CONVENTION '97

OCT 31–NOV 2 ORLANDO, FLORIDA

Hotel Reservation (page 2)

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UNIVERSITIES / NPBEA LAUNCH NATIONWIDE POLICY EFFORT

The National Policy Board's Policy Circle held its first meeting on July 27-29 on the campus of the University of Missouri. Policy center directors gathered to discuss the implications of an innovative collaborative between policy researchers and policy practitioners. Three key questions formed the basis for the two-day meeting: 1) What are the emerging social and education policy issues the Circle should bring to the attention of the NPBEA? 2) What are some models or approaches for structuring the work and relationship between the Policy Circle and the Board? and, 3) What might be the funding strategies, foundation/government targets for research projects and dissemination? In addition, the group explored specific benefits to the participants in the NPBEA/Policy Circle collaboration, including the expansion of policy horizons, access to greater research capacity, enhancement of policy credibility, increased access to external funds, an enhanced influence network, a structured, enduring center network, and ready access to national policy makers.

The Policy Circle concept was born last year, when UCEA and the University of Missouri offered to host the headquarters of the National Policy Board for Educational Administration. That offer contained the proviso that the Board embrace a new way of working and a new relationship with university policy centers. In preparing the hosting proposal, UCEA's executive director, **Patrick B. Forsyth**, argued that there were important mutual benefits to creating a permanent structured relationship between the Board and policy centers from around the Nation. Following the announced retirement of NPBEA's executive secretary **Scott D. Thomson** last year, NPBEA chair **Gene Carter** (ASCD) appointed a Working Group [**Sam Sava** (NAESP), **David Imig** (AACTE), Carter and Forsyth], to survey the successes of the Board and make recommendations for its future. The Working Group urged the NPBEA to accept the UCEA/MU proposal, along with the concept of the Policy Circle. Consequently, during the fall of 1997, the Policy

In one of the meeting's break-out sessions, Timothy O. Smith (U. of Missouri), Patrick B. Forsyth (NPBEA), Carolyn D. Herrington (Florida State U.), and Barry L. Bull (Indiana U.) discuss plans for the National Policy Circle.

UCEA CONVENTION '97

IMPORTANT

The convention will begin at 8 a.m. Friday morning this year. Participants should plan to arrive on Thursday.

UCEA will hold its 11th annual convention in Orlando, October 31–November 2, 1997 at the Orlando Marriott International Drive Hotel. This year's theme, "Negotiating Borders: Culture and Context in Educational Research, Policy and Practice," will provide a forum to explore the intersection of culture, context and educational administration.

The convention will be located in the heart of Florida's vacation land. The Orlando Marriott International offers gracious accommodations with a variety of restaurants and recreation facilities (three heated swimming pools, lighted tennis courts and a health club).

A trip to Orlando would not be complete without taking in some of the magic of Walt Disney World including Epcot Center, Magic Kingdom and the MGM Studios. The Magic Kingdom will be celebrating the holidays and Epcot will be hosting an International Food and Wine Festival celebrating food, beverages and culture from around the world.

The Marriott is located on the famous International Drive providing a contrast between the old city with boulevards lined with stately turn of the century homes and the new city. It is an action packed hub of attractions including Orlando's new Science Center, Sea World, and Universal Studios. There are also fine museums (such as the Morse Museum that houses Tiffany's personal collection of "painted" glass), theaters and restaurants.

Hotel Reservation Request

UCEA Convention '97
October 31–November 2, 1997
University Council for Educational Administration

DEADLINE: OCTOBER 8, 1997

PLEASE REMEMBER: Make your check or money order for $98.79 ($89 plus tax) payable to the Orlando Marriott International Drive. Reservations must be accompanied by first night's deposit (check payable to Orlando Marriott International Drive) or credit card.

Name_____

Affiliation _____

Address _____

City_____State_____Zip_____

Phone (   )_____

Arrival Date _____
                            Month   Day   Time
Departure Date _____
                            Month   Day   Time
Type of accomodations (circle one):   double   single

_____ Number of individuals sharing room

Please enclose first night's deposit to guarentee your reservation. Deposit is refundable if cancellation is received 48 hours prior to arrival day. All room rates are subject to applicable taxes.

Card Holder's Name_____

Credit Card Type_____

Credit Card Number_____

Expiration Date_____

Signature_____

MAIL DIRECTLY TO:
ORLANDO MARRIOTT INTERNATIONAL DRIVE HOTEL
8001 INTERNATINAL DRIVE
ORLANDO, FLORIDA 32819

Check In Time 4:00 p.m.   Check Out Time 12:00 p.m.
Phone: (800) 421-8001
(407) 351-2420
(407) 345-5611 (Fax)

UCEA CONVENTION '97

Negotiating Borders: Culture and Context in
Educational Research, Policy and Practice
October 31—November 2, 1997

Advance Registration (may be photocopied)

PLEASE FILL IN COMPLETELY

BADGE INFO

Name_____

Affiliation _____

Address _____

City_____State_____Zip_____

Phone (_____)_____ FAX (_____)_____

REGISTRATION

PLEASE CIRCLE ONLY ONE REGISTRATION FEE

	before October 3	after October 3
UCEA Member University		
• Faculty Registration	$55	$65
• Graduate Student Registration	$20	$25
Non-UCEA Member University		
• Faculty Registration	$70	$80
• Graduate Student Registration	$20	$25
• One-day Registration	$40	$45

.... $ _____
Registration Total

OTHER

PLEASE FILL IN APPROPRIATE SELECTIONS

_____ # of Banquet Tickets needed @ $30
(*NOTE*: Banquet Tickets may not be available on site.)

.... $ _____
Banquet Tickets Total

Voluntary contribution to National Graduate Research Seminar (held at AERA)

.... $ _____
Contribution Total

CHECKS SHOULD BE MADE PAYABLE TO "UCEA CONVENTION"............... $ _____
TOTAL ENCLOSED

Return check and completed registration form to: UCEA Convention '97, 205 Hill Hall, Columbia, Missouri 65211. Refund requests will not be considered after October 3, 1997.

The first convention session begins at 8 a.m., Friday, October 31. The convention ends on Sunday, November 2 before 11:30.

ARRIVAL TIMES

Executive Committee by noon, Wednesday, October 29
Plenum Representatives by noon, Thursday, October 30
Graduate Students by 8 a.m., Friday, October 31
Convention Participants by 8 a.m., Friday, October 31

HOUSING & TRANSPORTATION

Participants are responsible for own transportation/housing

_____ Check here if you would like your name on a list of individuals interested in sharing hotel accomodations. You must register prior to September 30, 1997, to be included.

IESLP DEVELOPERS SAMPLE ST. LOUIS, PRESENT FIRST EXERCISES

Twelve members of UCEA's Information Environment for School Leader Preparation (IESLP) development team from around the country held an intensive work session in St. Louis in July. IESLP is a Web-based series of exercises that are integrated with a rural school data base and a palette of analytical and reporting templates, allowing learners to uncover school problems/opportunities. The IESLP concept was developed as a way to improve the preparation of school administrators by fostering problem/opportunity identification, reflective practice, an collegiality and collaboration with an emphasis on teaching/learning.

The purpose of the meeting was to develop exercises that will interface with the data set of Crawford Public Schools, a fictional rural school district based on comprehensive data from a real midwestern district.

The meeting began with a description of the vision and metamorphosis of IESLP since its conception by **Patrick B. Forsyth** (UCEA) roughly 10 years ago. The first work on IESLP began in 1989, while the UCEA was housed at Arizona State University. The IESLP concept was further refined after the UCEA moved to The Pennsylvania State University and **Paula M. Short** (now at the U. of Missouri-Columbia) joined both the PSU faculty and the UCEA project. In 1993 IESLP was presented to the UCEA Plenum in Houston Texas as one of UCEA's major projects. Although early efforts to fund IESLP were unsuccessful, Forsyth and

Short continued to pursue funding until March of 1997, when the Danforth Foundation granted UCEA $65,000 for the development of fifteen exercises, the uploading of a rural school data base, and the creation of an exercise developer's manual. Until last March's announcement by Danforth, the project was in danger of being shelved.

The second phase of the project, which includes field testing, the development of an instructor's manual, and the training of

*The IESLP development team (left to right): First row–***James Crawford** (UCEA) **Bruce G. Barnett** (U. of Northern Colorado), **Patrick B. Forsyth** (UCEA), **Patti Chance** (U. of Nevada-Las Vegas), **Jane Clark Lindle** (U. of Kentucky). *Second row–***Larry McNeal** (Illinois State U.), **Edith Rusch** (Rowan U., recently of the U. of Toledo)**, Judith H. Berg** (U. of Northern Colorado), **Edward Chance** (U. of Nevada-Las Vegas), **Frederick Wendel**, (U. of Nebraska). *Third row–***Dale Musser** (U. of Missouri Center for Technology in Education)**, John Nash** (U. of Texas El Paso). *Not pictured–***Paula M. Short** (U. of Missouri-Columbia), **Daniel Miller** (The Ohio State U.), **Sean Flynt** (UCEA).

instructors in the use of IESLP, is being funded by the University of Missouri.

The remainder of the first day was spent briefing the participants on IESLP concepts and structures. Forsyth reviewed key concepts of problem based learning, which are at the heart of the IESLP system. He then demonstrated the essential elements of an IESLP exercise. Each exercise incorporates *background material*, a *catalyst* (that begins the exercise), *constraints* (that set specific parameters for learners to follow),

complicators (that further constrain the work of learners and can be introduced by an instructor at various times during the exercise), a set of *analytical and reporting tools,* and a set of *assessment* tools. **James Crawford** (UCEA) then introduced the available data for the fictional Crawford Public School system. The data include a wide variety of information such as student, teacher, faculty, and parental data, as well as a contextual appraisal of the community.

The interest and enthusiasm of the developers carried the first day's work long after its scheduled end. That evening they developed catalysts and conducted Web searches to enhance their exercises.

The next morning, the developers arrived bright and early and presented their catalysts for the assembly's reaction. By the end of the day several design issues emerged. The group arrived at a consensus on most of the issues described below:

• Developers may include notes about any components of IESLP for the eyes of the instructor. These may be introductory material describing in some detail the intent of the developer.

• Each exercise should have a set of "ERIC-like" descriptors that can be used by the mini-search engine to examine content themes contained in the exercises.

• Each exercise should have an abstract.

• Exercises should provide instructors with a great deal of flexibility in adapting the exercise for use in a particular frame by a particular group of learners.

• Instructors can shape the problem, the delivery, the time frame, and the assessment by manipulating constraints, complicators, product specifications, guiding questions, learning objectives, manda-

Forsyth, Crawford, and Chance look on as Musser demonstrates Internet applications.

ingredients in the success of the meeting. He, along with John Nash (U. of Texas-El Paso) provided invaluable assistance to the parchment and quill set.

By the final day of the meeting, the developers had completed 21 exercises, exceeding the number required by the Danforth Foundation grant. Fred Wendel won the "Grind of the Week" award for producing 9 of the exercises.

Currently, UCEA and the University of Missouri are in the process of employing an instructional design expert to manage the day-to-day operations of IESLP for the next year. The plan is to have the IESLP system up and running by January so they can be field-tested with clusters of graduate students who are part of the University of Missouri's Cooperative Doctoral Program and other volunteer sites. The project's developers also hope to have IESLP available for general use by fall 1998, or at the latest, by spring 1999.

tory use of tools and information sources.

• Generally, the data and information included contain the school related information that would realistically be available to decision makers.

• IESLP is not primarily a simulation. Rather, it is authentic problem discovery in the context of real work groups of learners.

• Assessment and reporting mechanisms (products) are not necessarily the same thing.

• What learners see is at the discretion of the instructor, although generally the students will see an introduction to the exercise and a catalyst.

• Instructor screens should include feedback frames such as "How I used this exercise."

• Data/information specifications should be included in the developer and instructor frame.

By the third day, the exercise development team was moving along quickly and the first few exercises were presented and critiqued. Dale Musser, the director of the Center for Technology Innovations in Education at the University of Missouri, was present to help developers adapt their work to cyberspace and keep technological questions on the table. Throughout the meeting, Musser was "on line" with a laptop computer converting the exercises and placing

them on the IESLP Web site. As the exercises were being critiqued, the developers could see them on a Web via computer projector. The advent of the World Wide Web and similar computer innovations have obviated some technological problems that initially confronted IESLP. Early debates over project platforms and operating systems have been made irrelevant. Musser's understanding of such advances and his technical expertise were necessary

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UCEA HOME PAGE
www.ucea.org

♦ **Searchable directory of UCEA faculty**
♦ **Listing of UCEA Program Centers**
   with direct mail access
♦ **UCEA Convention Call for Proposals**
   with downloadable form
♦ **Membership Policies and Procedures**
♦ **Access to Primis (McGraw Hill)**
   "Educational Administration:
   The UCEA Document Base"

SEARCHING FOR AUTHENTIC EDUCATIONAL LEADERSHIP IN UNIVERSITY GRADUATE PROGRAMS AND WITH PUBLIC SCHOOL COLLEAGUES

David L. Clark
University of North Carolina-Chapel Hill

A decade ago, I held a will-o-the-wisp view of improving pre-service preparation of school leaders by insisting on full-time doctoral study for an elite cohort of students in a much-reduced number of universities. I now advocate a more modest and more achievable set of reforms. This is not to say that I believe we can claim authenticity for our current programs. In general, they are held in low regard by our faculty colleagues at the university and, unfortunately, by many of our former graduate students who are practicing in the field. And deservedly so! But there are a set of practical reforms that some institutions are pursuing already within their current base of resources, and that all of us could pursue if we had the will to do so. Actually my overall theme is not profound—it is what most of us advertise to our consumers. The problem is that too few of our programs deliver what we advertise.

Student Recruitment and Selection

Whatever else we claim, we should not claim that we are miracle makers. We do not transmute mediocre teachers into creative, inspiring school leaders. We do not turn below-average academic performers into Rhodes Scholars. We do not convert graduate students who dislike contact with children and youth into sensitive, caring school leaders who have a sense of the needs of children and youth.

We must change our mind-set from quantity to quality. No aspect of our preparation programs is more damaging than the perception held by our university colleagues, and by many classroom teachers, that we are a haven for mediocre candidates.

Rigorous academic criteria for admission should be viewed as necessary but not nearly sufficient. Every one of our admissions should be reserved for candidates who love to teach and who are committed to nurturing and working with and for children and youth. If they are not interested in supporting the Children's Defense Fund, we shouldn't be interested in them. We do not "owe" anyone the right to be admitted to graduate study in educational leadership. But we do owe the children, youth, teachers, parents and citizens who support public education an obligation to prepare only the most promising educators to compete for leadership roles in the schools.

I know that some of you are saying "that may be all right in some institutions, but in my university we can't afford decreased enrollments or we'll lose faculty and, eventually, our program." I have no sympathy for that position. Firstly, in most cases it doesn't work out that way. Most universities do respond favorably to qualitative improvement. Secondly, the damage suffered within programs that accept and graduate below-standard masters and doctoral students in educational administration extends beyond the university into the school systems that are plagued by these mediocre performers for years.

We ought to define what we can and cannot do within the resource limits provided by our university. We will gain respect by doing so. Isn't it true that we claim substantial expertise in leadership and management? Don't many of us take on consulting assignments in schools and other organizations that are floundering because of inappropriate decision-making about resource allocations and use? Let's take some time to insist on good management practices for departments of educational leadership in colleges and universities—and stick by our own recommendations.

Immersion-Periods of Serious Study

I referred briefly to my relatively recent advocacy of full-time doctoral programs as the basis for the preparation of principals and superintendents. I was wrong. The effort distracted us from pursuing a more feasible practical alternative to a similar end, i.e., creating master's level and doctoral programs that immerse students in intensive study (preferably in cohort arrangements) for a concentrated period of time—generally no more than two years.

In a different world I would still be arguing for full-time study. But it is just not going to happen for most students in our field. However, this should not stop us from designing programs which engage students in ordered, systematic periods of study that focus their minds and talents on mastering course content and understanding the essence of leadership rather than accumulating courses. Many of you are now operating programs that are built on cohort structures featuring ordered sequences of study within a specified time frame for completion. Executive development programs have employed this design successfully for years, and we now have enough sound models of such programs for pre-service preparation that there is no excuse to continue part-time study on a catch-as-catch-can basis. We should label inadequate programs just what they are—diploma mills that tarnish our image within the university. And, more importantly, these inadequacies end up certifying candidates whose academic backgrounds are wholly inadequate to the crucial tasks they will confront in public schools.

Instruction

I will focus on process rather than con-

"LIVE" USE OF LICENSURE ASSESSMENT UNDERWAY IN MISSISSIPPI

After more than a year of item development, pilot testing, and review, the School Leaders Licensure Assessment is ready for use in the field. Although the assessment isn't scheduled to be fully operational until the fall of 1998, ETS has agreed to conduct a series of three "special administrations" over the next year for states interested in using the assessment immediately.

Mississippi contracted with ETS to administer the first assessment on July 26, 1997 at three centers in different regions of the state.

The two subsequent special administrations are scheduled for January 24, 1998 and May 2, 1998. Several other states hope to join Mississippi in these latter administrations, including Missouri, North Carolina, and the District of Columbia. The cost per candidate is $450. States can either reimburse ETS for the candidates or require that the candidates pay ETS directly. All candidates will receive an individualized score report within eight weeks of the assessment. ETS will provide states with a list of scores for all candidates who participate.

If you would like to include your state in the upcoming January and/or May special administrations, please contact Andy Latham of ETS at (800) 779-3339, ext. 5456, for more information.

Ethics in Educational Leadership: Emerging Models

Ethics in Educational Leadership: Emerging Models

Lynn G. Beck, Joseph Murphy, and Associates

Lynn G. Beck, Joseph Murphy, and Associates
1997•208 pages•ISBN 1-55996-147-3 •$21.00

This work pulls together narratives of seven professors in educational administration on their experiences in teaching courses explicitly dealing with ethics. While the narratives reflect a diversity of traditions shaping interpretations of moral leadership,the authors situate them into their larger historical and epistomological contexts.

Continuity and Change: The Educational Leadership Professoriate

Martha McCarthy and George D. Kuh
1997•312 pages•ISBN 1-55996-146-5•$24.00

McCarthy and Kuh present the results of their comprehensive study of educational leadership conducted in 1994 that describes who faculty are, how they use their time, what they believe, and the nature of the units in which they work. The data, collected across three decades, are also compared with information on faculty across disciplines.
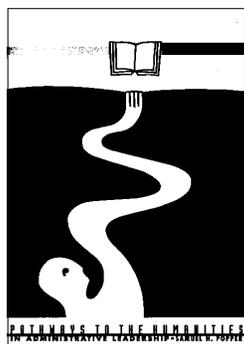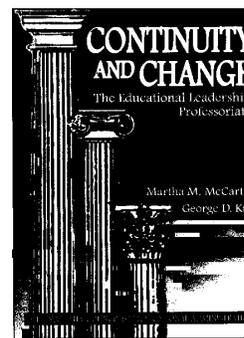
Pathways to the Humanities in Administrative Leadership

Samuel H. Popper
1994•275 pages•ISBN 1-559961449•$22.95

This fourth, and final, edition of Pathways has been enlarged with a section in which the sociology of sanctions in administrative leadership is connected with accounts of rhetorical skill in the humanities.

Building Bridges: UCEA's First Two Decades

Jack Culbertson
1995•353 pages•ISBN 1-55996-159-7•$26.95

UCEA's formation and early programs were influenced by American and European ideas. Views expressed by officers of the W.K. Kellogg Foundation and by members of the American Association of School Administrators (AASA), for example, helped shape UCEA's mission statement while ideas generated by scholars in Vienna, Austria, provided essential content for UCEA's first Career Development Seminar.
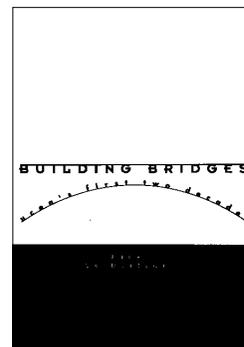
A THOUSAND VOICES: FROM PHASE 1 INTO PHASE 2

The two working groups for the Thousand Voices from the Firing Line Project (UCEA Goal 1.1) have been doing tremendous work in analyzing the interview data gathered last year. The two groups met at the AERA conference in Chicago, shared research summaries and discussed the themes being discovered from the survey materials. The Principals Working Group (**Frances Kochan**, Auburn U.) and the Superintendents Working Group (**Barbara Jackson** Fordham U.) will conduct two sessions at the 1997 UCEA convention. At the first session initial findings, categories and themes will be presented. Comments will be invited from practicing principals and the superintendents. In Chicago, it was discovered that various methodologies are being used in approaching the raw material, and it was suggested that interesting work could be done in analyzing the differences in those methodologies. The second session will feature a discussion of research methodological issues.

Preview of Findings

The Principals Working Group is finding that the role of principal has changed greatly. The duties of principal have expanded with reference to financial problems, and the interpersonal/ facilitator aspects of the position have increased. Presentations are scheduled on principal preparation, vexing problems and principal perceptions. The issues faced by superintendents have changed as well. Finances, conflict and crisis resolution and environmental issues have increased in importance. Also, superintendents must deal more with adult agendas which are more "around issues with the kids" than for children. The themes and analyses which undergird these findings will be presented in Orlando.

Availability

The database is now available on CD-ROM to members of the two working groups. Participation and access should be arranged through the two group leaders. The database consists of interviews conducted between mid-1996 and spring 1997 by 44 researchers from 52 UCEA member institutions. A total of 54 in-depth interviews were conducted: 29 superintendents and 25 principals. The superintendents sample included 23 (79%) males and six (21%) females. The location breakdown of superintendents was 11 (38%) from suburban districts, eight (28%) from urban districts and 10 (34%) from rural districts. Five (17%) minority superintendents and 24 (83%) non-minority superintendents were interviewed. The principals sample included 10 (40%) females and 15 (60%) males. The location breakdown of principals was 7 (28%) from suburban schools, 6 (24%) from rural schools and 12 (48%) from urban schools. Of the total sample of education leaders, 13 (24%) were minority and 41 (76%) were non-minority.

Circle began to take shape. The purposes of the Policy Circle are twofold: 1) to provide the National Policy Board with enhanced research capacity, and 2) to provide an institutionalized system for briefing the Board on emerging social and educational policy issues. Also agreed to by the Board, was the appointment of **Bruce Anthony Jones** (who recently moved to the University of Missouri-Columbia from the University of Pittsburgh) as coordinator of the Circle. Jones, who completed his doctoral work in political science at Columbia University in 1989, will simultaneously establish a policy center for the University of Missouri.

In January of this year, Forsyth and Jones issued invitations to join the Circle on behalf of the Board, to ten directors of geographically diverse policy centers. The response was very enthusiastic. In addition to Jones, himself, seven other centers accepted the invitation: **Barry L. Bull**, Director of the Indiana Education Policy Center at Indiana University, **James G. Cibulka**, Director of The Center for Education Policy and Leadership at the University of Maryland, **Patrick F. Galvin**, Director of the Utah Education Policy Center at the University of Utah, **James W.Guthrie**, Director of the Peabody Center for Education Policy at Vanderbilt University, **Carolyn D. Herrington**, Director of Florida Education Policy Studies at Florida State University, **Carolyn Kelley**, Sr. Research Associate of the Consortium for Policy Research in Education (CPRE) at the University of Wisconsin-Madison, **Paul LeMahieu**, Director of the Delaware Education & Research Development Center at the University of Delaware, and **James G. Ward**, Director of ELPRI at the University of Illinois-Champaign.

On September 23-24, the Policy Circle will hold a joint meeting with the Policy Board in Washington. It is expected that these discussions will further clarify the mission, goals, and process possibilities of the new collaborative.

tent in discussing our programs of instruction. I am, of course, cognizant of the fact that many of our programs are offered by instructors who have little or no grasp of the knowledge base produced during the neo-orthodox period of the 50's, 60's and 70's to say nothing of more contemporary non-orthodox emphases of the 90's. They are still story tellers! They and their students confront the same dilemma that Herbert Simon described colorfully in the late 1940s: *"Most of the propositions that make up the body of administrative theory today share, unfortunately, [the] defect of proverbs. For every principle one can find an equally plausible and acceptable contradictory principle"* (Simon, 1946, p. 53). Although Simon's solution, that the choice would be clear when the issue was subjected to scientific inquiry turned out to be overly simplistic, the theory movement and the empirical studies of the past 50 years have pushed us beyond proverbs and have stimulated richer forms of inquiry (i.e., qualitative research) and more satisfying theoretical frameworks (e.g., critical theory, feminist theory, post-modernist theory).

All of our programs must include the scope and depth of the contemporary knowledge base that supports our core content. However, I want to emphasize a different dimension of our instructional program, i.e., our role as teachers, counselors, advisors, and supporters of our students. By the nature of the reward system within our universities, classroom instruction, counseling students, involving them actively in our inquiry, being available to deal with their personal dilemmas takes a back seat to exactly what we are celebrating here today, i.e., our research productivity. Often, the most prolific researchers and authors avoid involvement with students who aspire to a professional assignment in schools rather than a professorship in a college or university or a position in a research or policy organization. I believe that this is shortsighted. With only a few exceptions, graduate programs in educational leadership exist to prepare school administrative personnel. This is our focal mission. To remove from, or lessen the contributions of, the most active scholars in the preparation of practitioners is an unnecessary and unfortunate choice.

I intend to push this argument one step further. The fact is that the total contribution of the members of Division A of AERA to the development of the empirical and theoretical knowledge base in administration and policy development is so minuscule that if all of us had devoted our professional careers to teaching and service we would hardly have been missed. This is not to argue that we should abandon our research activity, but only to strip away the aura that some of us should not share equally in nurturing and instructing practitioners in training. We must demand outstanding classroom instruction and career nurturance from the leading members of our research community if we intend to instruct and inspire our masters and doctoral students in the contemporary knowledge base relevant to our field. Too frequently, they are retreating from this obligation to pursue esoteric scholarly interests that result in lesser payoff for our profession.

Linkages "in and off" Campus

No department of educational leadership is prepared to offer an appropriate program of study on its own. Most departments are staffed to offer instruction in organizational theory, policy studies, management, and such specialized technical fields as law and finance. However, outstanding programs in educational leadership are rooted in much more complicated fields of study. No school leader for example, should lack expertise in curriculum and instruction. Yet only a few universities have attempted to integrate graduate departments of Curriculum and Instruction and Educational Leadership and most place little emphasis on knowledge about teaching and learning. How many programs require coursework in "Social Foundations"? Yet the essence of success in contemporary American schools cries out for leaders who believe that moral and ethical values are the cornerstone of public education in a bifurcated society.

In much of our scholarly work we decry the gap between educational services and social services. But the overwhelming majority of our students cannot find time to take a single course in a "School of Social Work." Most of us maintain an early childhood education program of study in our own school or college, but we do not allocate time for our students to take a course in

that department or in a university-based program in child development and family studies. More of us have at least a required course in special education, but how many of us expose our students to a minimal understanding of effective approaches to dealing with ESL youngsters, a population that is exploding in scores of states. We cannot do everything in the abbreviated time available to us in graduate preparation programs — but we can do much more than we are doing.

Summary

I have left out topics about which we all worry. How can we arrange intensive, useful internships in the schools? Where will we find time for the critical content areas of our own specialized field of administration and leadership? How should we relate to the new NCATE guidelines that specify required areas of expertise that were designed to reflect the needs emphasized by our professional associations? I talked about the conflict between scholarly research and time spent in teaching and counseling students. But what about the infringement of service demands from schools? Isn't it true that many of our colleagues are absent from both teaching and research because school systems are willing to pay them for consulting and survey activities?

The conflicts that exist within our programs require constant attention and continuing adjustments. My argument today is, however, straightforward. First, and foremost, we are responsible for preparing effective school leaders for the 21st century. To steal from Hillary Rodham Clinton (or more accurately from an African folk tale), it takes a whole faculty to prepare an effective educational leader. We need to:
• Find budding miracle workers in our public schools and convince these teachers to join us in our preparation programs to make schools better;
• Provide graduate students with a challenging program of studies;
• Devote ourselves to our students and consider ourselves successful when one of our former students demonstrates how to lead a great school.

Communicating with Our Students and Our Public School Colleagues

How can we effectively introduce our students and our field-based colleagues to the emerging (and often confusing and inaccessible) knowledge base of educational admin-

istration? Contemporary portrayals of the theoretical knowledge base in educational administration de-emphasize functionalism and embrace alternatives which argue that: (1) we are active agents in constructing our world; (2) knowledge and power are related inextricably; (3) facts are embedded in and interpreted through social, value-laden processes; and (4) social structures and hierarchies conceal as much as they reveal. The meta-perspectives leading the field toward a more comprehensive and complicated knowledge base include critical theory, feminist theory, pragmatism, and post-modernism.

> **"With only a few exceptions, graduate programs in educational leadership exist to prepare school administrative personnel. This is our focal mission. To remove from, or lessen the contributions of, the most active scholars in the preparation of practitioners is an unnecessary and unfortunate choice."**

However, in the midst of this exciting and turbulent reconsideration of what is known about organizations, organizational behavior, and organizational practice there are some powerful counterbalancing forces that suggest that the traditional knowledge base is not only alive and well but is the dominant perspective held in the "real world" of practice. State and national policies and programs of educational reform reflect extremely conservative interpretations of organizational research and theory, e.g:
a) national goals and standards for education;
b) state and national testing programs to measure goal attainment;
c) state takeovers of faltering school districts. The press is clearly toward external control mechanisms as the stimulus to drive educational improvement.

Additionally, the graduate programs of study in our own institutions are not

typically avant-garde. The majority of our newer textbooks refer to nonorthodox perspectives, but they report almost wholly on orthodox and neo-orthodox research findings. In some of our classrooms, newer theoretical orientations are introduced but the practical emphasis is still on functionalist/bureaucratic tools, practices, and mindsets. Regardless of these obstacles, we must accept the challenge of establishing the connection between emerging nonorthodox theories and research findings and effective practice in schools and classrooms.

A number of years ago, Professor Murray Davis published an article entitled "That's Interesting" in which he argued that we need a new field, "The Sociology of the Interesting," to supplement the existing field of "The Sociology of Knowledge" (Davis, 1971). The heart of his argument was the proposition that a new theory or research finding is only interesting if it denies an old truth, but the "truth" is in the mind of the audience, not of the theorist or researcher. He argued that if we hope to create a dialectical examination with clients we need to avoid propositions that are non-interesting, i.e.:
• What seems to be the case is in fact the case (that's obvious);
• What is really true has no connection with what you always thought was true (that's irrelevant);
• Everything you always thought was true is really false (that is absurd), (p.327).
His basic argument was that the "taken-for-granted world" of the audience is as important to the success of achieving a serious dialogue between the audience and the presenter as the proposition offered by the presenter.

We have paid little attention to this advice in educational research circles in general and in organizational theory in particular. My impression is that our most important work in organizational theory is viewed by educational practitioners as non-interesting for the very reasons enumerated by Davis, i.e.:
• Most of the codified research findings presented in standard textbooks, e.g., reviews of the research on leadership, are considered obvious and, consequently, boring by practitioners;

• Much of the exhortative material on school renewal and reform is considered irrelevant, e.g., explications of alternative programs that are inaccessible to practitioners because of cost or local norms of behavior;

• Many of the theoretical structures that represent the "new wave" of the field are so foreign to the practitioners' experience and so obscure in presentation that the conclusion is "that's absurd."

Most of the codified research findings presented in standard textbooks are boring. We are still treating situational leadership and the concepts of initiating structure and consideration as if the reader should be surprised by such powerful tools for thinking about leaders and leadership. They think that any intelligent observer would say "that's obvious." In fact, they might also say it's irrelevant but we ought to reserve that category for research findings on programs of reform that are clearly beyond the existing resources of American public schools. It is true that we know how to produce high student achievement in schools (public and private) that are characterized by privileged family backgrounds, small classes, teachers who have excellent backgrounds in pedagogy and content fields. But an increasing number of American public schools do not share such advantageous positions as conditions of child poverty and limited budgetary allocations proliferate. Finally, we must confront the lack of simple skills in ordinary communication. The form of presentation at "scholarly" meetings and in "scholarly" journals routinely violate the Davis propositions. In fact, many academics and most practitioners are bewildered as they attempt to access the publications of critical theorists, post-modernists, and post-structuralists. Private languages probably deserve the reaction of "that's absurd" from individuals whose daily lives require language clarity for survival.

What would I do to attempt to introduce non-orthodox thought to educational practitioners? Firstly, I would focus on contrasting the disparities between what most practicing administrators "know is true" and findings that challenge that knowledge in very specific ways. I would introduce them to Kathy Ferguson's discussion of the perniciousness of personnel management in public administration, before I allowe

them to even consider the intensive study of feminist theory (Ferguson, 1984). I would insist that they examine Alvin Gouldner's "The Unemployed Self" before they gave consideration to critical theory (Gouldner, 1969). I would introduce them to Mary Parker Follett's discussion of "The Giving of Orders" in which she surfaces the complexity of "ordering" in human organizations (Follett, 1933).

Is it my belief that contemporary non-orthodox theory is inherently uninteresting? Of course not. Quite to the contrary I believe that it is our responsibility to challenge the often uninformed belief systems of practitioners with powerful alternatives to traditional bureaucratic thought. But I think this challenge has to provide the audience with a fair chance to discuss the alternative within the scope of their knowledge base. This suggests several approaches:

• Emphasizing cubits of usable knowledge that may allow school administrators to at least ameliorate the worst consequences of bureaucratic orthodoxy;

• Accepting the responsibility for meeting the criteria of practicality, usability and applicability for non-orthodox findings that will work in school settings;

• Settling for individual findings rather than hard-to-access, complicated systems of findings.

Acknowledging our responsibility as interpreters and translators of theoretical propositions and research findings.

I believe we are professors in programs of educational leadership for the primary purpose of preparing outstanding leaders for

the country's schools. This requires authenticity in our pre-service and in-service programs of study and in our collegial relationships with practicing school leaders. Most of our current programs fall short of these goals. Many fail because they are staffed with professors whose knowledge base does not prepare them to challenge conventional practice. Others fail because professors have chosen to eschew thei responsibility to serve their clientele in exchange for the more esoteric life of the scholar-professor. The time has passed when we can afford to tolerate either of these conditions. We are teachers, scholars, colleagues, counselors, support personnel to school leaders or we are nothing at all!

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UCEA 8th Annual
Graduate Student Symposium

The 8th annual Graduate Student Symposium will be held in conjunction with the UCEA Convention at the Orlando Marriott Internatonal Drive in Orlando, Florida. The usual four-hour session will be divided into a pair of two-hour sessions, one on Friday, October 31, and the other on Sunday, November 2.

This year's symposium will be organized around the topic *Negotiating Borders: Culture and Context in Educational Research, Policy and Practice.* The focus will be on research directed toward understanding and addressing the complex issues related to schooling and administration that require negotiating across cultural and contextual borders. More information will be forthcoming as the symposium draws near.

The Graduate Student Symposium provides an opportunity for students to work closely with symposium faculty and discuss important, contemporary educational issues with colleagues from other institutions. The symposium is always one of the highlights of the UCEA Convention and it promises to be an exciting opportunity for graduate students once again this year.

SCHEDULE OF COMING EVENTS

October 29-30....................UCEA Executive Committee
Orlando Marriott International Drive Hotel

October 30-31....................UCEA Plenum
Orlando Marriott International Drive Hotel

October 31 and November 2........................ Graduate Student Symposium
Orlando Marriott International Drive Hotel

October 31-November 2.......................UCEA Convention '97
Orlando Marriott International Drive Hotel