



## Leading for Learning: An Educational Psychologist's Perspective

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Schools are about teaching and learning; all other activities are secondary to these basic goals. The centrality of student learning in the school is irrefutable. In fact, preparation standards for school leaders embrace this fundamental fact in their second standard as follows (Council of Chief State School Officers, 1996, p. 12):

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional programs conducive to student learning and staff professional growth.

I argue that administrators cannot achieve this purpose without a clear and deep understanding of teaching, learning, students, motivation, and assessment. These are elaborate and complex processes that need careful attention and study. If school administrators are to support teaching and learning they must first understand these processes. There are neither quick fixes nor easy answers, but leaders are responsible for creating learning organizations.

Beyond the common sense argument above, there is empirical evidence for the importance of knowledge about teaching and learning. Wang, Haertel, and Walberg (1993, 1997) did a meta-analysis of more than 10,000 statistical findings on the most significant influences on student learning and found a reasonable consensus. In general, direct influences have a greater impact on student learning than indirect ones. 50 years of research contradicts the current reliance on school restructuring as the key to school reform. Classroom management, student metacognitive and cognitive processes (e.g., study skills, background knowledge, work habits), instruction, motivation, and assessment have a greater impact on learning than indirect influences such as restructuring, district policy, and school policy. Increasingly, the research suggests that the key to improving student learning is what happens in the classroom; the teacher is critical. One exception to the general finding was that school culture does seem to make a significant difference by providing a school context that reinforces important teaching and learning practices.

### The Role of Instructional Leader

A critical role for all principals is that of instructional leader. Clearly the principal is not solely responsible for leadership in instruction. Leadership in instructional matters should emerge freely from both the principal and teachers. After all, teachers are the direct links to students. However, the principal is responsible for developing a school climate that encourages and supports the very best instructional and assessment practices. Improvement of teaching and learning is a continuous process, not merely a ritual observation principals make once or twice a year. Professional conver-

sations and professional development should revolve around the students and how they learn as a basis for designing appropriate teaching, class management, and assessment strategies for different situations.

### Student Differences

Students differ in intelligence, emotion, learning styles, gender, and culture to name only a few dimensions. Each of these differences has implications for teaching and learning. For example, teachers and administrators invariably confront such practical issues of ability grouping and programs for the gifted as they try to organize the school for effective learning. Although students have different cognitive styles and learning styles, the consequences of these styles for teaching and learning are not clear. In fact, popular programs have far outrun what we know about how to deal with such differences. It is much easier to grasp at the latest fad than it is to examine the research before making a decision. Indeed, the research may give one pause.

Gender differences and sex stereotyping are two other problems that face most teachers and administrators. Gender bias in the curriculum, sex discrimination in the classroom, as well as gender differences in math and science, are just a few of the challenges facing school leaders. To act wisely is to first understand the facts and consequences.

Finally, in less than two decades most of the students in public schools will be students of color, and many of them will speak a language that is different from their teacher's. Teachers and administrators will have to work together to create classrooms that are good for all students. The challenge will be creating tolerance, respect, and understanding between a diverse student and teacher school community. This formidable task will be complicated by laws that mandate the inclusion of more students with learning and behavior problems in the classroom.

### Learning

Because learning is a complex cognitive process, there is no one best explanation of learning. Different theories of learning offer more or less useful explanations depending on what is to be explained. Behavioral theories of learning stress observable changes in behaviors, skills, and habits. Attention is clearly on behavior. The intellectual underpinnings of behavioral theory rest with Skinner's operant conditioning. Learning objectives, mastery learning, and direct instruction are teaching strategies consistent with this perspective. Teaching approaches based on behavioral learning theory are quite effective when specific skills and behaviors

need to be learned,

Cognitive theories of learning deal with thinking, remembering, and problem solving. The emphasis is on what is happening “inside the head” of the learner. How information is processed and remembered, as well as how individuals use their own knowledge to regulate their thinking, is critical in this perspective. Teaching strategies based on cognitive information processing views of learning highlight the importance of attention, organization, practice, and elaboration in learning and provide ways to give students more control over their own learning by developing and improving their own self-regulated learning strategies. Some of the most important teaching applications of cognitive theories involve using learning strategies and tactics such as note taking, mnemonics, and visual organizers.

Constructivist theories of learning are concerned with how individuals make meaning of events and activities. There are a variety of approaches to constructivism. Some constructivist views emphasize the shared and social construction of knowledge while others see social forces as less important. Constructivist perspectives on learning and teaching, which are increasingly influential today, are grounded in the research of Piaget, Bruner, Dewey, and Vygotsky. Inquiry and problem-based learning, cooperative learning, and cognitive apprenticeships are typi-

cal teaching strategies. The essence of the constructivist approach is that it places the students’ own efforts at the center of the educational process—thus the notion of student-centered teaching.

Each of these approaches to learning has much to offer. In fact, each brings advantages and disadvantages with it. It is not sufficient to know one perspective. Indeed, knowledgeable teachers and administrators should know, understand, and apply all of these perspectives appropriately.

#### Motivation

Effective teaching and learning are dependent upon motivated students. Hence, teachers must know how to stimulate, direct, and maintain high levels of student interest. Teachers can create intrinsic motivation by stimulating the students’ curiosity and making them feel more competent as they learn, but that is easier said than done. Some tasks simply are uninteresting and difficult. Teachers inevitably must use extrinsic supports to motivate students while being careful not to undermine intrinsic aspects of learning. To do this, teachers need to know the factors that influence motivation. Four approaches to motivation provide some guidance.

*Behaviorists* explain motivation with concepts such as “reward” and “incentive.” Thus, according to the behavioral view, understanding student motivation begins with a careful analysis of the incentives and rewards present in the classroom. Providing grades, stars, and so on for learning—or demerits for misbehavior—are attempts to motivate students by extrinsic means of incentives, rewards, and punishments. *Humanistic* interpretations of motivation emphasize such internal sources of motivation as a person’s needs for “self-actualization” (Maslow, 1970, 1968) and the need for “self-determination” (Deci, Vallerand, Pelletier, & Ryan, 1991). Thus, from the humanistic perspective, to motivate means to encourage peoples’ inner resources—their sense of competence, autonomy, and self-actualization. *Cognitive* explanations of motivation argue that our behavior is determined by our thinking, not simply by whether we have been rewarded or punished for the behavior in the past. Behavior is initiated and regulated by an individual’s plans, goals, beliefs, expectations, and attributions. A central assumption is that people respond not to external events but rather to their interpretations of these events. *Social learning theo-*

*ries* of motivation take into account both the behaviorists’ concern with the outcomes of behavior and the cognitivists’ interest in the impact of individual beliefs and expectations. Many influential social learning explanations view motivation as the product of two main forces: the individual’s expectation of reaching a goal, and the value of that goal to them. In other words, the important questions are, “If I exert reasonable effort, can I succeed?” and “If I succeed, will the outcome be valuable or rewarding to me?”

Teachers and administrators must understand these perspectives if they are to be effective in improving student learning. For example, goals that are specific, challenging, and realistic are effective in motivating students, as are goals that focus on learning rather than performance. Motivation is affected by such individual needs as self-esteem and achievement, but students have different needs at different times. Motivation is also affected by student’s beliefs about the causes of successes and failures and whether they can improve. For example, when students believe effort can improve their ability, they persist longer and reach higher levels of achievement. In fact, simply believing that they have the ability to be successful is a strong motivator.

#### Teaching

Good teaching is the *sine qua non* of schooling. In fact, good teaching is what instructional leadership is about—finding ways to improve teaching and learning. There are no simple answers to what good teaching is, but we know it is anchored in expertise. Expert teachers work from integrated sets of principles instead of dealing with each new event as a new problem. They have broad professional knowledge in academic subjects, teaching strategies, curriculum, student characteristics, learning contexts, teaching goals, and pedagogical content knowledge (Shulman, 1986).

Effective teachers are creative and organized, and the basis for their organization is planning. Planning influences what students will learn because planning transforms the available time and curriculum materials into activities, assignments, and tasks for students. But even the best plans cannot control everything that happens in class. Thus, planning must allow for flexibility and creativity. However, there is no one model or effective planning. For experienced teach-

### *In This Issue . . .*

Feature Article.....	1
NGSRSEA Call for Nominations.....	4
From the Director.....	5
Publication Productivity.....	6
PSR and EC Listing.....	9
Innovative Programs.....	10
UCEA Review Feature Editors.....	11
Leadership Preparation Sessions at the UCEA Convention.....	11
Convention Preessions.....	12
Cincinnati Attractions.....	13
Handbook for Leadership.....	13
CWC Announcement.....	14
Convention Schedule and Info.....	14
Convention Preview.....	15

ers, planning is a creative problem-solving process of determining how to accomplish many lessons and segments of lessons. Experienced teachers know what to expect and how to proceed, so they don't necessarily follow the detailed lesson-planning models that are often useful for beginning teachers. For all teachers, regardless of their experience, clear, cognitive, and affective objectives are a key to successful planning.

Effective teachers are also warm and enthusiastic in their teaching. Warmth, friendliness, and understanding seem to be the teacher traits strongly related to student attitudes. In other words, teachers who are warm and friendly tend to have students who like them and the class in general, but being warm, friendly, and enthusiastic is not enough to guarantee student achievement.

In the end students have to do the learning, but teachers can create situations that guide, support, stimulate, and encourage learning, just as administrators can do the same for teachers. In spite of the debates and different viewpoints, it remains clear that there is no one best way to teach. Different goals require different methods. Teacher-centered instruction leads to better performance on achievement tests, whereas the open, informal methods like discovery learning or inquiry approaches are associated with better performance on tests of creativity, abstract thinking, and problem solving. In addition, open methods are better for improving attitudes toward school and for stimulating curiosity, cooperation, and lower absence rates among students.

### Classroom Management

Classes are distinctive environments that affect participants regardless of how students are organized for learning or what educational philosophy the teacher espouses (Doyle, 1986). Classrooms are crowded with people, tasks, and time pressures. In addition, actions typically have multiple effects. Calling on low-ability students may encourage their participation and thinking, but it also may slow the discussion and lead to management problems. Moreover, teachers have literally hundreds of exchanges with students during a single day. Events are unpredictable in this rapid-fire existence. The public nature of the classroom also means that the way the teacher handles these unexpected intrusions is seen and judged by all. Finally, classrooms have histories. The meaning of a particular action depends in part on what has happened before. The 10th time a student arrives late requires a different response from the teacher than the first tardiness. Moreover, the history of the first few weeks of school affects life in the class all year. To manage a classroom is a challenge for all, but it is an especially major one for beginning teachers.

No productive activity can take place in a group without the cooperation of the members. Hence, a main task of teaching is to enlist students' cooperation in activities that will lead to learning, and the first step in achieving cooperation is to organize the learning environment in a productive way. But order for its own sake is a hollow ritual. There are at least three reasons why classroom management is important—to make more time for learning, to give all students access to learning through participation, and to help students learn to manage their own learning.

Research on effective elementary and secondary class managers shows that these teachers have carefully planned rules and procedures (including consequences) for their classes. They teach these rules and procedures early using explanations, examples, practice,

correction, and student involvement. In fact, getting started with a careful system of rules and procedures the first week of school sets the tone for the rest of the year. Teachers need to establish a climate of trust and respect to create a positive community for learning. At the heart of a learning community is the idea of positive interdependence—individuals working together to achieve mutual goals.

Kounin (1970) discovered years ago that good and poor classroom managers look very similar as they deal with a disruption. The difference is that good managers prevent most problems from arising, thus they don't have to deal with many disruptive situations. He also identified a number of prevention strategies that still are effective today. There will be discipline problems in classrooms even with the best prevention. Conflicts between students, though potentially dangerous, can be the occasions for learning conflict negotiation and peer mediation strategies. Effective teaching and learning are not likely to occur unless the appropriate classroom climate is developed and maintained.

### Assessment

The teaching-learning cycle is not complete without evaluation and assessment. In fact, all teaching involves assessing and evaluating learning. Increasingly, evaluation and measurement specialists are using the term assessment to describe the process of gathering information about students' learning. Assessment is broader than testing and measurement. Assessments can be designed by classroom teachers or by local, state, or national agencies such as school districts or the Educational Testing Service. Today, assessments can go well beyond paper-and-pencil exercises to observations of performances and the development of portfolios and artifacts.

Many important decisions about students, teachers, and schools are based in part on the results of standardized tests. Test scores may affect "admission" to first grade, promotion from one grade to the next, high school graduation, access to special programs, placement in special education classes, teacher certification and tenure, and school funding. Although standardized tests are important and will likely increase in their significance, most tests given to students to evaluate their performance are teacher-made tests. But there are new demands on this type of testing too—the call for authenticity.

Authentic tests ask students to apply skills and abilities as they would in real life. For example, they might use fractions to design a floor plan for a student lounge. If our instructional goals for students include the abilities to write, speak, listen, create, think critically, solve problems, or apply knowledge, then tests should ask students to write, speak, listen, create, think, solve, and apply. The concern with authentic assessment has led to the development of several new approaches based on the goal of *performance in context*. Students are required to solve real problems. Facts are used in a context where they apply—for example, the student uses grammar facts to write a persuasive letter to a software company requesting donations for the class computer center.

### Summary

Instructional leaders need to understand students—how they differ in intelligence, emotion, learning styles, gender, and culture. Each of these differences has implications for teaching and learning. Because learning is a complex cognitive process, there is no one

best explanation of learning. Different perspectives are more or less useful depending on what kind of learning is to be explained. Effective teaching and learning depend on motivated students. Hence, teachers must know how to stimulate, direct, and maintain high levels student engagement. In the end, students have to do the learning, but teachers must create situations that guide, support, stimulate, and encourage learning. Good teaching is critical to student learning, but there is no one best way to teach. Different goals require different methods—teacher-centered, student-centered, discovery methods, and inquiry approaches are all more or less effective depending on the task and goal. Teachers not only have to motivate and teach. They must also be able to manage the classroom. Even with the best motivation and management preventing problems there will be disruptions in the classroom, but these can be handled productively. All teaching involves assessing and evaluating learning. Appropriate assessment is becoming increasingly more important for teachers and administrators as pressure mounts for school accountability.

These few paragraphs can only outline the range of knowledge about learning, cognition, and development required for effective instructional leadership. To work cooperatively with teachers and families, educational administrators need more than the usual courses in organizational theory, finance, law, or facilities. As one way to address these needs, we are developing resources for administrators based on research in educational psychology about student differences, learning, motivation, teaching, class management, and assessment (Woolfolk Hoy & Hoy, in press). We believe such knowledge will improve teaching and learning in today's schools, and we encourage others to join in this development effort.

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## David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy Call For Nominations

The David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy which is sponsored by the University Council for Educational Administration, Divisions A and L of AERA, and Corwin Press, brings emerging educational administration and policy scholars and noted researchers together for two days of presentations, generative discussion, and professional growth. Many of the graduates of this seminar are now faculty members at major research institutions in the US and Canada. This year's seminar will be held in the spring following the AERA meeting in New Orleans (tentatively April 5-6, 2002). In an effort to provide attendees with adequate travel planning time, we have decided to move the nominations process into the fall semester. The nominations for the David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy will be due November 26<sup>th</sup>, 2001.

Nominees should be outstanding doctoral students in educational leadership, administration, and/or policy, seeking careers in research. Nominees must have substantially completed their courses and must have formulated a dissertation proposal. Nominations of students from underrepresented groups are strongly encouraged. Invitations will be issued to 40 doctoral students, with competition based on the judged quality of the student's research and capacity to gain from and contribute to the seminar.

Each university may nominate up to two students. Please compile a nomination packet (coversheet, nomination form, abstract of student research, and statement of proposed research) for each nominee and mail the original plus three copies to be received by us no later than November 26th, 2001. All nomination packet forms are available on the UCEA website [www.ucea.org](http://www.ucea.org). We expect to extend invitations to 40 students by the end of December 2001. If you have any questions, please call (573) 884-8300.

A Special thanks goes out to those who have made donations to the David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy. So far we have received contributions from Dr. Danny L. Talbot of the University of Utah, Dr. Diana Pounder of the University of Utah, Dr. Stephen Jacobson of SUNY at Buffalo, Dr. Frances Kochan of Auburn University, Dr. Karen Evans Stout of Lehigh University, Dr. Antoinette F. Riester, Dr. James R. Yates of the University of Texas at Austin, Dr. Lance Fusarelli of Fordham University, Dr. Scott McLeod of the University of Minnesota, and Dr. Walter H. Gmelch of Iowa State University. Thank you so much; your contributions help UCEA continue the tradition of providing meaningful and intellectually stimulating experiences for seminar participants.



**From the Director:**  
A National Commission  
for the Advancement of  
Educational Leadership  
Preparation

**Michelle D. Young**  
Executive Director

I strongly believe, that key to the success of any effort to positively and substantively change the preparation of school and school-system leaders is a commitment among key stakeholders to finding common ground and working interdependently toward the realization of mutually agreed upon goals. No single organization, group, or individual can create the kind of changes for leadership preparation that our nation's children need and deserve. This is the assumption that framed the development of the National Commission for the Advancement of Educational Leadership Preparation.

The challenges that face educational leadership preparation are multifaceted and complex. Neither reactionary behavior, such as caustic remarks or finger pointing, nor well-intentioned developments, like alternative certification, will fix educational leadership preparation. There are no simple solutions or quick fixes. Even national standards cannot, in and of themselves, improve the preparation and professional development of educational leaders. Rather, our approach to supporting positive change must be comprehensive and indicative of the interdependent nature of our work and our actions. Indeed, as a field we must understand that with regard to leadership preparation and practice, we are interdependent. What we do in our work as individuals, groups, and organizations impacts educational leadership preparation and practice. And just as we are all implicated in the current state of leadership preparation, we are collectively responsible for its future.

Various professional organizations, state and federal agencies, university professors, higher education organizations, foundations, and practitioners have expressed commitments to the improvement of leadership preparation. Many have exhibited a long-standing engagement in improvement efforts.

Associations have devoted their energies and funds; state governments, national consortia, foundations, study panels, and countless groups of professional school faculty and practitioners have thought about the leverage points that might be used to stimulate improvement in preparation; and all of these have mounted reform initiatives. (Murphy & Forsyth, 1999, p. 263) Unfortunately, few of these initiatives have been joint endeavors. Yet, key to the success of any effort to positively and substantively improve the preparation of educational leaders is a commitment among key stakeholders to collaborate. It is important that we capitalize on the extraordinary level of commitment to improving leadership preparation and practice through a well-planned collective effort.

We have in our grasp an opportunity to build a future in which leaders are prepared to support the education and success of all children. In order to do this, however, we must focus and use our resources to support program efforts and research that move us in this direction. Efforts such as that proposed through the development of the National Commission for the Advancement of Educational Leadership Preparation (NCAELP) embody this opportunity and have the potential to play an important role in this critical effort.

This Commission, initiated by UCEA and co-sponsored by the National Policy Board for Educational Administration and UCEA, will hold its first meeting at the Johnson Foundation's Wingspread Conference Center in February, 2002. During this initial meeting, the Commission will focus its efforts on:

- 1) *developing* a complex understanding of contemporary contextual factors impacting educational leadership and leadership preparation,
- 2) *examining* exceptional and innovative educational leadership preparation and professional development programs,
- 3) *defining* clearly and precisely what must take place both within and outside the university to ensure effective educational leadership preparation and professional development, and
- 4) *creating* a comprehensive and collaborative set of action plans for the future.

The Commission provides an opportunity for *collaboration among key stakeholders* in reaching a broad consensus about the future of educational leadership preparation and professional development. For those of you who are interested in learning more about NCAELP or who would like to play a role in shaping or carrying out its work, we invite you to join the commissioners during a strand of sessions focused on NCAELP at the Annual UCEA Convention, November 2-4, 2001 in Cincinnati. Several members of the commission will be attending UCEA to discuss, debate, and build an agenda for the enhancement of university educational leadership preparation. Please join the NCAELP commissioners in the following three sessions (7.8, 13.8, 22.5).

Dear UCEA Colleagues and Friends:

I feel it is appropriate to acknowledge the grief, anger, and concern that we feel after the horrifying events in New York City, Washington, D.C., and Southwest Pennsylvania. As educators and faculty who prepare school leaders, many of you feel a special responsibility and burden as your students struggle to make meaning and sense of what is senseless and as they, in turn, struggle to provide comfort and quality educational experiences to the students in their schools. In times such as this it can be helpful to join together behind issues that tug at our souls and fire our convictions. Educational leadership and the success of all children are two such issues. I want to assure you that planning for the UCEA Annual Convention is proceeding as scheduled for the Cincinnati Omni Netherland Plaza, November 2-4, 2001. Please join us as we examine, discuss, and commit ourselves to "Leadership and Learning for the Success of All Children." The UCEA Executive Committee and staff are ready to be in Cincinnati with the spirit of conviction, courage, and pride that we feel about the work we do.

Sincerely,

Michelle D. Young, UCEA Executive Director

# Publication Productivity in Educational Leadership Journals

George P. White and Perry A. Zirkel, Lehigh University

Despite its limitations, the frequency of publications in professional journals is widely accepted as a leading indicator of productivity in higher education. Various studies have used this indicator within and across fields at the institutional or individual level.

Researchers have used it as the measure of research productivity for both broad and specific fields. On the broad level, for example, Wanner, Lewis, and Gregorio (1981) used articles as well as books as measures of productivity and found considerable variation among the three categories - natural sciences, social sciences, and humanities. At the more specific level, Baird (1991) reported the average number of publications in 1978-79 for 32 doctoral-level disciplines nationally. He found wide variations within and across disciplines. Similarly, Murphy (1995) provided 1991 productivity averages for over 60 "academic organizational units" in Australian universities based on journal articles as well as other categories of publications without weightings for citation rate or other related variables. Acknowledging that she was engaged in "quantification in the pursuit of quality" (p. 54), she advocated the use of such "benchmarking metrics" for assessing institutional productivity.

Further, researchers have reported such productivity data by institution within single fields such as advertising (Solely & Reid, 1983) and mass communications (Schweitzer, 1988). As a specific example for the field of psychology, Howard, Cole, and Maxwell (1987) identified the top 75 institutions in terms of productivity based on the frequency of publications in APA journals, weighted according to the number and position of the authors, for a nine-year period. In sociology, Keith and Babchuk (1994) calculated "objective measures of departmental productivity" (p.7) for doctoral-level institutions based on the number of articles in three prestigious journals within the discipline from 1936 to 1989. Similarly, Johns, Ary, & St. John (1986) calculated the top 25 institutions in the field of reading based on the number of publications in eight selected reading journals for the period 1978-83. They appropriately acknowledged that "[s]uch a count is only one way of mea-

suring productivity" (pp. 106-107). They did not account for other limitations enumerated in Dillon's (1986) assessment such as the need to incorporate the factors of circulation size, acceptance rate, and balance between scholarly and practitioner periodicals in the journal database.

Finally, researchers have reported such productivity by individuals within single fields. For example, in two successive studies, Hickson, Stacks, & Amsbary (1989, 1992) identified the top 25 "active prolific" faculty members (regardless of gender) and the top 25 active prolific female faculty members, respectively, based on their total unweighted number of publications in 19 communication studies journals for a 70-year period. Similarly, Schweitzer (1988) identified the 50 most productive researchers and their institutional affiliation based on their total number of publications, weighted by the number but not position of authors, in 9 selected journals in mass communication for a five-year period. Acknowledging that periodical publications is only one measure of research and that research is only one criterion of individual faculty performance, they nevertheless observed: "[I]t is the most visible to the outside world, and it is an objective and valid measure of at least one aspect of an academician's worth" (p. 484). Finally, Little (1997) recently listed the top 50 authors based on the weighted number of publications in six school psychology journals. He acknowledged limitations in the study, such as the selected scope of the database: "[T]he journals investigated are not the only outlets for school psychologists to publish their research. There are clinical, education, and psychometric journals among others that would be logical venues for [such] research" (p. 26).

No published study to date has examined such productivity in the field of educational leadership. Given the rather heterogeneous nature of this "discipline," which includes such specialized areas as finance, facilities, law, negotiations, and the need for balance between research and practice, the database requires more systematic selection criteria than are evident in the prior studies of other fields.

Table 1  
Selected Education Leadership Journals

Journal	Circulation	Acceptance Rate
American School Board Journal	>25,000	11-20%
Educational Administration Quarterly	3,001-4,000	6-10%
Educational Evaluation Policy Analysis	4001-5,000	21-30%
Educational Forum	7,000	6-10%
Educational Leadership	200,000	6-10%
Harvard Educational Review	10,000	11-20%
Journal of Curriculum and Supervision	5,001-10,000	11-20%
Journal of Staff Development	8,500	21-30%
Middle School Journal	26,000	21-30%
National Assoc. of Secondary School Principals Bulletin	42,000	11-20%
National Forum	>25,000	<5%
National Forum of Ed. Admin. and Supervision Journal	>10,000	21-30%
Phi Delta Kappan	150,000	<5%
Principal	28,000	15%
School Administrator	16,000	25%
Technology Horizons in Education Journal	>25,000	11-20%

## Procedure

The most recent *Cabell's Directory of Publishing Opportunities in Education* (1995) served as the primary source for the selection of journals, while Henson's (1997) list served as the secondary supplementary source. The selection criteria for the journals were as follows:

- national United States, not state or foreign publication
- focused on k-12, not higher education
- published within the time period 1986-96
- explicitly included school administration as a topic
- circulation above 3,000
- acceptance rate below 33 %

The final sample of 16 educational leadership journals, each of which met all of the selection criteria, is listed in Table 1.

The ERIC database (CD-ROM, Silver Platter edition, 1986-1996) provided the requisite first-author references for all of the 16 journals except the *Middle School Journal* from 1986 through 1991 and December 1994 through December 1996, *NFEAS Journal*, *National Forum*, *Phi Kappa Phi Journal*, and *Technology Horizons in Education Journal*. For each of these exceptions, the table of contents for each issue was used because an annual index was

unavailable. Second and other authors were not included in this study based on the limited number of authors listed for each article in the primary database.

Initially, the first authors of ten or more articles in the 1986-1996 time period were pulled from all the articles in the database. Next, these potential finalists were further investigated by telephone calls to the respective editorial offices to determine whether they were present or former staff members of the journal in question; such employees were eliminated from the final list. An author search, using the Internet and follow-up telephone calls for confirmation, ascertained the affiliation of each of the remaining finalists. Finally, these authors were subjected to a simple author search using the ERIC database to confirm the original findings.

## Results

Tabulation of the first authors in the 16 selected publications during the period from 1986-96 revealed a total of 1530 individuals who authored two or more articles in at least one of the publications. Checking the productivity of these authors across the 16 publications initially yielded a list of 47 authors with 10 or more publications in the selected journals over the 10-year period reviewed. However, 16 of the 47 authors were present or former employees of the journals and, thus, were not included in the final list.

Table 2 provides a rank-order listing of the 31 most prolific authors during the period 1986-1996 for the 16 selected publications. The table also specifies for each author the total number of articles in these journals as well as his/her primary professional affiliation.

A review of Table 2 reveals that, within the relatively broad range of 10 to 29 articles, slightly less than three-fourths of the authors had 15 or fewer articles in these journals causing ties in every rank below 8. Conversely, the top ten authors accounted for almost half (45%) of all these articles.

Moreover, 32% of the authors do not have a university as their primary professional affiliation. The large number of these authors are independent writers/consultants. Two of the remaining three are affiliated with institutions tied to academia. Although he has exhorted his colleagues to join him in the publication ranks (Vann, 1998), elementary principal Allan Vann is the sole k-12 practitioner. Only three universities, Columbia, Stanford, and Wisconsin-Milwaukee, are the primary affiliation of more than one of the faculty finalists, each with two authors. Finally, of the 31 authors, 5 are female.

## Discussion

The two primary conclusions of this study are that relatively few authors dominate the educational leadership periodical literature and that the top 31 authors tend to publish in a handful of these journals. These findings, particularly the first one, are similar to those in other fields, such as basic and clinical science (Ellwein, Khachab & Waldman, 1989) and school psychology (Webster, Hall & Bolen, 1993).

Other major findings of this study are that a significant segment (approximately 32%) of the most

Table 2

Top 31 Authors in the Educational Leadership Literature: 1986-96

Rank	Author Name	Total #	Primary Affiliation (or Role)
1	Bracey, Gerald	29	[writer/consultant]
2	Zirkel, Perry	27	Lehigh University
3	Molnar, Alex	23	University of Wisconsin-Milwaukee
	Ornstein, Alan	23	Loyola University of Chicago
	Slavin, Robert	23	Johns Hopkins University
6	Goldberg, Mark	22	[writer/consultant]
7	Herman, Jerry	21	University of Alabama-Tuscaloosa
8	Finn, Chester	17	Hudson Institute
9	Cuban, Larry	15	Stanford University
	Glickman, Carl	15	University of Georgia
11	Black, Susan	14	[writer/consultant]
	Darling-Hammond, Linda	14	Columbia University
	Elkind, David	14	Tufts University
	Goodlad, John	14	University of Washington
	Johnson, David	14	University of Minnesota
	Murphy, Joseph	14	Vanderbilt University
17	Garmstrom, Robert	13	[writer/consultant]
	Hunter, Madeline	13	[writer/consultant (deceased)]
	Lieberman, Ann	13	Columbia University
	Pogrow, Stanley	13	University of Arizona
	Vann, Alan	13	[elementary principal]
22	Eisner, Elliot	12	Stanford University
	Guskey, Thomas	12	University of Kentucky
	Wise, Arthur	12	NCATE (president)
25	Calabrese, Ray	11	University of Texas-San Antonio
	Carbo, Marie	11	[writer/consultant]
	Haberman, Martin	11	University of Wisconsin-Milwaukee
	Sergiovanni, Thomas	11	Trinity University
	Tewel, Kenneth	11	Queens College, New York
30	Firestone, William	10	Rutgers University
	Kohn, Alfie	10	[writer/consultant]

prolific authors in educational leadership journals are not university faculty members, and that relatively few journals, such as *Educational Leadership* and *Phi Delta Kappan*, as compared with the *Harvard Educational Review* and the *Middle School Journal* at the other extreme, accounted for a concentration of the articles. Although the almost entire absence of practitioners is similar to previous pertinent research in other fields, the relatively notable proportion of authors without institutional affiliation was peculiar to this study. While the “publish or perish” syndrome symbolizes the incentive structure for publication in the university context, “freelancers” in educational leadership apparently find other benefits worthwhile, such as direct income from their articles or the indirect income that such exposure fosters in terms of other writing. Particularly important for the freelancers, and not at all unimportant for the professors in this field, is the consulting that this exposure can yield. Journals such as *Educational Leadership* and *Phi Delta Kappan* have a broad audience, which provides such exposure, whereas the scholarly aura of the *Harvard Educational Review* and the narrow practitioner scope of the *Middle School Journal* may explain their negligible interconnection with these prolific authors.

The finding that 16 percent of the 31 most frequently cited authors are female, with none in the top ten, also generally squares with previous studies (Schneider, 1998). Although education as a field is relatively replete with women, a ceiling effect has retarded progress in the upper ranks of educational leadership and its professorate where the publishing opportunities are concentrated.

#### Delimitations and Limitations

In any event, this study, also like the predecessor productivity research in other fields, is not without delimitations and limitations. First, this measure of productivity does not directly credit other valued areas of activity such as teaching and service. Second, the database was limited to journals, thus it did not include books, conference presentations, and grant awards. Third, the selection of journals, although relatively systematic and objective per Dillon’s (1986) critique of an earlier study in reading, is subject to debate. Given the rather heterogeneous nature of the field of educational leadership, the selection was not limited to refereed journals or those that exclusively published administrative articles. Yet, these selection criteria excluded other periodical outlets for professors or practitioners in educational leadership like Little’s (1997) study in school psychology.

Similarly, the database limited the productivity counts to first authors. Although multiple authorship does not seem to be as common in educational leadership as it is in special education, school psychology, or various fields of science. Individuals who served as secondary authors in the journals on a disproportionately frequent basis did not receive commensurate credit. For example, the brothers David and Roger Johnson co-authored eleven out of the fourteen articles, but here they are only credited to the first author, David Johnson.

Moreover, inasmuch as the focus of this study was individual productivity of professors and practitioners, we eliminated those frequent authors who were present or former employees of the journals (e.g., Ron Brandt at *Educational Leadership*). We included, but found to be in a gray area, consultants and freelance writers, many of who were previously professors or practitioners.

Finally, like the previous studies, the database did not discriminate in terms of the type or length of the articles. Thus, the count

was not limited to empirical research. Similarly, although the ERIC Clearinghouse for Educational Management compiles the database, excludes book reviews, letters to the editor, and other short sundries according to the Clearinghouse’s director (P. Piele, personal communication, November 14, 1997), it only includes a limited number of columns on an ad hoc basis depending on the perceived merits of the particular column and the space available at the time. As a sample check, we directly examined the annual indexes of *Phi Delta Kappan* and found that Bracey and Zirkel had written 82 and 89 columns, respectively, during the pertinent 10-year period, whereas the ERIC database (CD-ROM, Silver Platter edition) included for Bracey and Zirkel only 7 (8.5%) and 3 (3.4%) of their columns, respectively. Their other *Kappan* entries were regular articles.

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## Innovative University Programs



MIAMI  
UNIVERSITY

The Department of Educational Leadership at Miami University - Ohio is a dynamic and exciting place as demonstrated by the innovative and reflective nature of its operations. The School Leadership program is characterized by a rigorous and innovative academic environment that incorporates problem solving in school settings, cohorts of 20 students per year, an active and involved student body, and a high level of faculty-student interaction. Designed in response to the growing call

for educational reform, all of Miami University's programs have been redesigned through an intense process of intellectual discourse and reflection. Their School Leadership program recognizes that the United States cannot have effective schools without effective school leaders. The need to restructure administration preparation programs has led Miami's Department of Educational Leadership to develop a set of 16 principals and then to reorient their leadership program around those principals:

- A program should be constructed around a set of guiding ideas or principles. These principles should allow for multiple interpretations and multiple voices and yet clearly stand for something. They should not be equated with individual courses, but should be the basis upon which curricular, pedagogical, and administrative decisions are made.
- The field of educational leadership must be reconstructed so that the transformation of schools becomes its central focus.
- While the central focus of educational leadership must be the transformation of schools, successful transformative leaders must not only be able to succeed in the future transformed schools but must be able to succeed in the present school environment.
- The primary goal of public schools is to educate children for the responsibilities of citizenship in a democracy.
- School leadership is an intellectual, moral, and craft practice.
- Educational practice must be informed by critical reflection—reflection situated in the cultural, political, and moral context of school.
- Schools are sites of cultural politics.
- Leadership should not be equated with positions in a bureaucracy. Leaders may arise in any organizational position and many who are assigned to official “leadership positions” (e.g., administrators) often may not be leaders.
- Leadership should be separated from any implication of hierarchical relations. Leadership is more a process of power-sharing than it is of power-imposing.
- Democracy implies both a process and a goal.
- Diversity is not only a positive good; it is a necessary element of education.
- A graduate program should be a “program,” not a series of disparate courses.
- Faculty and students must make a commitment to community. The building and development of community must not be assumed but must be continuously nurtured and supported.
- While the primary focus of our department is on schooling at all levels, education should be considered broader than schooling.
- In designing a curriculum we must accept that we cannot teach everything that a practitioner needs to know in order to succeed. We must, therefore, select a series of experiences that result in the learning of knowledges, values, and skills that we are confident are important to the practice of educational leadership.
- Instructors should adopt pedagogies which encourage active participation of the students.

While these principles were never set in stone, they helped Miami faculty keep their values out front in all of their efforts. The Miami programs have also been organized around the problems of practice. The program recognizes that school administration must change to reflect the more participatory, collaborative organizational structure of schools. In a participatory structure, problems are solved in teams where members collaborate and share their experiences and specialized knowledge. Successful teamwork demands a particular set of skills that need to be learned and practiced. Academic study must include an emphasis on the “craft-like” nature of administration by recognizing the clinical dimension of professional practice. But it must also make practice meaningful by examining theory as it occurs in administrative practice. The Ohio Board of Regents has rated both Miami's Ph.D. and Ed.D. programs as “exemplary.”

The School Leadership Program is recommended for students who want to be dynamic school leaders. The course of study involves a planned sequence of core experiences addressing theories of learning, curriculum strategies, theories of leadership, program evaluation, decision-making and planning as they occur within a collaborative organization. The program provides opportunities to analyze, critique, and reflect on school organizations and the problems of practice that occur within them. Many of the classes meet off-campus in area schools. Through the use of major thematic strands, the Miami program bridges the gap between theory and practice.

The Doctor of Education program in the Department of Educational Leadership at Miami University was designed for certified practicing school leaders with at least three years of administrative experience at the elementary or secondary level who wish to improve their intellectual, professional, and technical skills as educational leaders. A major focus of coursework in this program is the theory and practice of leadership, funding, negotiations, and policy analysis in schools. An important innovation of the program is the summer residency and continuous course registration that meets the university requirement for residency and allows students to maintain their employment. Students enroll in two five-week summer terms for three consecutive years and take special seminars in the first summer term on such topics as school organization, strategic planning, and curriculum to meet the residency requirement. During the second five-week summer term, students enroll in regular courses in the department. Student research for the dissertation can use either quantitative or qualitative methods to add to the knowledge and understanding of important theoretical and professional issues at the elementary or secondary level of education.

## Changing of the Guard: The UCEA *Review*'s New Feature Editors

Starting in January 2002, Alan Shoho and Catherine Lugg will begin their three year tenure as UCEA *Review* Feature Editors. Alan R. Shoho received his Ed.D. from Arizona State University, M.Ed. from the University of Hawaii at Manoa and his B.S.E.E. from California State University at Fullerton and is currently an Associate Professor of Educational Leadership at The University of Texas at San Antonio. His research focuses on organizational environments and how they affect the sense of alienation and ethical behavior of their stakeholders. Dr. Shoho is presently examining through how Boolean Logic may help provide estimates for the difficulties associated with organizational change. Catherine A. Lugg is an assistant professor of education at the Graduate School of Education, Rutgers University. Her teaching areas include leadership, politics and policy, and historical research. Her research interests include educational policy and politics, and social and educational history.



Alan Shoho, University of Texas-San Antonio



Catherine Lugg, Rutgers University

Alan and Catherine follow John Tarter as Feature Editors. C. John Tarter is Professor of Educational Administration and program coordinator at St. John's University. He holds a Ph.D. from Rutgers University. Tarter's research interests are in organizational theory, decision making, and research methodology. His work has been published in *Educational Administration Quarterly*, *High School Journal*, *Journal of Educational Administration*, *Journal of Research and Development in Education*, and *Planning and Changing*. With coauthors Wayne Hoy and Robert Kottkamp, Tarter wrote *Open Schools, Healthy Schools* (1991), and with Wayne Hoy *Administrators Solving the Problems of Practice* (1995), and *The Road to Open and Healthy Schools* (1997). He has served on the editorial board of the *Educational Administration Quarterly*. He has presided at the organizational theory interest session of UCEA's annual conference since its inception. During his tenure as Feature Editor, the UCEA *Review* included conversations about research, the future of leadership preparation, and about key figures in the history of our field. Shoho and Lugg are eager to continue to provide the *Review* readership with exemplary feature pieces. UCEA is very fortunate to have such talented individuals willing to volunteer their time and expertise.

### Scholars Focus on Program Delivery and Content at UCEA Convention

by Jumoke Sanusi

Part of UCEA's mission is the enhancement of leadership preparation. At this year's UCEA convention in Cincinnati, you will find many opportunities to hear about innovative and effective leadership programs from across the globe. Here are a few sessions you may want to attend:

- Session 4.2 Symposium: Mexican American College Persistence: Applying Theory to Outcomes at a Hispanic-Serving Institution
- Session 4.6 Symposium: Leadership and Learning in Urban School Reform
- Session 5.0 Conversation: Social Justice: One University's Calling and One High School's Response
- Session 5.2 Paper Session: Teacher Preparation and Development for Successful Schools
- Session 5.3 Paper Session: Collaboration for Student Success
- Session 5.5 Symposium: Leadership in the Connection Between Policy and Instructional Practice
- Session 5.6. Paper Session: Technological Challenges for Leadership and Learning
- Session 7.0 Conversation: Constructing Instructional Leadership in a High Accountability System
- Session 7.3 Conversation: Preparing Urban Educational Leaders
- Session 9.0 Conversation: Problems and Promises of Creating Diverse Educational Communities
- Session 10.8 Roundtable: Partnerships in Preparation
- Session 18.4 Conversation: Emerging Issues in the Professional Development of School Leaders

These sessions will highlight program changes and innovations with regard to program delivery and/or content. We would also like to draw attention to two UCEA Pre-session workshop focused on "Using Cases to Teach in Educational Administration" and another focused on Technology for Educational Leadership Faculty. These sessions will be held the Thursday prior to the convention. Please contact Elton Boone at [admnucea@coe.missouri.edu](mailto:admnucea@coe.missouri.edu) to register or for more information.

## Convention 2001 Presessions

Each year the UCEA Convention provides opportunity for professional development through its pre-session workshops. Convention pre-sessions currently planned for the Cincinnati convention include:

### Technology for Educational Leadership Faculty: A Workshop

Facilitator: Scott McLeod, University of Minnesota

This pre-session is intended to enable participants to gain valuable information technology skills in a highly individualized learning environment. Participants will essentially be given individualized tutoring in the computer skills and software packages that they have identified wanting to learn. Learning topics could include using Microsoft Windows, Word, Excel, PowerPoint, FrontPage, or Publisher; using Corel WordPerfect; using SPSS or HLM; using a flatbed or pen scanner; using a PDA; etc. Participant-facilitator ratio is expected to be 2:1; participants of all skill levels are welcome. This session is an ideal opportunity for participants to quickly gain needed and desired technology proficiencies. Upon registering for this pre-session, faculty should contact the facilitator as soon as possible (before the conference) in order to best facilitate their learning experience.

This session will take place on the University of Cincinnati Campus. A \$25 charge will be assessed to cover the cost of transportation to and from the University of Cincinnati campus, materials, and a boxed lunch. Please make your reservations for this session early as there are only 12 slots, and they are likely to fill quickly. Reservations must be made by October 19, 2001. To register for this session, please contact Elton Boone at the UCEA office via email at [admnucea@coe.missouri.edu](mailto:admnucea@coe.missouri.edu) or by phone at (573) 884-8300.

### Book Publishing: Workshop

Facilitators:

Linda Babler, Atwood Publishing

Robert Clause, Corwin Press

Robert Sickles, Eye on Education

This interactive session with Linda Babler of Atwood Publishing, Robb Clause of Corwin Press, and Robert Sickles of Eye on Education will provide scholars with information and advice on issues such as: Choosing a Publisher, Choosing and Trusting an Editor, Choosing a Topic within a Market, Choosing a Format (e.g., Journal article, Book chapter in edited volume, or Single-authored book), Choosing Coauthors and Lead Author, Putting Together a (Journal Submission or) Book Prospectus, Following Publisher's Instructions for Submission, Writing the Manuscript (e.g., Style, Voice, Structure, Audience), Sole Submission vs. Multiple Submission vs. Blanket Submission, Peer Review, Editorial Board, Market Universe, Author Input, Contract, Royalty, Copyright, Production, and Promotion. This extremely comprehensive session will take place from 2:00 to 5:00 p.m. in Salon M of the Omni Netherlands Hotel. A \$10 charge will be assessed to cover the cost of this session. Reservations must be made by October 26, 2001. To register for this session, please contact Elton Boone at the UCEA office via email at [admnucea@coe.missouri.edu](mailto:admnucea@coe.missouri.edu) or by phone at (573) 884-8300.

### Using Cases to Teach in Educational Administration: A Workshop

Facilitators: Janice Fauske and Claudia Seeley, University of Utah

This session will focus on using cases and problem based learning in the educational administration classroom. Participants will discuss the differences between the two approaches, how they can each be used in the classroom for teaching and assessment, and how common pitfalls can be avoided. The workshop will also provide guidance on selecting cases and problems, connecting research and theory to practice, and enriching and building upon existing and new curriculum. Moreover, participants will have an opportunity to experience both teaching approaches. This session will take place from 1:00 to 5:00 p.m. in the Julep Room of the Omni Netherlands Hotel. A \$10 charge will be assessed to cover the cost of this session. Reservations for the session must be made by October 26th, 2001. To register for this session, please contact Elton Boone at the UCEA office via email at [admnucea@coe.missouri.edu](mailto:admnucea@coe.missouri.edu) or by phone at (573) 884-8300.

### Initiating an Outcome Study of Our

### Leadership Preparation Programs: A Working Conversation

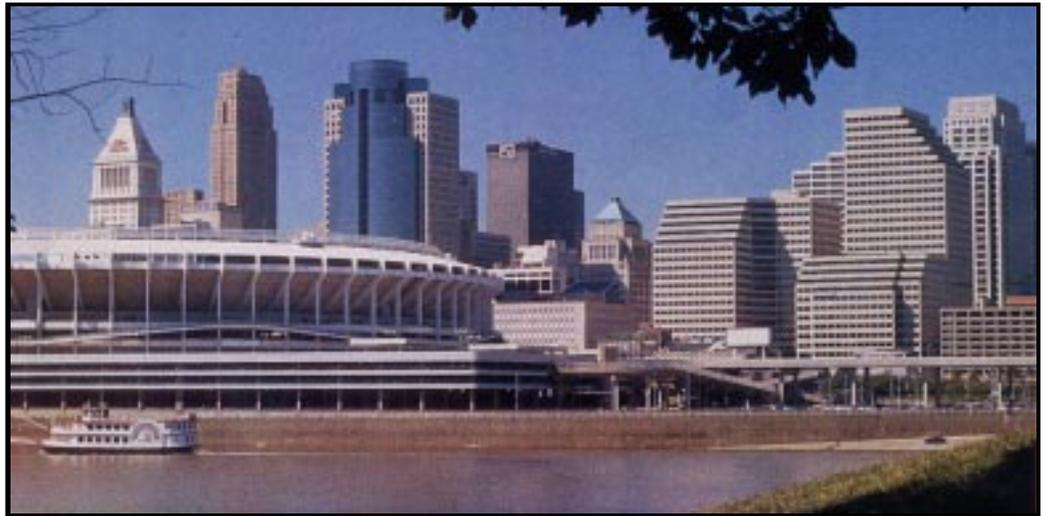
Facilitator: Robert Kottkamp, Hofstra University

The purpose of this pre-session is to design and begin a pilot study of outcomes of our leadership preparation programs. This is proposed in response to external groups such as NCATE and other pressures, but more importantly because in recent Plenums, UCEA members have indicated the need for valid knowledge and self-reflection about the results of our work with our students. The intent is to launch a pilot study to be reported at a later UCEA function.

Attendance will be by invitation. Invitation will, in turn, be based on informed commitment to a process and program of joint research across several preparation program institutions. Full information and interaction needed to reach informed commitment and an invitation may be initiated by e-mailing Robert Kottkamp (Hofstra) at: [kottkamp@hotmail.com](mailto:kottkamp@hotmail.com). This session will take place in Salon H of the Omni Netherlands Hotel, from 2:00-5:00 p.m. and from 6:00-8:00 p.m.

## Cincinnati Attractions

CINCINNATI, just across the Ohio River from Kentucky and roughly three hundred miles from both Detroit and Chicago, is a dynamic commercial metropolis with a definite European flavor and a sense of the South. Downtown Cincinnati rolls back from the Ohio River to fill the flat Basin area, ringed by a disarray of steep hills. One of these to the north contains the verdant Eden Park and Mount Adams, a well-to-do neighborhood with some great bars and cafes. To the northwest - beyond the Over-



The-Rhine district of bars, clubs and restaurants - is Corryville. The Cincy side of the Ohio River offers some parks and walking paths while on the other bank is Covington, Kentucky, with its rather tacky waterfront development of shops and entertainment joints as well as nineteenth-century houses in the lovely MainStrasse Village district.

The city was founded in 1788 at the point where a Native American trading route crossed the river, and was named in honor of a group of Revolutionary War admirers of the Roman general Cincinnatus. Cincinnati quickly became an important supply point for pioneers heading west on flatboats and rafts, and its population rocketed with the establishment of a major steamboat river port in 1811. Tens of thousands of German immigrants poured in during the 1830s. The **Cincinnati Zoo** is the second oldest in the United States. Being called one of the finest, the zoo is home to over 6,000 animals and includes an unparalleled feline collection! Cincinnati is famous for its chili and **Skyline Chili** is known across the country as the place to get it! Try chili “three-way” – spaghetti, chili and cheddar cheese – at any one of the 80 locations in the greater Cincinnati area. The **Rivercity Duck** is a boat, a bus and lots of fun! The Duck provides visitors with the most interesting 50-minute narrated tour through the town and into the Ohio River! The city offers more award-winning restaurants per capita than any other city in the United States. Several award-winning restaurants are within walking distance of the Omni including their own **Palm Court Grille Restaurant and Bar** located within the hotel. Other dining attractions include: The **Palace** just adjacent to the lobby of the 113-year old Cincinnati Hotel, serves four-star traditional cuisine along with exotic menu items such as tempura quail, tuna medallion pyramids and breast of chicken with pesto couscous. For less formal dining conventioners may wish to try **Arnold’s Bar and Grill**, originally built in 1861, it’s the oldest “saloon” in the city. This historical eatery serves Italian-American fare at great prices. A large and vibrant art and cultural community thrives in Cincinnati. Several museums and galleries are worth visiting while in town including: **Contemporary Arts Center**, renowned for an earlier exhibition of works by controversial artist Robert Rauschenberg. In addition the **Taft Museum** located downtown houses works by several master artists. Rembrandt, Gainsborough and Sargent are just a few of the world-renowned artists whose work is represented. The **Cincinnati Art Museum**, located in Eden Park contains more than 80 galleries spanning 6000 years of artistry. For those interested in a more vibrant nightlife several downtown establishments will quench your thirst. These include: **Blue Wisp**, featuring live jazz music seven days a week. The **Barrel House Brewing Company**, located near the Main Street Entertainment District, this fun brewpub has an excellent selection of international beers. Ales, stouts, porters and pilsners are available.

## Handbook for Leadership in Educational Policy

The United States is entering a time in which formulation of new policies governing education and educational leadership is attracting the attention of state and national governments. Many of the traditionally accepted beliefs about education and leadership are being questioned, and many untested and costly remedies are being proposed for what is said, sometimes unfairly, to be the failings of public education. In the midst of this fermentation, ideas are being advanced by many with a vested interest in certain outcomes and by those who are committed to doing *something* even if it is wrong. And those in positions of leadership and governance have little counsel to turn to other than lobbyists, ideologically driven spokespersons, and the familiar voices of self-interested establishment groups.

With the increased attention been given to education and educational leadership, a rare opportunity exists to offer a voice based on experience, research, and a commitment to the advancement of education. Bringing to bear valuable research and experience on proposed legislation as it is being formulated has been a concern of UCEA over the years, and now we hope to provide a tool for UCEA faculty and colleagues that will facilitate this process.

UCEA, in collaboration with the University of Missouri Center for Policy Analysis, has designed a handbook to provide helpful information and resources for scholars in Educational Administration to use in their efforts to participate in the formulation of policies affecting education in this country. This handbook contains items such as advice on contacting public officials, effective communication strategies, the policy process, and a directory of officials, educational organizations and foundations. The handbook will be presented to the UCEA Plenum on the morning of November 2<sup>nd</sup> and to UCEA faculty and colleagues attending the UCEA Convention in Cincinnati on November 3<sup>rd</sup>.

## Convention Schedule

Thursday
Pre-session 1: 12:00 PM - 5:00 PM Pre-session 2: 6:00 PM - 8:00 PM
Friday
Registration 7:00 PM - 6:00 PM Session 3 7:00 AM - 8:00 AM Session 4 8:00 AM - 9:15 AM Session 5 9:30 AM - 10:45 AM Session 6 11:00 AM - 12:15 PM Presidential Address: María Luisa González Session 7 12:30 PM - 1:45 PM Session 8 2:00 PM - 3:15 PM Session 9 3:30 PM - 4:45 PM Session 10 5:00 PM - 6:15 PM Session 11 6:30 PM - 8:00 PM Presidents Reception
Saturday
Registration 7:00 PM - 5:00 PM Session 12 7:00 AM - 8:15 AM Session 13 8:30 AM - 9:45 AM Session 14 10:00 AM - 11:15 AM Session 15 11:30 AM - 12:45 PM Session 16 1:00 PM - 2:15 PM General Session - Mitstifer Lecture: Paul Hill Session 17 2:30 PM - 3:45 PM Session 18 4:00 PM - 5:15 PM Session 19 5:30 PM - 6:30 PM Session 20 6:00 PM - 9:00 PM Convention Banquet Invited Address: Patricia Hill Collins
Sunday
Session 21 8:00 AM - 9:00 AM Session 22 8:00 AM - 10:00 AM Session 23 9:00 AM - 10:00 AM Session 24 10:15 AM - 11:30 AM General Session: Eugene Garcia

## 13th Annual Conference-within-a-Conference

The Thirteenth Annual Conference-Within-a-Conference focusing on professor-practitioner, school-based research, will be held in San Diego, CA, during the 134th annual American Association of School Administrators National Conference on Education. NCPEA, UCEA, and AASA invite you to present your collaborative research at the February 15-17, 2002 Conference and attend the Higher Education Reception on Saturday Night.

The conference, which is co-sponsored by NCPEA, UCEA and AASA with assistance from Corwin Press, will follow the AASA three-day format. A registration fee of \$160 is granted to all full-time professors if you register by November 30, 2001. The fee is \$210 if you register between December 1, 2001 and January 31, 2002. Registrations made after January 31st and on-site will cost \$265.00. Be sure to register early to receive the discounted rate. Your registration will allow you to attend the entire conference, February 15-17, 2002. For registration, housing and general conference information go to the AASA Conference web site at [www.aasa.org/nce](http://www.aasa.org/nce). You can also phone AASA at 703-875-0772.

### Exhibitors

Allyn & Bacon  
Atwood Publishing  
Corwin Press  
ERIC Clearinghouse on Educational Management  
Eye on Education  
Jossey-Bass Publishers  
Kluwer Academic Publishers  
Lawrence Erlbaum Associates, Inc.  
McCutchan Publishing Corporation  
McGraw-Hill  
Merrill Education  
Scarecrow Education  
State University of New York Press  
Taylor and Francis  
Teachers College Press

### Exhibit Hall Info

Friday, 9:00 AM - 5:00 PM, Rookwood Room  
Saturday, 9:00 AM - 5:00 PM, Rookwood Room  
Free coffee will be available.

## Transportation and Lodging

From Airport/I-75 North: Take 275 East, follow signs to I-75 North to Cincinnati; After I-75/I-71 Bridge, road splits; Follow signs to 5th Street; Take 5th St. to Race St.; Hotel is on the corner of 5th and Race St. A shuttle service, Jetport express, is available in front of baggage claim at the airport. It runs every half hour and is available from 6:30 a.m. to 11:30 p.m. The rates are \$14 one way, and \$20 round trip. Hotel reservation forms are available for download from UCEA's website. Rates are as follows: One Bed - \$111, Two Beds - \$131, Each additional person is \$30 per night. If you wish to inquire about suites, please call the hotel directly. These rates are quoted exclusive of appropriate state and local taxes, which are currently 10.5%. All guests are required to present a valid credit card upon registration; no checks are accepted upon check-in. Every effort will be made to accommodate those guests arriving at the Omni prior to the designated check-in time. These rates are available until October 5th. After this date rates increase substantially. Please make your reservations early. Reservations may be made by calling Omni Reservations at 800-THE-OMNI.

## Convention Preview

UCEA's 15th annual convention will be held at the Omni Netherland Hotel in Cincinnati, Ohio. The convention will open at 8:00 AM on Friday, November 2 and close at 12:00 PM on Sunday, November 4. The purpose of the UCEA Convention is to engage participants in discussing research, policy, and practice in education with a specific focus on educational administration. The UCEA annual convention, first held in 1987, is an opportunity to encourage research and writing on educational leadership and improvement of the professional preparation of school administrators. The conference hosts approximately 500 attendees, more than a third of the professors of educational administration in the U.S.

The theme of the 2001 Convention, "Leadership and Learning for the Success of All Children," acknowledges the importance of leaders in the learning process. Few in the educational administration field would argue that learning and success for all children should be at the center of our research, policy analysis, and practice. Despite decades of research and successive waves of school reform, however, the connections between the scholarship and practice of school leadership and learning in classrooms remain unclear and contested. Likewise, there is little consensus on and much critique of definitions and measures of "learning" and "success." The resolution of these issues is of crucial significance for the educational administration profession as the 21st century begins. Escalating federal, state, and local accountability initiatives now require school leaders to demonstrate increasing student achievement, often on standardized tests. Concurrently, proliferating racial, cultural, socioeconomic, and linguistic diversity demand that school leaders and those who prepare them rise to the challenge of creating schools in which successful learning for literally all children is a reality. The context created by the requirement of increased student achievement and a more diversified student body raises a number of questions for research, practice, and preparation of school leadership.

This year's convention will again feature a Graduate Student Symposium intended to bring graduate students together at the convention. There is no fee for the symposium. Graduate students will receive beneficial information concerning publishing, research, and practical tips for their academic success. An additional benefit provided by the symposium is the excellent opportunity for graduate students to interact with both established and future members of the profession.

The official opening of the convention takes place Friday at 11:00AM with welcomes by Lawrence Johnson (University of Cincinnati), Nancy Evers (University of Cincinnati), and Michelle Young (UCEA). The Presidential Address by María Luisa González will follow the welcome. González is full professor and department head of educational administration in the College of Education at New Mexico State University. Paul Hill will deliver the eleventh Pennsylvania State University Mitstifer Lecture on Saturday at 1:00 PM. His presentation is entitled, *Leadership in a Re-invented Public School System*. Professor Hill is Research Professor in the University of Washington's Daniel J. Evans School of Public Affairs and he directs the Center on Reinventing Public Education. Patricia Hill Collins will be the featured speaker at this year's convention banquet on Saturday at 6:00 PM. Her presentation is entitled, *The Politics of Diversity: Issues & Challenges*. Professor Collins is Chair of and Charles Phelps Taft Professor of Sociology within the Department of African American Studies at the University of Cincinnati. Much of her research and scholarship have dealt primarily with issues of race, gender, social class, and nation specifically relating to African American women. She has published many articles in professional journals and her first book, *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*, published in 1990, with a revised 10th year anniversary edition published in 2000, won the Jessie Bernard Award of the American Sociological Association for significant scholarship in gender, and the C. Wright Mills Award of the Society for the Study of Social Problems. Collins will hold a book signing at this year's convention. More information regarding Ms. Hill's book signing will be available at the convention. Eugene Garcia, will speak at the closing session on Sunday at 10:15 AM. His presentation is entitled, *The Troublesome "ALL" in the High Achievement of "ALL" Challenge*. Professor Garcia is the Dean of the Graduate School of Education and Professor of Language, Literacy, and Culture in Education at the University of California, Berkley. Professor Garcia's research is in linguistic and cultural diversity in schools.



*Pictured here is the Hall of Mirrors at the Omni Netherland Plaza in Cincinnati, where María Luisa González (Saturday) and Eugene Garcia (Sunday) will deliver their keynote addresses.*

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## Review

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Catherine Lugg (Rutgers University) and Alan Shoho (University of Texas-San Antonio) are the Feature Editors for the UCEA *Review*. If you have ideas for substantive feature articles, they would be happy to hear from you.  
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Elton Boone provides the editing and layout for the *Review*. If you have any suggestions for future issues or comments on current ones, please contact him at the UCEA office.  
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## 2001-2002 Calendar

November 2-4.....	UCEA Annual Convention Omni Netherland Plaza, Cincinnati, OH
November 26.....	David L. Clark Graduate Student Research Seminar Nominations Due
February 7-9, 2002.....	NCAELP Meeting Wingspread Conference Center, WI
February 15-17, 2002.....	Conference Within A Conference San Diego, CA
February, 2002.....	NCAELP Report to AASA San Diego, CA
February 16, 2002.....	UCEA/NCPEA/AASA Higher Education Reception San Diego, CA
February, 2002.....	NCAELP Report to AACTE San Diego, CA
April 5-6, 2002.....	David L. Clark National Graduate Student Research Seminar, New Orleans, LA
April, 2002.....	UCEA/Div A/Div L/Corwin Press Reception New Orleans, LA
February, 2002.....	NCAELP Report to NCPEA Vermont
November, 2002.....	UCEA Annual Convention Pittsburgh, PA