UCEA 2015
4th Annual Graduate Student Summit

GSS Program & UCEA Convention Guide for Graduate Students
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The UCEA Graduate Student Council (GSC) is pleased to welcome you to the 4th Annual Graduate Student Summit (GSS). As emerging scholars in the field, this Summit offers a unique opportunity for us to create new professional and social relationships that can allow us to learn from and share our knowledge with each other. The Summit will provide graduate students with the opportunity to critically examine and share our own research and practices, and to purposefully develop new partnerships and networks. These opportunities aim to enhance our work both at and beyond the Summit.

It is our hope that the array of programming offered for graduate students before, during, and after the Convention will support the growth of graduate students in all stages of their programs. The purpose of the 2015 UCEA GSS is to provide graduate students a space to engage in authentic dialogue about their scholarly work. This year it includes:

- **Paper sessions**, in which students will present current research and receive constructive feedback from distinguished UCEA faculty and peers;
- **Feedback sessions**, in which presenters receive additional feedback on their research and presentations in a small group format;
- **Abstract Exchange**, in which students will engage in roundtable discussions with peers and faculty mentors about research development; and
- **Social Networking Events**, in which students will have an opportunity to form lasting connections with others from across the country and beyond.

Additionally, the GSC offers a series of sessions designed for graduate students throughout the UCEA Convention. See the list of these sessions in the next few pages, and be sure to attend!

Finally, join in the conversation happening on Twitter now by tweeting your thoughts and reactions with #ucea2015 and @UCEAGSC and be sure to complete the survey at the close of this year’s events to help us plan for next year!
Meet the Graduate Student Council
Current Members of the UCEA GSC

2013-15 Headquarters Representative
Amy Reynolds, University of Virginia (alr4af@virginia.edu)

2015-17 Headquarters Representative
Bryan VanGronigen, University of Virginia (bav9wb@virginia.edu)

2013-15 Representatives
Kristina Brezicha, Pennsylvania State University (kfb126@psu.edu)
Daniela Torre, SRI International (formerly Vanderbilt University)
  (daniela.torre@vanderbilt.edu)

2014-16 Representatives
Wesley Henry, University of Washington (weshenry@uw.edu)
Hilary Lustick, New York University (hl1262@nyu.edu)
Isaiah McGee, University of Iowa (isaiah-mcgee@uiowa.edu)
Jada Phelps-Moultrie, Indiana University - Indianapolis (phelpsja@indiana.edu)

2015-17 Representatives
David Aguayo, University of Missouri (david.aguayo@mail.missouri.edu)
Elizabeth Gil, Michigan State University (gileliza@msu.edu)
Rachel White, Michigan State University (whitera3@msu.edu)

Join the GSC!
Interested in becoming a member of the GSC? Contact a current member or visit our page on the UCEA website (ucea.org) and follow us on Twitter (@UCEAGSC) to watch for the call for new members in late winter/early spring!
Our Sponsors

Generous support for the events listed in this program are provided by our sponsors!

We want to give a very special thank you to our sponsors!

Their generous support helps make the Graduate Student Summit and graduate student programming at UCEA possible.

Michigan State University

Thank you, from all of us!
# Schedule Overview

Summary of Graduate Student Summit (GSS) and Jackson Scholars (JS) Sessions

## Thursday, November 19th

<table>
<thead>
<tr>
<th>Time</th>
<th>Room</th>
<th>Session</th>
<th>Discussant/Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1:00-2:00 PM</strong></td>
<td>Coronado E1</td>
<td><strong>Graduate Student Orientation</strong></td>
<td>UCEA GSC</td>
</tr>
<tr>
<td>2:10-3:20 PM</td>
<td>America’s Cup B</td>
<td><strong>GSS Session 1 - Preparing Educators for Success</strong></td>
<td>Gary Crow, Indiana University</td>
</tr>
<tr>
<td>2:10-3:20 PM</td>
<td>America’s Cup C</td>
<td><strong>GSS Session 2 - Contextualized School Leadership</strong></td>
<td>Maria Luisa Gonzalez, University of Texas, El Paso University</td>
</tr>
<tr>
<td>2:10-3:20 PM</td>
<td>America’s Cup D</td>
<td><strong>GSS Session 3 - Perspectives from the School District and Superintendency</strong></td>
<td>Michael Dantley, Miami University</td>
</tr>
<tr>
<td>2:10-3:20 PM</td>
<td>Coronado E1</td>
<td><strong>GSS Session 4 - The Influence of Accountability and Standards on Students, Schools, and Communities</strong></td>
<td>Kathryn Bell McKenzie, California State University, Stanislaus University</td>
</tr>
<tr>
<td><strong>3:30-4:40 PM</strong></td>
<td>America’s Cup B</td>
<td><strong>GSS Session 6 - Pathways To and Through Higher Education</strong></td>
<td>David Eddy Spicer, University of Virginia</td>
</tr>
<tr>
<td><strong>3:30-4:40 PM</strong></td>
<td>America’s Cup C</td>
<td><strong>GSS Session 7 - Community Partnerships and Ethics in Educational Leadership</strong></td>
<td>Martha McCarthy, Loyola Marymount University</td>
</tr>
<tr>
<td><strong>3:30-4:40 PM</strong></td>
<td>America’s Cup D</td>
<td><strong>GSS Session 8 - Human Capital Management and Professional Development</strong></td>
<td>Diana Pounder, University of Central Arkansas</td>
</tr>
<tr>
<td>3:30-4:40 PM</td>
<td>Coronado E1</td>
<td><strong>GSS Session 9 - Teacher Leadership</strong></td>
<td>Cynthia Uline, San Diego State University</td>
</tr>
<tr>
<td>3:30-4:40 PM</td>
<td>Coronado E1</td>
<td><strong>GSS Session 10 - Analyzing the Policy and Politics of Education and Educational Leadership</strong></td>
<td>Andrea Rorrer, University of Utah</td>
</tr>
<tr>
<td><strong>4:50-6:00 PM</strong></td>
<td>America’s Cup B</td>
<td><strong>GSS Session 11 - Intersections of Gender, Race, and Ethnicity with Student Experiences</strong></td>
<td>Cynthia Reed, Northern Kentucky University</td>
</tr>
<tr>
<td>4:50-6:00 PM</td>
<td>America’s Cup C</td>
<td><strong>GSS Session 12 - Implications of Democratic Leadership in Context</strong></td>
<td>Joan Shapiro, Temple University</td>
</tr>
<tr>
<td><strong>4:50-6:00 PM</strong></td>
<td>America’s Cup D</td>
<td><strong>GSS Session 13 - Educational Reforms Unfolding in Global Contexts</strong></td>
<td>Edith Rusch, University of Nevada, Las Vegas</td>
</tr>
<tr>
<td><strong>4:50-6:00 PM</strong></td>
<td>Coronado E1</td>
<td><strong>GSS Session 14 - Examining the Impacts of Educational Change</strong></td>
<td>Martha Ovando, University of Texas, Austin</td>
</tr>
<tr>
<td><strong>4:50-6:00 PM</strong></td>
<td>Coronado D1</td>
<td><strong>GSS Session 15 - Exploring Identity in Education Career Paths</strong></td>
<td>Joseph F. Johnson, San Diego State University</td>
</tr>
<tr>
<td><strong>6:00-7:30 PM</strong></td>
<td>Coronado Foyer &amp; Terrace</td>
<td><strong>Plenum Reception</strong> (GSS registrants are invited to attend)</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>7:30-9:00 PM</strong></td>
<td>1157 Columbia Street</td>
<td><strong>Graduate Student Social!</strong> @ the Karl Strauss Brewing Company (1/2 mile walk from the hotel)</td>
<td>N/A</td>
</tr>
<tr>
<td>Time</td>
<td>Room</td>
<td>Session</td>
<td>Discussant/Chair</td>
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<tr>
<td>7:15 - 8:50 AM</td>
<td>Grand Hall A</td>
<td>Jackson Scholars Convocation &amp; Graduate Student Breakfast (GSS Registrants and Jackson Scholars all those breakfast attendees must remain for the Convocation)</td>
<td>N/A</td>
</tr>
<tr>
<td>9:00-9:50 AM</td>
<td>Gas Lamp A</td>
<td>JS Session 1 - The Challenges of Educational Leadership Across the P-20 Spectrum: International and Global Perspectives</td>
<td>Brenda McMahon, University of North Carolina, Charlotte</td>
</tr>
<tr>
<td>9:00-9:50 AM</td>
<td>Gas Lamp B</td>
<td>JS Session 2 - Beyond the School Walls: Negotiating Social and Community Contexts in School Reform Efforts</td>
<td>Lisa Kensler, Auburn University</td>
</tr>
<tr>
<td>9:00-9:50 AM</td>
<td>Balboa C</td>
<td>JS Session 3 - Intersecting Identities in a Complex World: Exploring Issues of Race, Gender, Class and Other Areas of Difference</td>
<td>Hollie Mackey, University of Oklahoma</td>
</tr>
<tr>
<td>9:00-9:50 AM</td>
<td>Grand Hall A</td>
<td>JS Session 4 - Critical Explorations of Parents and Families in School</td>
<td>Cristobal Rodriguez, Howard University</td>
</tr>
<tr>
<td>9:00-9:50 AM</td>
<td>Old Town AB</td>
<td>JS Session 5 - Discipline and Punish in Schools: Examining the Role of Everyday Policies and Practices</td>
<td>Dana Thompson Dorsey, University of North Carolina, Chapel Hill</td>
</tr>
<tr>
<td>10:00-10:50 AM</td>
<td>Gas Lamp A</td>
<td>JS Session 6 - Examining The Educational Mobility And Career Trajectories Of Underrepresented Students</td>
<td>Charol Shakeshaft, Virginia Commonwealth University</td>
</tr>
<tr>
<td>10:00-10:50 AM</td>
<td>Gas Lamp B</td>
<td>JS Session 7 - Leadership Issues In Higher Education</td>
<td>Elizabeth Reilly, Loyola Marymount University</td>
</tr>
<tr>
<td>10:00-10:50 AM</td>
<td>Balboa C</td>
<td>JS Session 8 - A View from Within: Understanding the Complex World of Teachers, Leaders, and School Personnel</td>
<td>Casey Cobb, University of Connecticut</td>
</tr>
<tr>
<td>10:00-10:50 AM</td>
<td>Grand Hall A</td>
<td>JS Session 9 - Leading in a Changing Social Context: School Principals and the Challenge of Reform</td>
<td>Wayne Lewis, University of Kentucky</td>
</tr>
<tr>
<td>10:00-10:50 AM</td>
<td>Old Town AB</td>
<td>JS Session 10 - From Margin to Center: Students and Families in a Pluralistic Society</td>
<td>Terah Venzant Chambers, Michigan State University</td>
</tr>
<tr>
<td>11:00-11:50 AM</td>
<td>Gas Lamp A</td>
<td>GSS Mentor Feedback Session A (Sessions 1-2) - paper presenters and mentors only</td>
<td>See GSS Session</td>
</tr>
<tr>
<td>11:00-11:50 AM</td>
<td>Gas Lamp B</td>
<td>GSS Mentor Feedback Session B (Sessions 3-4) - paper presenters and mentors only</td>
<td>See GSS Session</td>
</tr>
<tr>
<td>11:00-11:50 AM</td>
<td>Grand Hall A</td>
<td>GSS Mentor Feedback Session C (Sessions 5-11) - paper presenters and mentors only</td>
<td>See GSS Session</td>
</tr>
<tr>
<td>11:00-11:50 AM</td>
<td>Old Town AB</td>
<td>GSS Mentor Feedback Session D (Sessions 12-15) - paper presenters and mentors only</td>
<td>See GSS Session</td>
</tr>
<tr>
<td>11:00-11:50 AM</td>
<td>Balboa C</td>
<td>Graduate Student Abstract Exchange (closed session—by invitation only)</td>
<td>See GSS Session</td>
</tr>
</tbody>
</table>

See pp. 35-38 and the back cover for a listing of all of the sessions offered for graduate students during the UCEA Convention!

**Important suggestion for attendees!**

Be sure to get the most of your GSS experience by attending both GSS and JS. Support one another and learn by attending grad student paper sessions!
Graduate Student Summit Sessions

Full schedule, abstracts, and participant directory (Thurs. Nov. 19, 2:10-6:00 PM)

Graduate Student Summit Registration
Thursday, 7:00 AM to 5:00 PM
Palm Foyer
Register in Palm Foyer and then join us for the Graduate Student Orientation.

Graduate Student Summit Orientation
Thursday, 1:00 to 2:00 PM
Coronado E1
In this session we will formally welcome all UCEA Graduate Student Summit (GSS) registrants to the 4th annual GSS. During this time you will have an opportunity to meet the members of the UCEA Graduate Student Council, learn about programming for graduate students at UCEA, and meet fellow graduate students. We will also honor outgoing members of the GSC during this time.

Chairs:
Amy Reynolds, University of Virginia
Kristina Brezicha, Pennsylvania State University
Daniela Torre, Vanderbilt University
Wesley Henry, University of Washington
Hilary Lustick, New York University
Isaiah McGee, University of Iowa
Jada Phelps-Moultrie, Indiana University—Indianapolis
David Aguayo, University of Missouri—Columbia
Elizabeth Gil, Michigan State University
Rachel White, Michigan State University

Outgoing GSC Members we thank for their service this morning:
2013-2015
Amy Reynolds, University of Virginia
Kristina Brezicha, Pennsylvania State University
Daniela Torre, Vanderbilt University

GSS Session 1 - Preparing Educators for Success
Thursday, 2:10 to 3:20 PM
America’s Cup B
Discussant: Gary M. Crow, gcrow@indiana.edu; Indiana University

Andrene Castro, andrenecastro@utexas.edu; University of Texas at Austin

How “Alternative” are Alternative Teacher Certification Programs? Moving towards an Organizational Analysis of Alternate Routes to Teaching

Alternative teacher certification programs (ATCP) have been controversial within educational policy since the 1980s. Indeed, these arguments opposing and in support of ATCP have worked to challenge and redefine pathways to teaching and teacher training. Several reviews and assessments of these programs indicate that, although few are exceptional, many certification programs do not meet the criteria for a model program and/
or are underperforming and inadequate. While these studies are important in the field of teacher education and policy, most evaluations fail to differentiate certification programs by organizational model or type. This paper utilizes organizational theories to conceptually distinguish ATCP by three organizational types: for-profit model, college/university model, and school/district model. By making these organizational distinctions, the author first emphasizes the micro-level dynamics of organizational behaviors and practices used to construct an organizational definition of what it means to be “alternative”. Secondly, the author considers the concept of organizational isomorphism to explain the macro-level assessments of certification programs which leads to convergence and lack of organizational innovation across program types.

Lixia Qin, lixia_2010@tamu.edu; Texas A&M University

Elsa Villarreal, elsitavillarreal.ev@tamu.edu; Texas A&M University

Pre-Service Teachers’ Perceptions About the Teaching Practicum Under a New Initiative in China

This study examines the attitudes and perceptions of 867 pre-service teachers in China within the context of a free teacher preparation program initiated in 2007. A Likert-Scale survey measured three areas associated with the teaching practicum. A Factor analysis and a Rasch analysis were conducted to validate the survey instrument. The preliminary findings indicate both positive and negative perceptions within the teaching practicum experience. Implications for policy, future professional development, and teacher competencies are discussed.

Diana Guajardo, dguaajardornl@yahoo.com; University of Texas at San Antonio

Transnational/Transcultural Spaces="Multidiversity dimensions"

The multiple demands on administrators in any given campus are overwhelming and of utmost importance. Training for administrator must be the focus of any district if they are to service all students successfully. Consequently it becomes the responsibility of the administration to positively impact the multicultural spaces which erect within each campus. Administrator seek guidance from their district to serve all students equitably through professional trainings and thereby helping each learner be individually successful.

Sonya Diana Hayes, sdhayes216@tamu.edu; Texas A&M University

UCEA Professors’ Perceptions of Principal Preparation Program Challenges in Developing Candidates for Instructional Leadership

University principal preparation programs are a critical factor in grooming future principals to be instructional leaders; however, there is little empirical research on the quality of these programs in achieving this task. One thing that is missing from the literature is the voice of professors in educational leadership programs who design the coursework for aspiring principals. This national phenomenological study explores the perceptions of UCEA professors about the challenges of preparing principals for instructional leadership.

Zukiswa Kekana, zk2176@tc.columbia.edu; Teachers College Columbia University

Urban school principal preparation in the Gauteng province of South Africa: A balanced approach

The complexities of urban school settings demand strong leadership—leaders who work with and through people to build and maintain a conducive instructional environment. Yet, in South Africa, few preparation programs focus specifically on the urban school leader, cognizant of the challenges inherent in these transcultural settings. This study presents a proposed model for urban school leader preparation in the Gauteng province of South Africa that builds leaders’ competence for instructional and organizational leadership.
Sumaira Taj Khan, sumairataj@gmail.com; University of Iowa

*Identities of Female Educational Manager in Khyber Pukhtoon Khwa: Critical Discourse Analysis*

This study uses a critical discourse analysis to explore how a female assistant district officer (ADO) in Pakistan represents her identity(ies) when working in a mixed organization. The study found that her multiple identities negatively affect her performance in her managerial position. The study concluded that research participant’s social realities played a strong role in representing her identity at workplace. Moreover, organizational culture, social norms, and gender hinder/ facilitate her effectiveness at workplace.

Kate O’Donnell, kjo7dv@virginia.edu; University of Virginia

*The Little School That Could-- Then Didn’t*

This paper is an organizational history from 2003-2013 of a Title I turnaround school that is now in decline. The paper primarily uses interviews with current and former teachers and administrators at the school to track critical events in order to understand the organization’s ascension into one of the highest performing schools in Virginia and its decline to its current status as one of the lowest performing schools in the state.
GSS Session 3 - Perspectives from the School District and Superintendency
Thursday, 2:10 to 3:20 PM
America’s Cup D
Discussant: Michael Dantley, dantleme@miamioh.edu; Miami University

Samantha Elizabeth Holquist, holqu001@umn.edu; University of Minnesota-Twin Cities
3 Archetypes for Understanding How Urban School District Superintendents Approach Their Leadership and Policy Implementation Roles
I propose an analysis to develop an understanding for how urban superintendents, in diverse transcultural districts, can implement reform policies. Such policies are highly scrutinized, and the leadership style utilized in advancing them has material consequences on how they are carried out. I identify three leadership archetypes, and I use a case study to counterfactually assess the impact that each of these archetypes has on an urban superintendent’s ability to navigate the policy implementation process.

Alma Yvette Mota, aymota63@gmail.com; University of Texas at San Antonio
A Latino’s Life History: A re-examination through “brown” eyes
This study is a life history of a Latino male who has successfully navigated the educational pipeline having attained a doctoral degree. Professionally, he has served in administrative positions from campus level to district level. The study seeks to conceptualize the social and cultural characteristics used to succeed as told by the participant versus highlighting the deficit model used to discuss why Latinos are not progressing in higher education and or attaining professional administrative positions.

Ana Cingel, anacingel@gwmail.gwu.edu; The George Washington University
Marguerita DeSander, mdesander@gmail.com; Western Kentucky University
Leadership Across Organizational Boundaries: Reimagining the Central Office- A Literature Review
Central office leaders are imperative to a districts’ success due the role they play across organizational boundaries and influence on district effectiveness. School districts that function as learning organizations improve their effectiveness; however, there is a lack of empirical evidence supporting these claims. The goal of this study is to explore the relationship between learning organization dimensions, as perceived by central office leaders, and district effectiveness as measured by student achievement.

Daniella Hall, Daniella.nmi.hall@gmail.com; The Pennsylvania State University
Local Control as Resistance: School District Governance in Rural Communities
Local control of public schools is part of a long-running debate in American education. Opponents argue it is economically and academically ineffective, whereas proponents assert it is essential due to the symbiotic relationship between rural schools and communities. The purpose of this study is to expand current understanding of how local control is enacted in rural communities. The study specifically focuses on policy resistance, community participation, and exclusion in local governance.

Lisa Cullington, lmcull10@gmail.com; University of Massachusetts, Boston
Reimagining the Discourse: The Pritt’s goblem of Language and Gender for Female Superintendents
In the 21st century, the number of female superintendents has remained low despite the high numbers of female teachers. Women gain access to this position in a cultural discourse of leadership that has been constructed over time. The focus of this paper is to explore the superintendency as a male endeavor, the discursive agency of female superintendents, and the ways in which these concepts can help to construct a new understanding of the superintendency.
GSS Session 4 - The Influence of Accountability and Standards on Students, Schools, and Communities
Thursday, 2:10 to 3:20 PM
Coronado E1
Discussant: Kathryn Bell McKenzie, kmckenzie@csustan.edu; California State University, Stanislaus

Jennifer Galbraith Canady, jncanady@mail.usf.edu; University of South Florida
Sole or Soul Purpose? An Immanent Critique of the Discourse of Soul in High Stakes Assessment

Andrew David Bratspis, bratspis@mail.usf.edu; University of South Florida
Curricular (Dis)Engagement of Highly Effective Teachers in Low Performing Schools

Kathleen Winn, Kathleen-Winn@uiowa.edu; University of Iowa
Cognitive Language Inventory Across the Standards: Implications for the Next Generation Principal

Amanda U. Potterton, Amanda.Cazin@asu.edu; Arizona State University
Different Choices: A Public School Community’s Responses to School Choice Reforms

Joseph Rodriguez, stdjr15@shsu.edu; Sam Houston State University
Understanding the Acculturation Experience of Texas High School Graduates who were English Language Learners


This paper is an immanent critique of high stakes assessments from a historical and social perspective using collocation analysis of the term soul to explore the limits high stakes assessment impresses upon curriculum leaders and curriculum practice. I seek to answer the following research question: How has the primary (arguably sole) aim of curriculum to prepare students for high stakes tests impacted the discourse of soul in education since the advent of high stakes testing?

The purpose of this research was to determine the affects and effects that curricular (dis)engagement had on highly effective teachers in low performing schools. In this phenomenological case study, the researcher purposefully selected three exemplar teachers who were teaching at a school considered ‘failing’. The teachers expressed emotional distress, exhaustion, frustration, and fear when attempting to navigate working in a failing context.

This research examines the terminology within the Common Core State Standards and the Next Generation Science Standards to reveal the specific emphases within and across the disciplines of mathematics and science. Deepening the understanding of the content standards may help teachers and school leaders make informed curricular decisions. As instructional leaders, principals may benefit from this unique and in-depth look at the expectations within the standards to guide curricular and pedagogical choices in STEM programming.

Debates about school choice contrast concepts of freedom and equality with concerns about equity, justice, achievement, democratic accountability, profiting management organizations, and racial and class segregation. Arizona’s “market”-based school choice programs include over 600 charter schools. This qualitative analysis focuses on one of Arizona’s district public school’s parent group and its surrounding community, which experienced school changes, including demographic shifts, lowered test scores, failed overrides, and the opening of “high-profile” charter school organizations near their school.

In this study I examine the impact acculturation has on English language learners (ELLs), and the significance for U.S schools as they struggle to meet accountability standards. I will examine how acculturation and social identity theories help frame our understanding of the experiences of Latino immigrants in schools, and explore the lived experiences of English language learners who successfully graduated from high school in a Southeast Texas school district.
Beyond Pep Rallies: Ritual and Ceremony as Community-Building Strategies in Schools

The use of rituals in schools has the potential to bring the diverse cultural populations together. For school leaders seeking to find ways to cross barriers related to race, ethnicity, gender, and class (among others), the development and deployment of meaningful rituals in schools can create valuable transcultural spaces for community-building. This study explores a specific ritual which was purposely designed to build a sense of community in an urban charter school.

Examining School Systems and Leadership Practices in High-Performing Schools Promoting Academic Achievement for Hispanic ELLs

Hispanic English language learners (ELLs) are working against numerous odds in public schools. Schools must find ways to promote and support success. The purpose of this article is to share the challenging trends currently impacting Hispanic ELLs in Texas, identify effective school systems and leadership practices that promote academic success for students statistically marginalized across the state, and discover campus factors that must exist to cultivate a culture of success.

Leadership/Governance Patterns in Schools of Native and Immigrant Students Exhibiting High Mathematics Performance

This study explored leadership/governance in schools of mathematically high-achieving first- and second-generation students in the U.S. as compared with their native peers using 2012 PISA data to determine whether the patterns of leadership/governance differ between schools for the students in each group. Results indicate that, in schools of high-performing native students, principals have more responsibility for leadership decisions, but principals in high-performing immigrants’ schools reported a higher proportion of parent participation in school government.

The neo-transformative school administrator: Leading with transcultural communities in educational spaces

As the demographic composition of the U.S. population changes, it is imperative that the traditional methods of schooling adjust to fit the needs of students, who are ethnically, racially, and linguistically diverse. It is vital that schooling become more transcultural and inclusive. Leadership will play an important role; in fact, a neo-transformative, leader develops a sustainable educational community by acknowledging the importance of transformative educational practices, community relationships, and culturally relevant pedagogy.

“We Have Culturally Diverse Students Too!” Rural Principals’ Influence on Black Students’ Reading Development

For many elementary students in the United States of America, specifically those who identify as Black or African American, reading proficiently by Grade 3 can be a determining factor between postsecondary prosperity and a prison sentence. This qualitative multiple case study will describe how White elementary principals in rural southeast Texas schools use their influence to cultivate school cultures that support the reading development of African American students.
Sarah Doerrer, sarahdoerrer@gmail.com; Loyola Marymount University
A Case Study of the M.A. in Peace Studies Program at the University of Rwanda
This investigation will examine an international context among the most marginalized within the realm of higher education. Specifically, I will document the launch of the M.A. in Peace Studies program at the National University of Rwanda, one of the first of its kind in the region, with the goal of highlighting lessons the field can glean from academic colleagues typically on the outskirts about how peace education contributes to leadership development and national stability.

Grace Abenoja Bagunu, gracebagunu@sandiego.edu; University of San Diego
An Outsider's Exploration: Pathways to the Presidency at Colleges and Universities in the Philippines
The career pathway in education for Asian Pacific Islanders (API) is as diverse as the ethnicities encompassed in the API racial umbrella. Several factors emerged from a qualitative study of administrators in the Philippines. This qualitative research came with challenges for one Filipina-American researcher, including not speaking the language or never attending school in the country. This paper explores some of the challenges of doing research in transnational spaces, and how to overcome these challenges.

Lolita A. Tabron, lachristo@gmail.com; Texas A&M University
From Affirmative Action to Percent Plans in Texas College Admissions
This systematic review is a synthesis of the best available evidence reported on the effects of using a percent plan as a race neutral alternative to affirmative action in higher education admissions in Texas. Preliminary findings indicate that Texas' Ten Percent Plan (TTP) is not a suitable substitute for affirmative action. Explanations for the staying power of the TTP are offered with evidence for readers to judge risks, benefits, and harms of race-neutral alternatives.

Aide Escamilla, aescamilla96@yahoo.com; University of Texas at San Antonio
The Educational and Lived Experiences of a Mexican American Student Enrolled in Developmental Education
A majority of community college students arrive lacking the necessary skill in order to be successful in college level coursework (Bailey, 2009). The academic success of underprepared students in higher education has been a substantial challenge for community colleges and universities with a significant gap between persistence and degree attainment between those that are enrolled in college level courses and those deemed not college ready (THECB).

Nakia M Gray, nmg312@nyu.edu; New York University
The Evolution of Pre-College Access Programs and Their Role in College Readiness
The issue of college readiness led to the emersion pre-college programs as an important contribution to preparing students for higher education. This paper reviews pre-college programs and access through a cultural capital lens. Specifically, this paper will contextualize college readiness as it relates to access to pre-college access programs.
GSS Session 7 - Community Partnerships and Ethics in Educational Leadership  
Thursday, 3:30 to 4:40 PM  
Americas Cup C  
Discussant: Martha M. McCarthy, mmccar26@lmu.edu; Loyola Marymount University  
Omar J. Salaam, ojs@mail.usf.edu; University of South Florida  
A Child’s Cry for Understanding: One School Community’s Journey through Conversations on Difference  
A school principal expressed a direct interest for having research conducted to assist their school’s Parent Teacher Association (PTA) in their desire to learn how best to address their children’s questions about racial, ethnic, cultural and religious differences with their children. Using a Participatory Action Research design, this dissertation proposal will examine the intersection of three main areas: parent and community engagement, globalization in education, and engagements in efforts to better understand human differences.

Elizabeth Gil, gileliza@msu.edu; Michigan State University  
This study examines a Midwestern community-based organization serving Latinos, including immigrant families with school-aged children. Findings from an analysis of participant observation in the organization’s technology classes and interviews with program volunteers indicate that the organization leader’s awareness of the context in which the organization functioned guided decision-making, leading to strengthened existing social capital and new social networks. These deepened ties positively impacted members’ navigation of the community and children’s schools.

Ahnna Gibson, ahnnag@clemson.edu; Clemson University  
Ellen Marie Hampshire, hampshire.ellen@gmail.com; Clemson University  
The Unintended Consequences of School Discipline  
Statistics show disparity among students for a variety of disciplinary consequences. While a body of research exists on the principalship and how principals make ethical decisions, little research exists on an assistant principal’s primary disciplinary decision making role. The purpose of this narrative inquiry is to investigate how assistant principals describe making disciplinary decisions while balancing all students’ needs.
GSS Session 8 - Human Capital Management and Professional Development  
Thursday, 3:30 to 4:40 PM  
Americas Cup D  
Discussant: Diana G. Pounder, dianap@uca.edu; University of Central Arkansas

Minah Kim, minahk@yonsei.ac.kr; Yonsei University  
Jin Won Kim, wlsdnjs121@hanmail.net; Yonsei University  

A Comparative Analysis on Professional Development of Principal in Korea and Finland  
Emphasizing on principalship which affects splendid PISA result of Korea and Finland under the school-based management, principals play a significant role. This study aims to discover how principals in Korea and Finland are qualified, employed, and trained, which affects principal's professionalism. The researchers utilized literature reviews and semi-structured interviews of principals. In conclusion, even though both countries have developed different principal education system, more pragmatic, systematic and sustainable support system is needed in both countries.

Gwendolyn Baxley, gbaxley@wisc.edu; University of Wisconsin-Madison  
Peter Goff, pgoff@wisc.edu; University of Wisconsin-Madison  

Exploring Instructional Practice and Development: A District Analysis Using Teacher and Principal Instructional Practice Measures  
A primary goal in American education is to continually improve teachers’ instructional capacity, creating high quality educational environments for all students. The purpose of this study is two-fold: to gain a better understanding of teacher instructional quality and its development over time; and to examine the impact of principal practices on teacher instructional quality and development. To pursue these lines of inquiry, we utilize robust and unique measures of instructional leadership and teacher instructional practice.

Meredith Lea Wronowski, mlwronowski@ou.edu; University of Oklahoma  

Filling the void: A grounded theory approach to addressing teacher recruitment and retention in urban schools  
This research addresses the problem of teacher shortages in urban, high-needs schools. A qualitative, grounded theory methodology was used to develop a two-part model of recruitment and retention based on interview data. The model recommends that recruitment practices should be directed at locating individuals who have specific personality traits, cultural awareness and acceptance, and who build effective relationships with students. Organizational retention practices should be focused on increasing teacher empowerment within an organizational learning framework.

Kathleen Winn, Kathleen-Winn@uiowa.edu; University of Iowa  

Principal Preparedness in Elementary Science Education: A Qualitative Study of Content-Specific Instructional Leadership Capacity  
The principal, operating as an instructional leader, holds an impactful position to help his or her teachers. The purpose of this qualitative study is to examine the level of preparedness elementary principals report they have to support their elementary teachers in science instruction. These data from could provide information surrounding the needs of principals for those states or districts that have adopted the Next Generation Science Standards and are currently working to implement these standards.
An Interdiscursive Critical Policy Analysis of Two Teacher Leadership Policies

The purpose of this paper is to conduct an interdiscursive critical policy analysis of two teacher leadership policy initiatives. To conduct this analysis, I introduce these policy initiatives, discuss the theoretical framework of critical policy studies, review the method of Critical Discourse Analysis, and use this theoretical framework and method to analyze these policies. Findings suggest that both policies discuss teacher leadership using neoliberal discourse, conceptualizing teacher leaders as members of a hierarchical school structure.

Caring and Engagement in a Cosmopolitan Setting: The Case of Cosmopolitan School

We perform a case study of Cosmopolitan School in order to conceptualize the link between educational caring and engagement, and how these concepts impact staff and administrators in the school as they seek to balance academic press and support. We find that by teachers emphasized inquiry in for students, and that collaboration and mutual support assisted staff in boosting their sense of efficacy and maintaining relationships with students characterized by empathy and high expectations.

Examining the Lived Experiences of Minority Teachers in a Majority Minority Districts within a Rural State

As policymakers call for policies to diversify the teaching workforce to reflect the diversity of the student population. This paper examines the experiences of minority teachers in settings where they are role models and leaders for similar identified groups that are in the majority but live in a state environment that is structurally influenced by the dominant White culture. Exploring these experiences will assist school leaders in understanding barriers in recruiting and retaining minority teachers.

The Role of School Culture in Educational Policy Success

Improving instruction and student achievement are the stated goals of many educational reform efforts. The Iowa Teacher Leader and Compensation System is a recent example. It promotes the establishment of teacher leadership position to achieve these goals. The purpose of this paper is to analyze the organizational changes proposed by this policy and similar policies within the context of organizational change and school culture. This paper also provides guidance for educational leaders implementing educational policies.
GSS Session 10 - Analyzing the Policy and Politics of Education and Educational Leadership

Thursday, 3:30 to 4:40 PM
Coronado D1

Discussant: Andrea K. Rorrer, andrea.rorrer@utah.edu; University of Utah

Elise Castillo, elise.castillo@berkeley.edu; University of California at Berkeley

Understanding Political Advocacy for Market-Based Education Reforms: A Neo-Institutional Perspective

In recent years, actors from outside the traditional institution of public education have been taking an active role in political advocacy. Such advocacy efforts often focus on expanding market-based education reforms that embrace competition, choice, and accountability as school improvement strategies. However, the research remains inconclusive regarding the implications of such initiatives for students, educators, and their communities. In this conceptual paper, I demonstrate how concepts from neo-institutional theory help explain ideological convergence among organizations advocating for the expansion of market-oriented educational reforms, absent conclusive evidence regarding the impact of such policies.

Wesley Henry, weshenry@uw.edu; University of Washington

Leadership of Leaders: Leading Agenda-Setting with the Council of Chief State School Officers

The Council of Chief State School Officers is charged with finding agreement among a politically, geographically and culturally diverse membership. This study attempts to better understand the process staffers at the Council of Chief State School Officers use to engage their membership in creating a policy agenda for national, state-led policy initiatives that meet the diverse needs of the membership.

Wei-Ling Sun, sunwl27@utexas.edu; The University of Texas at Austin

Reframing Policy Discourse on the School-to-Prison Pipeline: School Disciplinary Policy Reform in Texas

Critical discourse analysis and critical policy analysis are conducted in this paper to deconstruct the political discourse of the school disciplinary policy reform in 2013 and 2015 Texas legislation sessions on SB 393 and SB 106. Although the counter-discourse of the reform shows individual financial interests, major findings reflect the concerns about the injustice of school disciplinary policy in Texas, the necessity to decriminalizing students, and the ideology of discipline and control.

Jocabed G. Marquez, jocabedmarquez3@gmail.com; Texas State University

Samuel Garcia, sgarcia1251@hotmail.com; Texas State University-San Marcos

Teaching, learning, and leading in the militarized border of Rio Grande Valley: A policy analysis

The Rio Grande Valley of South Texas has always been a primary site for inequitable policies made at the legislature by legislators who are not native to the South Texas region. This proposal seeks to uncover inequitable policies, under the disguise of protecting and securing the border from “drug wars and trafficking” the Texas 84th Legislature has created inequitable policies that are currently impacting residents and children of the South Texas border with México.
GSS Session 11 - Intersections of Gender, Race, and Ethnicity with Student Experiences
Thursday, 4:50 to 6:00 PM
America’s Cup B
Discussant: Cynthia Reed, reedc11@nku.edu; Northern Kentucky University

Calvin Burney, cburney@bgsu.edu; Bowling Green State University
Creating Their Voice: African American Males Overcoming Stereotype Threat through Mentoring
This qualitative case study seeks to examine the impact of mentoring on the multiple aspects of an African American male’s life when subjected to stereotype threat. Gaining insight into the perspectives of African American males regarding their academic abilities and their negotiation of social influences will assist in creating a framework to close the achievement gap between like individuals and their peers.

Hershawna Rochelle Turner, hershawna.turner@yahoo.com; University of Pittsburgh
Digitalized Play-Based Stories for Mediating Young Children’s Critical Consciousness of Racial and Social Identity
The author discusses ways in which using digital storytelling as a medium for exploring young children’s cultural concepts of play can encourage social identity construction, critical literacy, and early conversations on race and social perceptions (DeJaynes, 2015). Using Yosso’s (2005) perspective of Community Cultural Wealth as a conceptual framework, the author explores ways in which young students can recognize culturally related forms of capital through their various play contexts.

Regina Hopkins, regina.hopkins@uconn.edu; University of Connecticut at Storrs
The “R” Word and Administrator Conceptualizations of Students, Their Behavior, and Student Discipline
This paper describes the misalignment between a school leader’s stated emphasis on school strategies to create equitable school disciplinary practices and a socially just school, and his surfaced views about Black students.

Lukretia A. Beasley-Knecht, lukretiabeasley@email.arizona.edu; University of Arizona
The Relationship Between African American/Black High School Students’ Academic Achievement and School Climate
Rather than examining the prevalent Black-White achievement gap, this quantitative study explores within-group differences of African American high school students using a current national data set (High School Longitudinal Study, 2009). Research shows that school leaders who create a safe and caring school environment improve student outcomes. Hence, the study investigates the relationship between African American ninth grade students’ math scores and the administrator-reported school climate.
GSS Session 12 - Implications of Democratic Leadership in Context
Thursday, 4:50 to 6:00 PM
America’s Cup C
Discussant: Joan Poliner Shapiro, Joan.Shapiro@temple.edu; Temple University

Courtney Wait, courtney.e.wait@gmail.com; Texas Christian University
Diversifying the PTA: Building Relationships and Recruiting Leaders
This paper explores the relationship of a new Parent Teacher Association (PTA) to a diverse public school in a gentrifying neighborhood. The PTA was formed by parents new to the school that are not representative of the larger school population. Using an action research approach, the PTA is working to diversify its leadership by building relationships with families that have had a longer relationship with the school.

Hector R. Campos, hector-campos@uiowa.edu; University of Iowa
Justice in Schools: A Large-scale Response in Los Angeles
This study evaluates the impact of the Los Angeles Unified School District’s (LAUSD) 2014 Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support on community-school alliance building, and on the capacity of schools to act as agents of social justice and change. I use a mixed-methods approach to explore issues around student discipline, student rights, and notions of agency and justice. The research centers on LAUSD’s attempt to shift away from Zero Tolerance disciplinary policies.

Andrew David Bratspis, bratspis@mail.usf.edu; University of South Florida
Carrie L Gentner, cshick@mail.usf.edu; University of South Florida
Jennifer Galbraith Canady, jncanady@mail.usf.edu; University of South Florida
Michael Richard Paul Bailey, 9.MichaelBailey.9@gmail.com; University of South Florida
The (Dis)Empowerment of Becoming Socially Just Leaders: A Collaborative Autoethnography
This paper highlights the difficult task emerging scholars have navigating rhizomatic growth in academic life juxtaposed to stagnate working environments outside their doctoral institution. Utilizing collaborative autoethnography to capture the (dis)empowering journey, four researchers focus their inquiry on the experience of embarking on a life promoting a socially just education system. This method allows us to gain a better understanding of ourselves within the sociopolitical context of education as a system and as educational leaders.

Lauren Stark, laurenstark@virginia.edu; University of Virginia
“It’s up to us, the experts, to tell them”: Teacher Leadership in (Trans)national Solidarity Networks
The purpose of this study is to explore how leadership is understood and enacted by teachers engaged in social justice caucuses in four major U.S. cities. As part of a multi-site ethnography, this study will focus on leadership discourse and practices within documents, observations, and interviews using constructivist grounded theory. This study will therefore contribute to the literature on the role of teacher leadership and (trans)national solidarity networks in supporting social justice in education.
GSS Session 13 - Educational Reforms Unfolding in Global Contexts  
Thursday, 4:50 to 6:00 PM  
America’s Cup D  
Discussant: Edith Rusch, edith.rusch@unlv.edu; University of Nevada at Las Vegas  

Yan Liu, liuyan7@msu.edu; Michigan State University  
An International Perspective of School Leadership Styles and School Climate  
Using the 2013 TALIS data and applying multivariate regression by adding country-level fixed effect, this research fills the gap by exploring the variation among countries in term of how distributed leadership and instructional leadership are carried out, and how different leadership styles may be related to the school climate mainly in school mutual respect and school violence.  

Lee D. Flood, lfflood@vols.utk.edu; University of Tennessee  
Alex Oldham, aoldham5@vols.utk.edu; University of Tennessee  
English Language Learners and Postsecondary Enrollment: A Logistic Regression Analysis of Organizational Factors  
Despite a specific focus on the issue by the federal government, English language learners (ELLs) lag behind their peers in postsecondary enrollment (Cromley & Kanno, 2013). This study analyzes the relationship between three organizational factors and the postsecondary enrollment (PSE) trends of ELLs using a national dataset. Results depict a significant relationship between high expectations of teachers and PSE. School – parent communication and participation in college preparatory opportunities were not found to be statistically significant.  

M. Chandler Patton, mcp477@nyu.edu; NYU  
Mapping “Pop-Up” Newcomer Programs: Why so unsustainable?  
Programs that intend to serve the needs of Newcomers are quickly “popping-up” - and quickly shutting down - across the U.S. In my presentation I will use a series of 20 interactive maps to demonstrate this phenomenon. Each map will contribute to a narrative tracing the opening and closing of Newcomer programs in relation to the geographic settlement of new immigrants and language policy implementation.  

Chy McGhee, cbm221@nyu.edu; NYU  
Lisette Enumah, lne214@nyu.edu; NYU  
M. Chandler Patton, mcp477@nyu.edu; NYU  
Aisha Haynes, ah2603@nyu.edu; NYU  
Tatiana Bacigalupe, tb1503@nyu.edu; NYU  

Middle Class Parents, Urban Schools, and Gentrification: Implications for School Leadership  
The purpose of this literature review is to develop a cross-disciplinary understanding of the role of parents as leaders in newly integrated urban schools. By drawing upon research on gentrification, segregation, parental involvement, and educational policy, we develop a theory of middle-class parental engagement in urban schools. The District of Columbia provides an appropriate backdrop for this study given the unprecedented changes within the city that have sparked inquiry into these factors within schools.  

Asih Asikin-Garmager, asih-asikin@uiowa.edu; University of Iowa  
The Role of the Indonesian Elementary School Principal in Curriculum Implementation  
This multiple case study aims to investigate how Indonesian elementary public school principals support their teachers in implementing a newly mandated national curriculum. The new curriculum requires a shift in pedagogy from the predominantly teacher-centered to student-centered. Data will be collected between May to July 2015. Data sources will include interviews with principals and teachers, and observation field notes. This study may demonstrate leadership characteristics effective for change implementation in a non-Western context.
GSS Session 14 - Examining the Impacts of Educational Change
Thursday, 4:50 to 6:00 PM
Coronado E1
Discussant: Martha N. Ovando, mnovando@austin.utexas.edu; The University of Texas at Austin

Jason Johnson, john3187@umn.edu; University of Minnesota
Jisu Ryu, ryuxx096@umn.edu; University of Minnesota
Jeff Walls, wall0566@umn.edu; University of Minnesota

Analyzing Cultural Differences in Student Engagement Through the Framework of Educational Caring
By applying Exploratory Factor Analysis (EFA) on student survey data collected from middle school students in a diverse charter school in the Midwest consisting of mostly first-1.5 generation immigrant students, we investigate the role cultural differences may play in measuring student engagement. We hope to advance a unique conceptualization of student engagement through the lens of educational caring providing deeper insight into how school leaders can balance both academic press and social support for students.

Davis Clement, dclement@email.wm.edu; College of William & Mary
Linda Feldstein, lefeldstein@email.wm.edu; College of William & Mary
Marquita Hockaday, mshockaday@email.wm.edu; College of William & Mary

Beyond School Climate: Instrument Development and Factor Analysis of the Vibrant Schools Scale
This study reconceptualizes school climate from a positive psychological perspective, framing school effectiveness in terms of student curiosity, adaptability, and initiative. School vibrance is situated in a nomological network of positive correlates like morale and commitment, negative correlates like alienation and bullying, and unrelated distractors like facilities and technology. The factor structure arises from a pilot study of over 500 participants from four key school constituencies: teachers, school leaders, parents, and students.

Emily Germain, eggermain@utexas.edu; University of Texas at Austin

Sustainability in Education: Bridging Disciplines for a New Conceptual Framework
A growing body of work examines the relationship between competition and school choice, particularly in districts experiencing rapid charter expansion. This research focuses on individual aspects of choice and market-based systems, like parent decision making or leaders responses to competition. There is, however, a dearth of literature on the sustainability of high-density choice systems. This paper conceptualizes a theoretical framework for assessing the sustainability of the growing “portfolio” type school district across the United States.
GSS Session 15 - Exploring Identity in Education Career Paths
Thursday, 4:50 to 6:00 PM
Coronado D1
Discussant: Joseph F. Johnson, Jr., jjohnson@mail.sdsu.edu; San Diego State University

Darrius Stanley, darrius34@hotmail.com; Michigan State University
*Dangers Unforeseen: Inequity in Teacher Assignment for Underrepresented Teachers*
While there has been marginal research on teacher assignment inequities in schools, there has been no unified discussion concerning the various factors that influence teacher assignment, especially for Black and Hispanic teachers. Understanding that teacher assignment has a powerful impact on underrepresented teacher retention and cross-cultural teacher-student interactions, this conceptual paper further investigates teacher assignment inequities within schools. This work converges existing research on factors that influence contemporary assignment practices for underrepresented teachers.

Wellinthon Garcia, wellinthon@gmail.com; Hofstra University
*Out of the Sombra: One Afro-Latino Making His Way in Educational Leadership*
This paper explores the experiences of one “Afro-Latino” educational leader in order to help broaden the leadership lens. Through an in-depth interviews of an Afro-Latino leader this paper uncovers unique pressures of navigating his own dual identity and the expectations of more than one racial or ethnic community. This study advocates for research on the complexity of this duality in educational leadership.

Yvette Cantu, yc1014@txstate.edu; Texas State University
Patricia A. Rocha, prochacas@gmail.com; Texas State University
Yvonne Hernandez, ymh5@txstate.edu; Texas State University
Alicia Hill, alrumrich@yahoo.com; Texas State University
*Re-imagining Evaluation and Assessments Through Experiential Learning and Action Oriented Research*
This proposal highlights a qualitative self study that focused on doctoral students’ transformational experiences in an evaluation and assessments doctoral class. The study employed experiential learning theory (Dewey, 1938) as its theoretical framework. Written reflections and a reflective discussion were utilized for data collection. The initial findings highlight a disruption of prior beliefs about evaluation and assessment and a re-imagining of what evaluation and assessment can look like as school leaders, researchers, and as faculty members.

Deanna Michelle Dobbins, dmdobbin@hotmail.com; Oklahoma State University
*Teacher Effectiveness: Examining the Relationship Between Teacher Grit and Teacher Self-Efficacy*
Little is known about the formation of teacher grit or whether a relationship exists between teacher grit and teacher self-efficacy. The purpose of this study it is to gain a better understanding of the relationship between teacher self-efficacy and teacher grit. Specifically, this quantitative correlational study will use the theoretical framework of Social Cognitive Theory to explain the relationship between teacher self-efficacy and teacher grit, controlling for gender of teachers and years of teaching experience.
Grad Student Breakfast & JS Convocation
Open to GSS Registrants and Jackson Scholars (Fri. Nov. 20, 7:15-9:00 AM)

Jackson Scholars Convocation and Graduate Student Breakfast
Friday, 7:15 to 8:50 AM
Grand Hall A
The Jackson Scholars Convocation begins at 8:00 AM following a breakfast for Jackson Scholars and GSS registrants. Come greet one another and fuel up before attending the Jackson Scholar paper sessions, GSS Mentor Feedback Sessions, and GSS Abstract Exchange.

NOTE: All breakfast attendees MUST remain for the Jackson Scholars Convocation!

GSS Mentor Feedback Sessions
Assignments for GSS presenters and discussants (Fri. Nov. 20, 11:00-11:50 AM)

During this closed session Graduate Student Summit presenters will have the opportunity to receive additional high-quality feedback on both their papers and their presentations from their distinguished faculty discussants. Students and faculty should plan to meet in the assigned rooms, but may elect to move to other locations to conduct their discussions.

Please refer to which number GSS Session you presented in to determine the feedback session location to which you are assigned.

GSS Mentor Feedback Session A (GSS Sessions 1-2)
Friday, 11:00 to 11:50 AM
Gas Lamp A

GSS Mentor Feedback Session B (GSS Sessions 3-4)
Friday, 11:00 to 11:50 AM
Gas Lamp B

GSS Mentor Feedback Session C (GSS Sessions 5-11)
Friday, 11:00 to 11:50 AM
Grand Hall A

GSS Mentor Feedback Session D (GSS Sessions 12-15)
Friday, 11:00 to 11:50 AM
Old Town AB
Atakan Ata, University of Georgia, ata@uga.edu  
**Teachers’ Perspectives about Fostering Students’ Civic Skills: Improving Social Justice and Implications for School Administrations**  
This dissertation examines teachers’ perspectives about fostering students’ civic skills. From the literature, civic skills are categorized for students and their ability to critique, communicate, and collaborate. We often complain that civic engagement in the U.S. is steadily decreasing, and we are quick to blame public schools for this decline, but if we want a more engaged next generation, we have to understand how public school teachers promote civic skills along with civic knowledge.

Carol Harris, Texas State University at San Marcos, cdh132@txstate.edu  
**Cultural Unlearning: Recreating the Social Space of Public Education**  
Education or the process of educating should be at the forefront of our public education system. The public education system has been overshadowed by dominant cultures of Western influences. Unlearning the dominant culture would completely redefine how knowledge is constructed and translated within a community and public education.

Emma Bullock, Utah State University, ekpbullock@gmail.com  
**Growing Teachers’ Mathematics Pedagogical Content Knowledge Through the Expectation of Action Research in the Classroom**  
The purpose of this pilot study is to investigate the initial effects of one school leaders’ approach to longitudinally supporting the development of teachers’ mathematics pedagogical content knowledge (Shulman, 1986) through an expectation of action research in partnership with local university researchers. Preliminary qualitative findings from the beginning of the first year are presented where the focus is Numbers and Operations and the teachers are introduced to the concept of action research.

Phoebe Manso, California State University at Long Beach, PhoebeHManso@cs.com  
**Exemplary Leadership Practices in Teacher Evaluation**  
The teacher evaluation process has always been perceived as an administrative privilege of rendering judgment on teachers which more often than not are less empowering. There is very limited discussion emanating from teachers themselves on how the process would help improve their practice. It is about time to take a reversal strategy by looking at leadership practices employed in schools and districts in relation to the teacher evaluation process.
Jackson Scholars Research Seminar

Full schedule, abstracts, and participant directory (Fri. Nov. 20, 7:15-10:50 AM)

Jackson Scholars Convocation and Graduate Student Breakfast
Friday, 7:15 to 8:50 AM
Grand Hall A

The Jackson Scholars Convocation begins at 8:00 AM following a breakfast for Jackson Scholars and GSS registrants. Come greet one another and fuel up before attending the Jackson Scholar paper sessions, GSS Mentor Feedback Sessions, and GSS Abstract Exchange.

NOTE: All breakfast attendees MUST remain for the Jackson Scholars Convocation!

Jackson Scholars Research Seminar 1 - The Challenges of Educational Leadership Across the P-20 Spectrum: International and Global Perspectives
Friday, 9:00 to 9:50 AM
Gas Lamp A

Discussants:
- Brenda McMahon, brenda.mcmahon@uncc.edu; University of North Carolina at Charlotte
- Lorenda D. Chisolm, chisolm2@buffalo.edu; State University of New York at Buffalo
- Nana Afua Y. Brantuo, nana.brantuo@gmail.com; University of Maryland, College Park
- Nicole Alia Salis Reyes, nicole.salis@gmail.com; The University of Texas at San Antonio

Lorenda D. Chisolm, chisolm2@buffalo.edu; State University of New York at Buffalo

Social Justice School Leadership: An Evaluation of a High Needs School from a Belizean Context

Looking at education globally and identifying the role school leaders play in providing access to education, educational researchers in the field must conceptualize education from a framework that takes into account comparative and cultural understandings to teaching and learning. In addition to being a stand-alone case study, this project will be an important contribution to the almost non-existent body of literature on school leadership and social justice in developing nations, specifically Latin/Central American countries.

Nana Afua Y. Brantuo, nana.brantuo@gmail.com; University of Maryland, College Park

Atlantic Pathways: Examining the Experiences of Black Immigrants in U.S. Higher Education

In the proposed study, the history of Black educational migrations to the United States along with the collegiate experiences of Black immigrant students currently studying in the US will be examined. The following question will guide the study: How do self-identified African/African descendant immigrant students in United States individually and collectively describe and understand their educational experiences? The study intends to amend invisibility in educational research in regard to the Black immigrant experience and generate dialogue on the impact of higher educational environments on academic and social integration.

Nicole Alia Salis Reyes, nicole.salis@gmail.com; The University of Texas at San Antonio

Using Higher Education to Build Nations: A Phenomenology of Giving Back within Native Contexts

Giving back to Native (Native American, Alaska Native, and Native Hawaiian) families and communities has been consistently identified as a motivating factor for college persistence and completion among Native students. Thus, in this study, I will use Indigenized phenomenological methods to gain an understanding of the essence of giving back as described through the lived experiences of Native college graduates who purposefully use their educational backgrounds to give back to Native people and communities.
Jackson Scholars Research Seminar 2 - Beyond the School Walls: Negotiating Social and Community Contexts in School Reform Efforts

Friday, 9:00 to 9:50 AM

Gas Lamp B

Discussant: Lisa Kensler, lisakensler@auburn.edu; Auburn University

Danielle J. Allen, djallen@live.unc.edu; UNC Chapel Hill

The Black Church as a Site of Resistance in the North Carolina Charter School Movement: A Case Study

This study seeks to understand the role a Black church plays in the creation of a community based charter school, in shaping Black parents’ perceptions about the charter school movement and in helping Black parents navigate the school choice landscape. A predominantly Black church in the southeastern United States was identified as having created a charter school, and consequently was selected for participation in this study. Interviews, observations, and survey data are the basis of analysis. The findings of this study hold major implications for helping Black parents navigate a school choice environment that all too often tries to marginalize them and limit access.

Gwendolyn Baxley, gbaxley@wisc.edu; University of Wisconsin-Madison

Who Closes and Why? School and Communal Factors that Predict School Closures

This proposed study strives to provide an examination of the consistency between reasons schools should close, are closed and the actual observed, empirical evidence for their closures. To our knowledge, there has no been systematic and empirical examination of whether these inconsistencies are similar across multiple contexts, although city-specific studies suggest commonalities. This will be the first to study examine the factors related to both charter and public school closures from this larger lens.

Joanna D. Sanchez, jds.gis@gmail.com; University of Texas at Austin

Establishing an Authentic School-Parent Partnership: The Case of a South Texas Parent Academy

A high poverty, high-minority school district, located in South Texas along the U.S.-Mexico border, reconsidered their approach to parental engagement. In the fall of 2013, the South Texas district began to provide classes in English as a Second Language (ESL), General Education Development (GED), and computer literacy to its parents as an approach to increase the academic achievement of its students while empowering the parents and community it serves. The purpose of this study is to evaluate the district’s model.

Kai Matthews, kmthomas@sandiego.edu; University of San Diego

Transformative Models in K-12 Education: The Impact of Universal Design for Learning in a Blended Learning Classroom

This presentation will highlight a study that examines the efficacy of a Blended Universal Design for Learning model in K-12 classrooms.

Samuel Garcia Jr., s_g182@txstate.edu; Texas State University

Educational Leadership for Community Development

This presentation highlights an emerging educational leadership program that centers community building, relationships, and community development as part of the leadership development process.
Jackson Scholars Research Seminar 3 - Intersecting Identities in a Complex World: Exploring Issues of Race, Gender, Class and Other Areas of Difference
Friday, 9:00 to 9:50 AM
Balboa C
Discussant: Hollie Mackey, hmackey@ou.edu; University of Oklahoma

Adam Kho, adam.kho@vanderbilt.edu; Vanderbilt University
Student Mobility in Tennessee’s Schools of Choice: Is there Evidence of Strategic Selection of Students?
The charter school movement is growing rapidly. Since 2010, the number of charter schools has almost tripled in Tennessee. Critics are concerned with this growth, arguing that these schools “cream-skim” high-performing students from traditional public schools and “push out” low-performing students. However, the same can be said of other choice schools, i.e., magnet schools. This study uses statewide, student-level longitudinal data to investigate whether there is evidence of these practices in Tennessee’s schools of choice.

Dorado M. Kinney, dkinney@austincc.edu; University of Texas at Austin
Experiences & sacrifices of African-American male’s in the boarding school culture
Navigating boarding school culture can be challenging for students who are unfamiliar with the culture. Well-meaning philanthropic organizations look to place minority students in the boarding school environment with the goal of improving the educational and social situations for the students. Students who make the decision at an early age to leave home to attend boarding school endure a variety of challenges. This paper highlight the challenges and catalogue the strategies for successful navigation.

Hershawna Turner, hershawna.turner@yahoo.com; University of Pittsburgh
Digitalized Play-Based Stories for Mediating Young Children’s Critical Consciousness of Racial and Social Identity
The author discusses ways in which using digital storytelling as a medium for exploring young children’s cultural concepts of play can encourage social identity construction, critical literacy, and early conversations on race and social perceptions (DeJaynes, 2015). Using Yosso’s (2005) perspective of Community Cultural Wealth as a conceptual framework, the author explores ways in which young students can recognize culturally related forms of capital through their various play contexts.

Kortney Smith, Kortney73@gmail.com; University of Wisconsin-Milwaukee
Educational Attainment for Teen Mothers
Research suggests that when teens become young mothers their desire to obtain educational goals beyond high school increases however, the desire does not always outwin their real life circumstances such as competing with their work demands, family responsibilities and school policies and practices that may hinder or prohibit them from accomplishing those goals. Teen mothers are in need of support in order to reach their educational attainment goals. Support may come from school, home or the community.
Jackson Scholars Research Seminar 4 - Critical Explorations of Parents and Families in School
Friday, 9:00 to 9:50 AM
Grand Hall A
Discussant: Cristobal Rodriguez, cristobal.rodriguez@howard.edu; Howard University

David Aguayo, david.aguayo@mail.missouri.edu; University of Missouri
Beyond “the” Black father: On reconstructing fatherhood
Popular discourse claims many Black fathers have been relatively absent in their children’s lives (Roberts, 1998). However, my experience as a preschool educator in a predominantly Black school bears witness to involved Black fathers (Coles & Green, 2010). To counter the discourse of the absent Black father, I am exploring these fathers’ perceptions as not just present fathers, but possible leaders in their children’s education.

Jada A. Phelps-Moultrie, phelpsja@indiana.edu; Indiana University, Indianapolis
Still victims without crimes: Parents navigating racism in the age of race neutrality in schools
Empirical evidence suggests that racism is in schools. However, the parent involvement research treats schools as race neutral thus focusing on traits of Black parents, particularly to explain racial disparities. This departs from evidence demonstrating Black parental involvement in an effort to mitigate racism and racial disparities. This incomplete analysis gives rise to this qualitative study which uses critical race theory as a framework to examine Black parental involvement in response to racism in schools.

Omar J. Salaam, ojs@mail.usf.edu; University of South Florida
A Child’s Cry For Understanding: One Community’s Journey Through Conversations on Difference
A school principal expressed a direct interest for having research conducted to assist their school’s Parent Teacher Association (PTA) in their desire to learn how best to address their children’s questions about racial, ethnic, cultural and religious differences with their children. Using a Participatory Action Research design, this dissertation proposal will examine the intersection of three main areas: parent and community engagement, globalization in education, and engagements in efforts to better understand human differences.

Rachel Pope, egdst09@yahoo.com; Howard University
The Effects of Teacher Perception on Parental Involvement and Student Achievement.
Parental involvement is a very common concern among many in the K-12 education system. This literature review identifies significant themes in educational research that have emerged on parental involvement among minority students and the possible connection teacher perception of behaviors associated with Attention Deficit Hyper-activity Disorder (ADHD) may have on parental engagement. This review provides a introductory review of the current landscape around African-American parental involvement and students with ADHD.

Youshawna Hunt, yharris4@yahoo.com; Stephen F. Austin State University
African-American Parent Perceptions of the Educational System/ Parental Involvement in Title I Elementary Schools
Parental involvement in schools is a national priority for educators and researchers to promote school achievement of today’s youth. This qualitative case study will examine parent perceptions of public education and parental involvement. This study will take an in-depth exploration into the beliefs and feelings of African-American parents living in poverty situations. Their described experiences will add to emerging research on parental involvement among African-American parents living in low-income situations.
Jackson Scholars Research Seminar 5 - Discipline and Punish in Schools: Examining the Role of Everyday Policies and Practices
Friday, 9:00 to 9:50 AM
Old Town AB
Discussant: Dana Thompson Dorsey, dtdorsey@unc.edu; University of North Carolina at Chapel Hill

Kierstyn Johnson, JohnsonKK2@vcu.edu; Virginia Commonwealth University
Ending the School-to-Prison Pipeline: Skin Tone and Facial Features Impact on School Discipline for African American Children
The purpose of this study is to understand if skin color and facial features impact school disciplinary decisions for African American children. School suspension leads to higher rates of absenteeism, low academic achievement and higher chances of incarceration. Using implicit social cognition as the theoretical framework, the study hopes to understand school personnel’s reaction to the skin color of African American children that occur outside of conscious awareness or control.

Ramon Markee Jevon Griffin, griff519@msu.edu; Michigan State University
Culturally Responsive Response to Intervention (RTI) model for African American Males with Disabilities
Disability is one of the most widespread explanations for discrimination, but seldom has it been the subject of historical inquiry (Baynton, 2001). During the African American Freedom and Civil Rights Movement, disability simplified and determined “who deserved, and who was deservedly excluded from citizenship” (Baynton, 2001). African American males with disabilities face a similar daunting issue in schools nationwide. The most compelling research suggests that when these students are accurately diagnosed as disabled, they are “permanently removed from the mainstream of education” (Heller et al., 1982).

Rhodesia McMillian, Rhodesia.mcmillian@mizzou.edu; The University of Missouri
An Interpretation of the Construction Federal Education Policy: A Critical Hermeneutical Approach
This research seeks to demonstrate an application of Gadamer’s interpretive approach to the construction of federal education policy within the United States and reinterpret this process of construction from the perspective of critical hermeneutics. Employing a critical hermeneutical framework, this research will critically explore how language—constructed within a federal education policy—enacts political control and diminishes equitable opportunity within economical and academically disadvantaged communities.

Jackson Scholars Research Seminar 6 - Examining The Educational Mobility And Career Trajectories Of Underrepresented Students
Friday, 10:00 to 10:50 AM
Gas Lamp A
Discussant: Charol Shakeshaft, cshakeshaft@vcu.edu; Virginia Commonwealth University

Atiya S. Strothers, atiya.strothers@rutgers.edu; Rutgers, The State University of New Jersey
Making Mentoring Matter: The Importance of Faculty Mentoring in Higher Education
In the United States, the attrition rate for doctoral completion ranges steadily between 40-50%. Yet, attrition and graduate education is one area of higher education that is often left unexplored. This research investigates this phenomenon through the lens of mentorship. Scholars who have explored graduate education have found that faculty mentoring plays a critical role in doctoral completion. Considering this, the researcher focuses on the role that faculty mentoring plays in graduate education. Using a historical lens, a mentoring model is presented and investigated to highlight best practices that are deemed beneficial to the current scholarship.
Karina I. Vielma, kvielma97@gmail.com; University of Texas at San Antonio
STEMujeres: A multi-case study of the life her-stories of Latina engineers

With the purpose of countering deficit hegemonic narratives of Latinas in science and engineering fields, this multi-case study examines the life histories (her-stories) of three first-generation Latinas who successfully completed engineering degrees and continued working in the field. Using Chicana feminist theory, results of the study aim to provide a holistic, contextual examination of the women’s educational experiences. Preliminary findings reveal how the Latinas experienced formal and informal palancas (levers) that helped propel their careers.

Stephen LaBrie, stephen.labrie@bison.howard.edu; Howard University

Examining the synthesis of the arts, athletics, and academics in building efficacy toward lifelong learning.

Research has shown that students who participate in the arts also excel in the classroom. Student participation in the arts, athletics and academics tend to build the confidence and competitive practices to succeed in life and leadership. The reduction of school art programs throughout the nation has led to a lack of creativity, innovation and spiritual maturity. Synthesizing the arts, athletics, and academics in equal measures will result in productive, confident, and capable students.

Taurean M. Walker, twalke15@uncc.edu; University of North Carolina at Charlotte

"The Social Context of the Aeronautical Aviation Experience of African American Civil, Commercial, and Military Pilots"

"The Social Context of the Aeronautical Aviation Experience of African American Pilots" is essential because there remains little research that investigates the sociological challenges African-American pilots face during aeronautical training. This research will highlight the challenges African-American pilots are exposed to and draw parallels between the social context and the obstacles they experience along the way. This study will help initiate a paradigm shift and increase awareness about representation and participation among African-American aviation professionals.

Jackson Scholars Research Seminar 7 - Leadership Issues In Higher Education
Friday, 10:00 to 10:50 AM
Gas Lamp B
Discussant: Elizabeth Reilly, Elizabeth.Reilly@lmu.edu; Loyola Marymount University

Alvin R. Curette, Jr., alvin.curette@gmail.com; University of Texas at San Antonio

The Office of Diversity & Inclusion at a Large Texas University: An Evolutionary History

This study investigates the organizational history of the Office of Diversity and Inclusion (ODI) at Lone Star University, a large predominantly White and Hispanic-serving institution in Texas. ODI is housed within the division of student affairs and has undergone changes over the years. The study includes an examination of changes made to ODI’s cultural identity since its creation in the early 1980s.

Dorothy B. Dixon, dbd007@shsu.edu; Sam Houston State University

Differences in Dual Credit Grades as a Function of Location for Texas Community College Students

In this quantitative study, differences in success rates of dual credit courses taken on high school campuses compared to the success rates of dual credit courses taken at community colleges were examined. Utilizing archival data, statistically significant differences were revealed in the percentages of B, D, F, or E grades in dual credit courses taken on high school campuses compared to the grades at dual credit courses taken at community colleges.
Malaika Samples, msamples@fsu.edu; Florida State University
The Challenge of Linking Research Theory and Practice: The Graduate Student Employee in Higher Education Settings
Graduate students in higher education often assist scholars with research projects along with teaching courses. This work requires reconciling teaching, research, and practice. One qualitative way of achieving this is through collaborative teams conducting action research into student and organizational learning. With a focus on accountability and professionalism, action research is useful to graduate researchers by providing opportunities for publication and integration of theory into practice (Zuber-Skerritt, 2002; Lingard et al., 2008; Herr & Anderson, 2014).

Nakia M. Gray, nakia.m.gray@gmail.com; New York University
Whose College Readiness Is It Anyways: College Readiness, Cultural Capital, and Pre-College Transition Programs
The majority of high school graduates in the United States are not academically prepared for the rigor of postsecondary education. This issue of college readiness led to the widespread of pre-college transition programs as an important contribution to preparing students for higher education. This study aims to situate pre-college transition programs and access through a cultural capital lens. Specifically, this paper will contextualize college readiness as it relates to access to pre-college transition programs.

Sheldon Moss, Sheldon.g.moss@lonestar.edu; Sam Houston State University
Differences in Black Students’ Persistence Rates In Texas Community Colleges by Institutional Status
In this study, differences in Black students’ persistence rates at Texas community colleges were analyzed. Utilizing archival data from the Texas Higher Education Coordinating Board, 1-year and 2-year persistence rates for Black students enrolled at all Texas community colleges by institutional status were examined for the 2000 and 2012 academic years. Findings for 1-year persistence rates were significantly significant whereas a statistically significant difference was not present for 2-year persistence rates.

Jackson Scholars Research Seminar 8 - A View from Within: Understanding the Complex World of Teachers, Leaders, and School Personnel
10:00 to 10:50 AM
Balboa C
Discussant: Casey Cobb, casey.cobb@uconn.edu; University of Connecticut

Benterah C. Morton, benterah@sbcglobal.net; Louisiana State University
To Culture or Not to Culture: Practices Implemented by Language Immersion Teachers to Teach Culture
This study seeks to begin to explore the methods teachers use to carry out the task of developing a degree of multicultural awareness with their students in language immersion classrooms.

Karen Ramlackhan, karenr1@mail.usf.edu; University of South Florida
A Critical Discourse Analysis on the Discursive Formations of Inclusion with Exceptional Student Education Directors
This qualitative study explores the multiplicity of meanings surrounding inclusive education particularly with regard to how Exceptional Student Education (ESE) Directors shape policies, practices, and procedures at the district level about the inclusion of children with disabilities. Through critical discourse analysis I will explore the discursive formations that shape inclusive education and how power is implicated in this dynamic process.
Luis A. Rodriguez, luis.a.rodriguez@vanderbilt.edu; Vanderbilt University
Inequitable Access to Teachers: Understanding the Distribution and Mobility Patterns of Effective Teachers in the State of Tennessee
There is continued concern over the inequitable distribution and retention of highly effective teachers in high poverty and high minority schools. Using statewide data from Tennessee from 2009-10 through 2012-13, this study aims to assess whether teacher distribution and mobility patterns throughout the state are unequal across schools of varying socio-demographic characteristics. Findings suggest that more effective teachers are less likely to leave their current school but are nevertheless unequally distributed across school settings.

Friday, 10:00 to 10:50 AM
Grand Hall A
Discussant: Wayne Lewis, wayne.lewis@uky.edu; University of Kentucky
Charlene Lewis, pcf845@utk.edu; UT Knoxville
Principals Social Just Leadership Practice Influences on Teachers
The increase of diverse students in schools and the achievement gap reflect how the U. S. educational system has not been successful in teaching these students. The purpose of this exploratory case study is to examine how secondary principals’ use of socially just leadership practice influences teachers. If principals do not monitor their use of socially just leadership practice in schools, then the diverse student population will never feel the effect (Hansuvadha & Slater, 2012).
Patricia Rocha, pr1120@txstate.edu; Texas State University
Stories of School and the Storied Lives of Latina/o Elementary Principals: A Narrative Inquiry
This qualitative dissertation explores the storied lives of three Latina/o elementary principals. The purpose of this narrative inquiry is to understand the stories of schools, and the social, cultural, and familial stories that shape and inform Latina/o school principals’ leadership. The presentation will highlight the proposed methodology, a summary of field text collection strategies, and a discussion of the proposed analysis. In addition, the presentation will include updates regarding the progress of the dissertation plan.
Stefanie Marshall, marsh413@msu.edu; Michigan State University
Transitioning to NGSS: Is There a Place for Race in Science Classrooms?
This study examines one school’s policies as pertaining to science instruction and the intersectionality of race/diversity that may arise in classrooms. This examination is then contrasted with the discussion of diversity as discussed in the Framework for K-12 Science Education (National Research Council, 2012). I examine how teachers draw upon their knowledge of practice to address both content and issues around race as well as the implications for administrators in supporting teachers in this work.
Jackson Scholars Research Seminar 10 - From Margin to Center: Students and Families in a Pluralistic Society
Friday, 10:00 to 10:50 AM
Old Town AB
Discussant: Terah Venzant Chambers, terah@msu.edu; Michigan State University
Christine Tran, ctran5@uw.edu; University of Washington
Learning on Empty: A Study of School Food Culture in Two Low-Income Public High Schools
In recent years, there has been a national decline of student eating school meals. Terms like “school food stigma” is often used to explain this phenomenon with very few explanations provided. Little is known about why students refuse to eat free school meals. This study aims to broaden our understanding of school food culture as it applies to two low-income schools and examines the effects of school culture on students and the schools-at-large.
Heather Bennett, miss.h.bennett@gmail.com; The Pennsylvania State University
Addressing De Facto Residential and School Segregation in Suburban Communities
De Facto school segregation in schools is the by-product of intentional discriminatory housing policies that have divided races and classes of people, and temper the educational opportunities of our most marginalized populations. This study seeks to analyze the legal and historical role federal and state policy has had on the demographic shaping of the communities and school districts in Montgomery County, Pennsylvania, a county adjacent to Philadelphia County.
Kevin Clay, kevin.clay@rutgers.edu; Rutgers University
Crisis of Conscientization: Exploring the Development of Youth in Action
The purpose of this study is to understand more intimately how individual urban students progress throughout a yearlong youth participatory action research project, and what factors contributed to how/why students developed in particular ways. Specific attention will be paid to analytical trends in the ways that students understand problems in their community and problems faced by members of their racial in-group. Additionally, I will focus attention on their racial identity throughout the YPAR process.
Kortney Hernandez, kortneyh@gmail.com; Loyola Marymount University
Service and Learning For Whom? : Toward a Critical Decolonizing Bicultural Service Learning Pedagogy
The purpose of this critical decolonizing interpretive research study is to 1) critique the dominant epistemologies that reproduce social inequalities within the context of service learning theory and practice; and 2) move toward the formulation of a critical decolonizing bicultural service learning theory, in line with the humanizing and emancipatory intent of a critical pedagogical practice.
Sessions for Graduate Students at UCEA
12:00 PM, Friday, Nov. 20 through 4:00 PM, Sunday, Nov. 22

Dissecting the Curriculum Vitae (CV) for Job Winning Success
Friday, November 20
12:00-1:10 PM
Balboa C
Are you headed to the academy? Then you will need a CV. The CV is not a resume. It is a professional biography and a tool to market who you are to job seekers. Getting expert advice in creating a CV might be the difference between receiving that "thank you for applying...but" message or that hoped for "congratulations..." letter. Led by former job search committee faculty members, this session will dissect each section of the CV, provide attendees with do and don’t tips for each, highlight CV formats, and offer recommendations on getting started. All the tips for creating that job winning CV is in this session!
Chair:
Jim Scheurich, Indiana University, Indianapolis
Participants:
Colleen Larson, New York University
Anthony Rolle, Texas A&M University
Noelle Witherspoon Arnold, Ohio State University
Kevin Foster, University of Texas at Austin

Graduate Students of Color Mentoring Session
Friday, November 20
1:20-2:30 PM
Balboa C
This session is designed to give students from underrepresented groups the opportunity to dialogue with scholars from different institutions. Panelists will interact on issues related to doctoral study and completion, research and publication, mentoring and socialization, as well as succeeding as faculty members.
Chair:
Mariela Rodriguez, University of Texas at San Antonio
Floyd Beachum, Lehigh University
Participants:
Carlos McCray, Fordham University
Joshua Childs, University of Texas at Austin
Juan Manuel Niño, University of Texas at San Antonio
Patricia D. Quijada Cerecer, University of California, Davis

From Dissertation to Publication: A Clark Seminar Addendum (Closed Session)
Friday, November 20
2:40-3:30 PM
Balboa C
In this closed session for David L. Clark Seminar Alumni, participants will learn what it takes to turn their dissertation into publication(s). Clark Alumni will dialogue openly with faculty about the strategies needed to yield publications birthed from their dissertation work. Faculty will share the details of their journey inspiring provocative questions specific to the questions of
the Clark alumni graduate students in attendance.

**Chair:**
Dionne Cowan, Georgia State University

**Participants:**
Curtis Brewer, University of Texas at San Antonio
Irene Yoon, University of Utah
Sheneka Williams, University of Georgia

AERA Divisions A & L and UCEA Graduate Student Session: Taking the Fear Out of Publishing
**Saturday, November 21**
8:00-9:10 AM
Balboa C

Join us for a light breakfast and rich dialogue to discuss the publishing demands of academia on graduate students. Because graduate students are often reminded of the incessant need to publish and because such reminders may lack a clear articulation of when or how to begin, this particular session will provide doctoral students a space to engage in rich discourse with established and emerging scholars regarding the “How Tos” of: (a) developing a research agenda, (b) publishing as a student, and (c) publishing as junior faculty. Secondly, we hope to take the fear out of the “Publish or Perish” maxim for future scholars.

**Chair:**
Marialena Rivera, University of California at Berkeley
Linsay DeMartino, University of Arizona
Emma Bullock, Utah State University
Priya Goel La Londe, University of Illinois at Urbana-Champaign

**Participants:**
Jill Koyama, University of Arizona
Lolita A. Tabron, Texas A&M University
Alan J. Daly, University of California, San Diego
Laura Hernandez, University of California at Berkeley
Stephen L. Jacobson, University at Buffalo
Michael Dumas, University of California at Berkeley

Overcoming the "Tyranny of the OR" in Post-PhD Career Planning: How to Remain Engaged in the Worlds of Research and Practice
**Saturday, November 21**
10:40-11:50 AM
Balboa C

Earning an advanced degree opens up doors to many new job opportunities including but not limited to the professoriate. Over the last few years, UCEA graduate students have requested a session that provides an opportunity to learn about the job prospects for them beyond academia. Many students have expressed concerns about making a choice to work in either research or practice, but the participants in this session challenge that notion, and want to share with you how their work bridges this divide in various ways. In this session attendees will hear about the paths taken by scholars who are engaged in both scholarly research and educational leadership policy and practice in addition to conversation to ask whatever questions are on your mind as you prepare to take next steps in your career path.

**Chair:**
Michael Salmonowicz, KIPP Chicago

**Participants:**
Gina Ikemoto, New Leaders
Matt Clifford, American Institutes for Research
Demystifying the Academic Job Search: Tips and Resources for Those Considering the Professoriate
Saturday, November 21
2:00-3:10 PM
Balboa C
Are you interested in being a faculty member? Do you wish you had better insights into how the academic job search process works? Do you want practical tips and resources to help you be a better candidate? This session is for you! Please check out the UCEA Job Search Handbook before you arrive: http://www.ucea.org/opportunities/ucea-job-search-handbook/ (and other resources for the academic job search in the UCEA Opportunities section: http://www.ucea.org/ucea-opportunities/)
Chair:
John Nash, University of Kentucky
Participants:
Jason Salisbury, Iowa State University

Demystifying the Academic Job Search, Part II: The Nuts and Bolts Workshop
Saturday, November 21
4:20-5:30 PM
Balboa C
After listening to faculty old and new talk about their experiences with the job search process you probably have a lot of questions about the things you heard: What does a good cover letter look like? Do I need to create a research statement, a teaching philosophy, or both? When should I start this process? In this session we will look at examples of different parts of the application package, discuss how to tailor your package to best position yourself for the job you want, and talk about how to time and organize your job search.
Chair:
Julian Vasquez Heilig, California State University Sacramento
Participants:
Lisa S. Romero, Sacramento State
Michael Dumas, University of California at Berkeley

Sunday, November 22
8:00-9:10 AM
Balboa C
When it comes to taking your first (second, or third) academic position, receiving an offer is only the first step in the important process of getting what we want. Come hear experienced academics in education talk about how they and those they hire have navigated their way from job offered to job accepted. This session will provide valuable insights and advice for both graduate students and junior faculty alike.
Chair:
Paula Cordeiro, University of San Diego
Participants:
Michael Dantley, Miami University
Margaret Grogan, Claremont Graduate University
Diana G. Pounder, University of Central Arkansas
Jigsawing Puzzles While Traveling in a Maze: Simplifying the Complexity of Writing a Literature Review  
Sunday, November 22  
11:00 AM – 12:10 PM  
Balboa C  
What topic? Which databases? How many articles? How should I organize the literature? What voice should I use when writing? The literature review process can be like jigsawing puzzles while traveling in a maze. This session is designed to simplify the complexity of writing a literature review by providing practical guidelines, provide exemplars, and offer organization tips to help guide you through this journey.  
Chair: Samantha M. Paredes Scribner, Indiana University - Indianapolis  
Participants: Catherine A. Lugg, Rutgers—The State University of New Jersey  
Enrique Aleman, University of Utah

“Shoulda, Coulda, Woulda . . .”: What We Wish We Had Known Before Becoming a Professor: The Remix  
Sunday, November 22  
12:20 – 1:30 PM  
Balboa C  
This session will provide an opportunity for graduate students to talk openly with faculty about successfully transitioning to and fostering successful careers in academe. Panelists will share insights from their own experiences and also entertain questions from the audience. This informal conversation will focus on issues graduate students should think about in preparation for the academic job market.  
Chair: Terah Talei Venzant Chambers, Michigan State University  
Participants: Karen Seashore Louis, University of Minnesota  
Decoteau J. Irby, University of Wisconsin - Milwaukee  
John Yun, Michigan State University  
Juan Manuel Niño, The University of Texas at San Antonio  
Ty-Ron M. O. Douglas, University of Missouri-Columbia

Graduate Student Closing Session  
Sunday, November 22  
3:10-4:00 PM  
Balboa C  
The UCEA Convention experience can leave those new to the experience bursting at the seams with new ideas, colleagues, and challenges. Come wrap things up with a final gathering of graduate students to exchange business cards/contact information, share ideas, make plans to engage in research with others across institutions, or just share experiences at this closing event. This will also be a chance to share ideas with current UCEA Graduate Student Council members and to find out more if you think you would like to apply to serve on the UCEA GSC in the future.
The Barbara L. Jackson Scholars Network

Learn more about the inspiration for the Jackson Scholars Network

THE LEGACY WE HONOR

Dr. Barbara Loomis Jackson

In 2003, UCEA established the Barbara L. Jackson Scholars Network as a two-year program to provide networking, mentoring and professional development of graduate students of color who intend to become professors of educational leadership. UCEA offers a robust pipeline of faculty and talented graduate students of color to enhance the field of educational leadership and UCEA with their scholarship and expertise.

Dr. Jackson served as a teacher, professor, scholar, center director, department chair, associate dean and dean, and was professor emerita at Fordham University in New York. As a trailblazer, she opened avenues of research and practice at Morgan State University and Atlanta University to establish new doctoral programs in education before continuing her distinguished career at Fordham.

Dr. Jackson earned her Bachelor’s degree from Wellesley College in 1950 (she was Trustee Emerita of her alma mater), a Master’s degree from Columbia University Teachers College in 1967 and a Doctor of Education degree from Harvard Graduate School of Education in 1970.
UCEA Convention 2015
Graduate Student Sessions

Programming for Graduate Students brought to you by the UCEA GSC

Friday, November 20th
12:00-1:10 PM, Dissecting the Curriculum Vitae (CV) for Job Winning Success (bring copies of your CV!), Balboa C
1:20-2:30 PM, Graduate Students of Color Mentoring Session, Balboa C
2:40-3:30 PM, From Dissertation to Publication: A Clark Seminar Addendum (Closed Session for past Clark Scholars Alumni), Balboa C
3:40-4:50 PM, Julie Laible Memorial Session for UCEA Jackson Scholars, Seaport A

Saturday, November 21st
8:00-9:10 AM, AERA Divisions A & L and UCEA Graduate Student Publishing Session: Taking the Fear out of Publishing, Balboa C
10:40-11:50 AM, Overcoming the "Tyranny of the OR" in Post-PhD Career Planning: How to Remain Engaged in the Worlds of Research and Practice, Balboa C
2:00-3:10 PM, Demystifying the Academic Job Search: Tips and Resources for Those Considering the Professoriate (see the UCEA Job Search Handbook to prepare: http://www.ucea.org/opportunities/ucea-job-search-handbook/), Balboa C
4:20-5:30 PM, Demystifying the Academic Job Search, Part II: The Nuts and Bolts Workshop, Balboa C

Sunday, November 22nd
8:00-9:10 AM, Negotiating a Contract: A Guide for First Timers on the Academic Job Market, Balboa C
11:00 AM-12:10 PM, Jigsawing Puzzles While Traveling in a Maze: Simplifying the Complexity of Writing a Literature Review, Balboa C
12:20-1:30 PM, “Shoulda, Coulda, Woulda . . .”: What We Wish We Had Known Before Becoming a Professor: The Remix, Balboa C
3:10-4:00 PM, Graduate Student Closing Session, Balboa C

Interested in becoming a part of the UCEA Graduate Student Council? Watch the website (ucea.org) for the call for applications in early spring 2016!

Join the conversation now! Follow @UCEAGSC, include #ucea15