308-326.
- Sinden, J., Hoy, W. K., & Sweetland, S. R. (2004). Enabling school structures: Principal leadership and organizational commitment of teachers. *Journal of School Leadership*, 14, 195-210.
- Hoy, W. K. (2003). An analysis of enabling and mindful school structures: Some theoretical, research, and practical consideration. *Journal of Educational Administration*, 41, 87-108.
- Hoy, W. K., Smith, P. A., & Sweetland, S. R. (2002). The development of the organizational climate index for high schools: Its measure and relationship to faculty trust. *The High School Journal*, 86, (2), 38-49.
- Hoy, W. K. (2002). Faculty trust: A key to student achievement. *Journal of School Public*

- Relations*, 23, (2), 88-103.
- Hoy, W. K., Sweetland, S. R., & Smith, P. A. (2002). Toward an organizational model of achievement in high schools: The significance of collective efficacy. *Educational Administration Quarterly*, 38, 77-93.
- Hoy, W. K. (2001). The pupil control studies: A historical, theoretical, and empirical analysis. *Journal of Educational Administration*, 39, 424-441.
- Smith, P.A., Hoy, W.K., & Sweetland, S.R. (2001), Organizational health of high schools and dimensions of faculty trust, *Journal of School Leadership*, 11, 135-151.
- DiPaola, M., & Hoy, W. K. (2001). Formalization, conflict, and change. *International Journal of Management Education*, 15, 238-244.
- Hoy, W. K., & Sweetland, S. R. (2001). Designing better schools: The meaning and nature of enabling school structure. *Educational Administration Quarterly*, 37, 296-321.
- Goddard, R. D., Tschannen-Moran, M., & Hoy, W. K. (2001). Teacher trust in students and parents: A multilevel examination of the distribution and effects of teacher trust in urban elementary schools. *Elementary School Journal*, 102, 3-17.
- Sweetland, S. R., & Hoy, W. K. (2001). Varnishing the truth: Principals and teachers spinning reality. *Journal of Educational Administration*, 39, 282-293.
- Nestor-Baker, N., & Hoy, W. K. (2001). Tacit knowledge of school superintendents: Its nature, meaning, and content. *Educational Administration Quarterly*, 37, 86-129.
- Goddard, R. D., Hoy, W. K., & Woolfolk Hoy, A. (2000). Collective teacher efficacy: Its meaning, measure, and impact on student achievement. *American Educational Research Journal*, 37, 479-508.
- Tschannen-Moran, M., & Hoy, W. K. (2000). A multidisciplinary analysis of the nature, meaning, and measurement of trust. *Review of Educational Research*, 70, 547-593.
- Goddard, R. D., Sweetland, S. R., & Hoy, W. K. (2000). Academic emphasis of urban elementary schools and student achievement: A multi-level analysis. *Educational Administration Quarterly*, 36, 683-702.

- Sweetland, S. R., & Hoy, W. K. (2000). School characteristics: Toward an organizational model of student achievement. *Educational Administration Quarterly*, 5, 703-729.
- Hoy, W. K., & Sweetland, S. R. (2000). Bureaucracies that work: Enabling not coercive. *Journal of School Leadership*, 10, 525-541.
- Miller, D. M. & Hoy, W. K. (2000), A culture of openness: Toward a model of middle school effectiveness. *Research in Middle Level Education*, 23, 49-64.
- Tschannen-Moran, M., Firestone, W., Hoy, W. K., & Johnson, S. M. (2000). The write stuff: A study of productive scholars in educational administration. *Educational Administration Quarterly*, 36, 340-358.
- Hoy, W. K. & Tschannen-Moran, M. (1999). Five faces of trust: An empirical confirmation in urban elementary schools. *Journal of School Leadership*, 9, 184-208.
- Hoy, W. K., Hannum, J., & Tschannen-Moran, M. (1998), Organizational climate and student achievement: A parsimonious and longitudinal view. *Journal of School Leadership*, 8, 336-359.
- Tschannen-Moran, M., Hoy, A. W., & Hoy, W. K. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research*, 68, 202-248.
- Tschannen-Moran, M., & Hoy, W. K. (1998). Trust in schools: A conceptual analysis. *Journal of Educational Administration*, 36, 334-352.
- Tarter, C. J., & Hoy, W. K. (1998). A contingency theory of decision making. *Journal of Educational Administration* 36, 212-228.
- Hoy, W. K. (1998). Essay review: Self-efficacy: The exercise of control. *Educational Administration Quarterly*, 34, 153-158.
- Reiss, F., & Hoy, W. K. (1998). Faculty loyalty: An important but neglected concept in the study of schools. *Journal of School Leadership*, 8, 4-21.
- Hoy, W. K., Hannum, J., & Tschannen-Moran, M. (1998). Organizational climate and student achievement: A parsimonious and longitudinal view. *Journal of School Leadership*, 8, 1-22.

- Hoy, W. K., & Hannum, J. (1997). Middle school climate: An empirical assessment of organizational health and student achievement. *Educational Administration Quarterly*, 33, 290-311.
- Hoy, W. K. (1997). A few quibbles with Denison. *The Academy of Management Review*, 22, 12-14.
- Hoy, W. K. (1996). Science and theory in the practice of educational administration: A pragmatic perspective. *Educational Administration Quarterly*, 32, 366-378.
- Sabo, D., Barnes, K., & Hoy, W. K. (1996). Organizational health and decision participation: An empirical analysis of healthy interpersonal dynamics and teacher participation. *Journal of School Leadership*, 6, 576-599.
- Hoy, W. K., Barnes, K., & Sabo, D. (1996). Organizational health and faculty trust: A view from the middle level. *Research in Middle Level Education Quarterly*, (Spring), 19-38.
- Hoy, W. K., Hoffman, J., Sabo, D., & Bliss, J. (1996). The organizational climate of middle schools: The development and test of the OCDQ-RM. *Journal of Educational Administration*, 34, 41-59.
- Tarter, C. J., Sabo, D., & Hoy, W. K. (1995). Middle school climate, faculty trust, and effectiveness. *Journal of Research and Development in Education*, 29, 41-49.
- Hoffman, J. D., Sabo, D., Bliss, J., & Hoy, W. K. (1994). Building a culture of trust. *Journal of School Leadership*, 3, 484-501.
- Hoy, W. K. (1994). Foundations of educational administration: Traditional and emerging perspectives. *Educational Administration Quarterly*, 30, 178-198.
- DiPaola, M. F., & Hoy, W. K. (1994). Teacher militancy: A professional check on bureaucracy. *The Journal of Research and Development in Education*, 27, 78-82.
- Hoy, W. K., & Woolfolk, A. E. (1993). Teachers' sense of efficacy and the organizational health of schools. *Elementary School Journal*, 93, 355-372.
- Hoy, W. K., & Tarter, C. J. (1993). A normative model of shared decision making. *Journal of Educational Administration*, 31, 4-19.
- Hoy, W. K., & Tartar, C. J. (1993). Crafting strategies, not contriving solutions: A response to

- Downey and Knight's observations on shared decision making. *Canadian Administration*, 32, 1-6.
- Hoy, W. K., Tarter, C. J., & Wiskowskie, L. (1992). Faculty trust in colleagues: Linking the principal with school effectiveness. *Journal of Research and Development in Education*, 26, 38-58.
- Hoy, W. K., & Tarter, C. J. (1992). Collaborative decision making: Empowering teachers. *Canadian Administration*, 32, 1-9.
- Hoy, W. K., & Woolfolk, A. E. (1990). Socialization of student teachers. *American Educational Research Journal*, 27, 279-300.
- Hoy, W. K., Tarter, C. J., & Bliss, J. (1990). Organizational climate, school health, and effectiveness. *Educational Administration Quarterly*, 26, 260-279.
- Woolfolk, A. E., & Hoy, W. K. (1990). Prospective teachers' sense of efficacy and beliefs about control. *Journal of Educational Psychology*, 82, 81-91.
- Hoy, W. K. (1990). Organizational climate and culture: A conceptual analysis of the school workplace. *Journal of Educational and Psychological Consultation*, 1, 149-168.
- Woolfolk, A. E., Roseoff, B., & Hoy, W. K. (1990). Teachers' sense of efficacy and their beliefs about managing students. *Teaching and Teacher Education*, 6, 137-148.
- Tarter, C. J., Hoy, W. K., & Kottkamp, R. (1990). School health and organizational commitment. *Journal of Research and Development in Education*, 23, 236-243.
- Tarter, C. J., Hoy, W. K., & Bliss, J. R. (1989). Principal leadership and organizational commitment: The principal must deliver. *Planning and Changing*, 20, 131-140.
- Tarter, C. J., & Bliss, J. R., & Hoy, W. K. (1989). School characteristics and faculty trust in secondary schools. *Educational Administration Quarterly*, 25, 294-308.
- Tarter, C. J., & Hoy, W. K. (1988). The context of trust: Teachers and the principal. *High School Journal*, 72, 17-24.
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Articles in Non-Refereed Journals

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Funded Research Projects

- Productive scholars*. A study of productive professors in educational administration funded by the Spencer Foundation (Megan Tschannen-Moran, Co-Investigator).
- Machiavellianism in the school setting*. A research project funded by the United States Office Education (see research reports).
- Evaluation and promotion criteria for teachers*. An exploratory study of personnel practices of New Jersey Public Schools funded by the New Jersey School Development Council, published in *Research Bulletin* (Rutgers University, Vol. 16, summer, 1972).
- An Investigation of the relationship between characteristics of secondary schools and student alienation*. A research project funded by the United States Office of Education.
- Teachers' characteristics study*. An exploratory study of teaching effectiveness and problems of beginning teachers funded by the Oklahoma State University Research Foundation.

Socialization and pupil control. A two - year longitudinal study funded by the Oklahoma State University Research Foundation.

Bureaucratic socialization of student teachers. A study of the socialization of teachers during student teaching funded by the Rutgers University Research Council.

United States Office of Education Research Reports

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Selected Research Papers Presented at National Conventions and Universities

Hoy, W. K. (2010, April). *Academic optimism: Pathway to student achievement*. Paper presented at a seminar in educational leadership at Seton Hall University, East Orange, NJ.

Beard, K. S. & Hoy, W. K. (2009). *Leadership, flow, and optimal teaching experience: Leading for learning*. Paper presented at the annual meeting of the University Council for Educational Administration, Anaheim, CA.

Fahy, P. F., Wu, H. C., & Hoy, W. K. (2009). *Individual academic optimism of secondary teachers: A confirmatory factor analysis*. Paper presented at the annual meeting of the University Council for Educational Administration, Anaheim, CA.

Beard, K. S. & Hoy, W. K. (2008). *Academic optimism of teachers: A new construct*. Paper presented at the annual meeting of the University Council for Educational Administration, Orlando, FL.

Hoy, W. K. (2008, May). *Characteristics of schools that make a difference in the achievement of all students*. Paper presented at the Graduate School of Education, Rutgers University, New Brunswick, NJ.

Hoy, W. K. (2008, April). *Theory, research, and practice in educational administration*. Paper presented at the School of Education, University of Alabama, Tuscaloosa, AL.

Hoy, W. K. (2007, April). *Enabling school structure: Pathway to academic achievement*. Paper

presented at a seminar in educational leadership at Seton Hall University, East Orange, NJ.

Kurz, N., Woolfolk Hoy, A., & Hoy, W. K. (2007, April). *Predictors of academic optimism: Teachers' instructional beliefs and professional commitment*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Hoy, W. K., Tarter, C. J., & Woolfolk Hoy, A. E. (2006, April). *Academic optimism of schools and student achievement*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

DiPaola, M., & Hoy, W. K. (2003, November). *Organizational citizenship behavior and student achievement*. Paper presented at the annual meeting of the University Council for Educational Administration, Portland, WA.

Goddard, R., Hoy, W. K., & LoGerfo, L. F. (2003, April). *Collective efficacy: Pathway to student achievement*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Hoy, W. K. (2002, October). *Healthy and open school climates*. A paper presented at the College of William and Mary, Williamsburg, VA.

Hoy, W. K. (2002, July). *The many faces of organizational trust in schools*. A paper presented at the National Academy of School Superintendents, Columbus, OH.

Smith, P. A., Hoy, W. K., & Sweetland, S. R. (2002, April). *Collective efficacy and achievement in rural schools*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Goddard, R., Tschannen-Moran, M., & Hoy, W. K. (2001, April). *Collective efficacy, and trust in students and parents in urban schools*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

DiPaola, M., & Hoy, W. K. (2001, April). *Conflict & change: Positive dimensions of school leadership*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Nestor-Baker, N., & Hoy, W. K. (2000, November). *The hidden curriculum of school district leadership: The role of tacit knowledge in superintendent success*. Paper presented at the annual meeting of the University Council of Educational Administration, Albuquerque.

Hoy, W. K. (2000, April). *A love of learning, a passion for precision, a life of leadership: Four decades of scholarship and service*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Nestor-Baker, N., & Hoy, W. K. (2000, April). *Tacit knowledge of school superintendents:*

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- Goddard, R. D., Sweetland, S. R., & Hoy, W. K. (2000, April). *Academic emphasis and student achievement in urban elementary schools.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Sweetland, S. R., & Hoy, W. K. (2000, April). *School climate, teacher empowerment, and the consequences of empowerment.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Hoy, W. K. (1999, July). *School climate and trust.* National Academy for Superintendents, The Ohio State University, Columbus, OH.
- Goddard, R. & Hoy, W. K. (1999, April). *The effects of collective efficacy on student achievement in urban elementary school.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Miller, D., & Hoy, W. K. (1998, April). *A "post-modern perspective" on the culture of middle schools: An exploratory analysis.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Tschannen-Moran, M., & Hoy, W. K. (1997, March). *Trust: A conceptual and empirical analysis.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Hoy, W. K., & Barnes, K. (1997, March). *The organizational health of middle schools: The concept and its measure.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Hoy, W. K., Hannum, J., & Sabo, Dennis. (1996, April). *Organizational health and student achievement and in middle schools.* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Hoy, W. K. (1996, February). *A model of shared decision making.* National Institute of Education, Nanyang Technical Institute, Singapore.
- Hoy, W. K. (1995, July). *Leadership for tomorrow's schools: A participatory model.* National Academy for Superintendents, The Ohio State University, Columbus, OH.
- Hoy, W. K. (1994, February). *Organizational school climate: Dimensions of school health.* Paper presented at Institute for the Development of Effective Administration," University of Wisconsin-Milwaukee.

- Hoy, W. K. (1992, July). *Open and healthy urban schools*. Paper presented at the Urban School Leadership Institute, Center for Urban Educational Research and Development, Chicago.
- Hoy, W. K., & Tarter, C. J. (1992, February). *Trust: A key to effective leadership*. Paper presented at the Eastern Educational Research Association Meeting, Hilton Head, South Carolina.
- Hoy, W. K., Tarter, C. J., & Podgurski, T. (1990, April). *Organizational health inventory for elementary schools: Development of an instrument*. Paper presented at the annual meeting of the American Educational Research Association.
- Hoy, W. K. (October, 1990). *Organizational climate and health: Their nature and meaning*. Paper presented at Educational Administration and Leadership Institute, Marquette University, Milwaukee, WI.
- Hoy, W. K. (January, 1990). *The conceptualization and measurement of organizational climate*. Paper presented at The Academy for the Advancement of Teaching and Management, NJ.
- Hoy, W. K., & Woolfolk, A. (March, 1990). *School health and teacher efficacy*. Paper presented at the annual meeting of the American Educational Research Association, Boston.
- Woolfolk, A., Roseoff, B., & Hoy, W. K. (March, 1989). *Efficacy beliefs and motivational orientations of teachers*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Hoy, W. K., & Woolfolk, A. (March, 1989). *Socialization of student teachers*. A paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Hoy, W. K., & Tarter, C. J. (March, 1989). *Organizational predictors of faculty trust*. A paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Hoy, W. K., & Tarter, C. J. (March, 1988). *School health and faculty trust*. A paper presented at the annual meeting of the American Educational Research Association.
- Hoy, W. K., & Woolfolk, A. (March, 1988). *Efficacy beliefs and control orientations of prospective teachers*. A paper presented at the annual meeting of the American Educational Research Association.
- Hoy, W. K. (May, 1988). *Operationalizing the organizational health of schools*. Invited paper presented at the University of Alberta, Edmonton, Canada.
- Hoy, W. K., & Brown, B. (April, 1986). *Leadership of principals, personal characteristics of teachers, and professional zone of acceptance of elementary teachers*. A paper presented

- the annual meeting of the American Educational Research Association.
- Hoy, W. K. (April, 1986). *The nature of organizational health*. A paper presented at the Graduate Student Seminar sponsored by National Institute of Education, Chicago.
- Hoy, W. K. (October, 1985). *A model of effectiveness for improving schooling*. A paper presented at McGill University, Eminent Educators Seminar Series, Montreal, Canada.
- Hoy, W. K., & Kupersmith, W. (April, 1984). *The concept of trust: An empirical assessment*. A paper presented at the annual meeting of the American Educational Research Association.
- Sousa, D., & Hoy, W. K. (April, 1983). *Delegation of decision making: The development and test of a measure*. A paper presented at the annual meeting of the American Educational Research Association.
- Hoy, W. K., and Henderson, J. (March, 1982). *Leader authenticity: The development and test of an operational measure*. A paper presented at the annual meeting of the American Educational Research Association, New York.
- Henderson, J., & Hoy, W. K. (March, 1982). *Principal authenticity, school climate, and pupil-control orientation*. A paper presented at the annual meeting of the American Education Research Association, New York.
- Hoy, W. K. (March, 1981). *Administrative theory in education*. Distinguished Lecture Series, Institute for Educational Administration, Melbourne, Australia .
- Hoy, W. K. (March, 1981). *The school and pupil control*. A paper presented at the University of Melbourne, Melbourne, Australia.
- Hoy, W. K. (March, 1981). *A differentiated model of supervision*. A paper presented to Australia Administrators, Mildura, Australia.
- Hoy, W. K. (April, 1980). *Organizational structure and alienation from work*. A paper presented at the annual meeting of the American Educational Research Association.
- Hoy, W. K. (March, 1971). *Pupil control ideology : A rationale*. A paper at the annual meeting of the Association for the Education of Teachers in Science, Washington D. C.
- Tuckman, B., Foreman, N., & Hoy, W. K. (September, 1971). *Teacher innovativeness: A function of teacher personality and school environment*. A paper presented at the annual meeting of the American Psychological Association.
- Hoy, W. K., & Blankenship, J. W. (February, 1969). *A comparison of ideological orientations and personality characteristics of innovative and non-innovative high school biology teachers*. A paper presented at the National Association of Research and Science

Teachers Meeting, Pasadena, California.

Hoy, W. K., & Blankenship, J. W. (February, 1967). *An analysis of the relationship between open- and closed-mindedness and the capacity for independent thought and action*. A paper presented at the annual meeting of the National Association of Research and Science Teachers.

Hoy, W. K. (February, 1966). *Dogmatism and pupil ideology of public school professional personnel*. A paper presented at the annual meeting of the American Educational Research Association Meeting.