Educational Leadership and Institutional Capacity for Equity

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Debates surrounding educational equity have intensified and reached broader venues; thus, equity has become a more salient issue among researchers, policymakers, practitioners, and constituents. The prominent status of educational equity on local, state, and national agendas may increase the likelihood that institutions at the micro- and macro-level will assume responsibility for directing more attention toward resolving the issue. At this time, however, the rhetoric surrounding equity prevails more than the substantive practices and policies to assure it. Consequently, a looming question underlies further discussions about achieving educational equity and social justice: How do practitioners, researchers, and policymakers contribute to deinstitutionalizing inequity in public education in such a manner that all children, regardless of their class, race, ethnicity, gender, or sexual identity experience equitable access and outcomes?

To sustain the prominence of equity issues and continue the conversation about educational equity and social justice among researchers, practitioners, and policymakers, this article provides two fundamental responses to this question. First, the role of human agency in creating educational equity and social justice will be explored within a new institutionalism framework. Next, the utility of incremental and radical change as avenues for achieving educational equity and social justice will be examined.

Institutions and Institutional Inequity

Institutional theorists have discussed how institutions develop and how institutional constraints limit the actions of actors (Powell & DiMaggio, 1991). For example, the 1996 *Politics of Education Association Yearbook* is dedicated to the applicability of institutional theory to education and examines implications for educational research and practice. Institutional theory emphasizes that institutions "do not 'just grow.' They must be constructed and maintained as well as adapted and changed" (Scott & Christensen, 1995, p. 303). Dissonance among institutional members dissipates as individuals integrate and commit to the institutional norms, rules, values, and structures. In turn, individual commitment further legitimates institutionalized norms and rules.

School districts and schools exist within a socially, politically, and economically diverse environment. District leaders negotiate among constituents with multiple, converging agendas and multiple levels of authority. Policies, practices, and structures must either conform to or change these varied and dynamic constituency demands to maintain legitimacy at both the micro- and macro-level (i.e. locally, state, and nationally). Educational institutions maintain legitimacy "…in a society to the extent that their goals are connected to wider cultural values, such as socialization and education, and to the ex-

tent that they conform in their structures and procedures to establish "patterns of operation" specified for educational organizations" (Scott, 1991, p. 20). The legitimacy of the public education system, even one besieged with inequity, is evident in its enduring institutional status.

Over time, simply adapting unconsciously to environmental influences has made districts vulnerable, particularly to reproducing inequity. Despite admirable intentions, adherence to bureaucratic, hierarchical, and socially representative structures ensures that schools "cannot put into practice the ideal of universalism (and fairness)" (Sjoberg, Williams, Vaughan, & Sjoberg, 1991, p. 60). For example, although the rhetoric remains "we believe all children can learn," scholars have documented differential access and outcomes for children in and around poverty and children of color who attend public schools (Anyon, 1980; Cohn & Geske, 1990; Dickens & Lang, 1985; Oakes, Ormseth, Bell, & Camp, 1990; Orfield & Eaton, 1996; Rivkin, 1994; Tate, 1997; Valencia, 1997; Valenzuela, 2000). The existence of inequitable patterns of beliefs, behaviors, and structures has decreased the technical efficiency of teaching and learning in public schools (Friedland & Alford, 1991; Meyer & Rowan, 1977; Rowan & Miskel, 1999) although they have previously legitimated public schooling.

However, what constitutes and retains legitimacy represents a departure between schooling today and even 10 years ago. Currently, in many areas of the country, a district's legitimacy within its community and within the larger institutional environment depends upon its ability to disrupt previous organizational norms, rules, and structures that perpetuated inequality in learning opportunities and outcomes. In these districts, there is a mounting collective interest to alter the nature of schooling as leaders frame their responsibilities differently and constituents seek and consequently demand *good schools* for all children. For example, coalitions of district leaders are contradicting "the social definitions, beliefs, and values that serve to support, rationalize, and justify patterns of inequality [and] make them seem valid or right or moral" (Rothman, 1999, p. 54). Given this shift, districts and schools often may experience difficulty in their local environment because, as a teacher observed, "Prejudice in the community remains, perceptions often haven't changed despite changes in schools." Yet, districts' incapacity to "take care of business" and maintain legitimacy may result in constituents rebuking, even abandoning the public school system.

The task of disrupting institutional inequity is compounded because leaders must often negotiate change, as one administrator explained, "within a culture that says that it's not the

Superintendent's change to make." The following discussion briefly explains how leaders in one southeastern and one southwestern district respond to inequitable taken-for-granted assumptions by possessing and exercising an ability to build institutional capacity for equity that enables substantial differences in the nature of schooling, particularly for students in and around poverty. The *Leadership for Equity Framework* emerged from a cross-case analysis of the two districts (Rorrer, 2001).

Building Institutional Capacity for Equity

Recent research and debates on educational leadership have been expanded beyond descriptions of rational choice actors who behave in prescriptive and categorical functions (i.e., instructional, managerial, and political leader). Cases of educational leaders and schools who focus on equity have emerged and captured the attention of other researchers, policymakers, and practitioners.

Although district leaders do respond to their contextual environments, they also possess an ability to shape the institutional taken-for-granted assumptions, norms, policies, and structures. To achieve equity, the leaders in this study realized that they must "behave strategically, sometimes conforming but often negotiating, protesting, resisting, and hiding from the dictates of regulatory and symbolic system" (Scott, 1995, p. xxi). The theoretical model presented below (See Figure 1) illustrates the process district leaders are using to systematically deinstitutionalize inequity and build the districts' institutional capacity for equity. Deinstitutionalizing inequities in education is predicated on the fact that we understand "why and how institutionalized forms and practices fall into disuse" (DiMaggio, 1988, p. 12).

During this evolutionary cycle, inequitable assumptions that previously confined decision-making and actions are altered to reflect equitable intent and outcomes. The process of deinstitutionalizing inequity and institutionalizing equity is not linear.
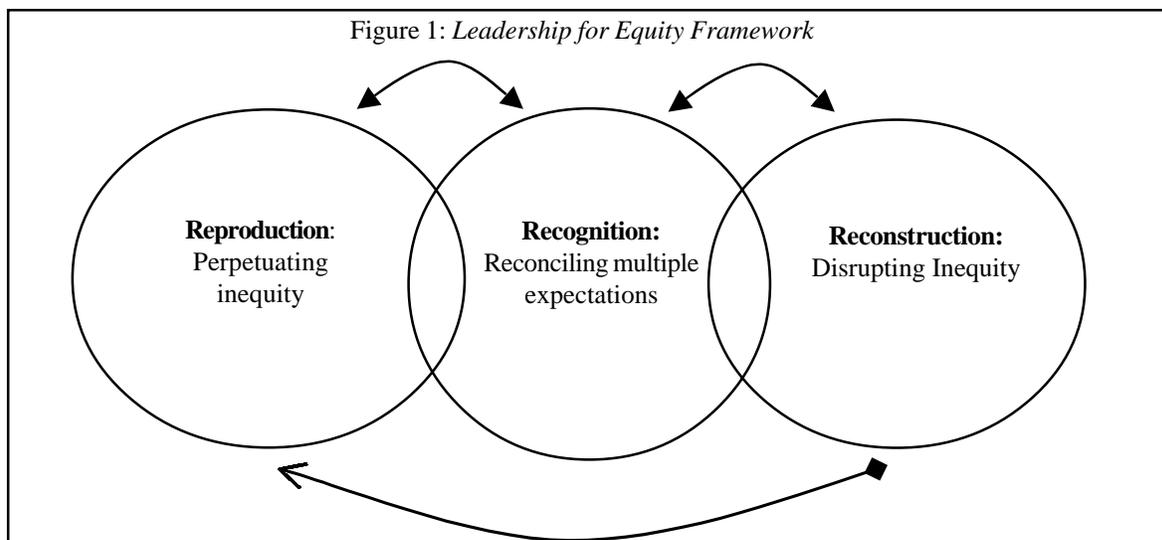
Progression and regression in the model is dependent on internal and external environmental influences and pressure. A shift from one stage to the next represents a disruption to the status quo within the district. The *Leadership for Equity Framework,* which moves district towards institutionalizing equity, shares characteristics consistent with the three prominent themes, identified by Kanter, Stein, and Jick (1992), that characterize change research in general:

- The company must be awakened to a new reality and must disengage from the past, recognizing that the old way of doing things is no longer acceptable.
- Next, the organization creates and embraces a new vision of the future, uniting behind the steps necessary to achieve that vision.
- Finally, as new attitudes, practices, and policies are put in place to change the corporation, these must be "refrozen" (as Lewin put it) or solidified (p. 375).

The data analysis also supports Wollin's (1999) conclusion that organizational change occurs because of a "multi-level interplay of the organization's deep structure, wider environment, and actors" (p. 364).

During the *Reproduction* stage, taken-for-granted assumptions, policies, practices, and structures continue to perpetuate inequity. Deficit thinking, tracking, and differential resource allocations, for example, occur. During the *Recognition* stage, inequity is disrupted as taken-for-granted assumptions that support inequity are questioned and rejected. The tension created by the recognition that not all is equitable and district stability and legitimacy are in jeopardy creates dissonance within the district. This dissonance combined with the districts' ability to reconcile and respond to environmental demands and disrupt the transmission and maintenance of inequity provides the foundation for the reconstructive efforts. In the *Reconstruction* stage, district leaders seek equitable alternatives and institutionalize new equitable scripts. The information below briefly highlights the *Recognition* and *Reconstruction* stages of the model (See figure 1).

In the *Recognition* stage of the cycle, numerous factors converge to prompt a recognition and reexamination of inequity district-wide. These factors include, but are not limited to, district leaders who act with a sense of agency, community expectations for *good schools* for all children, and local and state goals and regulations; no single factor can be attributed causal status. The districts' propensity for inequity ascends from a taken-for-granted status to a fragile state of consciousness during this stage as district leaders begin consciously and deliberately attracting attention to the degree of inequity that exists. According to research participants from both districts, leaders "did not foster any illusions…hide the problems…ignore the issues," including those that pertain to the lack of or gaps in achievement among economi-

Figure 1: *Leadership for Equity Framework*

Reproduction:
Perpetuating inequity

Recognition:
Reconciling multiple expectations

Reconstruction:
Disrupting Inequity

cally and racially diverse students.

Leaders engage in three overarching strategies during the *Reconstruction* stage. To institutionalize equity, leaders define leadership through agency, create a culture of equity coupled with excellence, and integrate calculated processes for achieving equitable outcomes. These strategies represent a departure from the institutionalized structures and strategies that have maintained inequity in public schools. They reflect Giroux's (1997) conceptualization of reconstruction. Reconstruction, he explains, "shifts the theoretical terrain from the issues of reproduction and mediation to a concern for critical appropriation and transformation" (p. 90).

A central component in the success of these strategies to deinstitutionalize inequity is the coupling of leadership and agency. Musolf (2001) characterized agency as providing "humans with the ability to adapt to their environment, [and] to change the institutions that shape them" (p. 278). Human agency has frequently been discounted, particularly in institutional theory. Yet, DiMaggio (1988) explained the critical nature of such research:

> …without more explicit attention to interest and agency of the kind that institutional rhetoric has thus far obstructed, institutional theorists will be unable to develop predictive and persuasive accounts of the origins, reproduction, and erosion of institutionalized practices and organizational forms (p. 11).

In the *Reconstruction* stage, leaders place an emphasis on changing taken-for-granted assumptions about the "way of doing things," transforming the nature of teaching and learning, and altering the actions of internal and external actors. For example, an administrator described her responsibility to attract attention to the district inequities, "I sort of view my role, if I can speak metaphorically, as being a thorn in the side of the complacent." Another administrator addressed the role of leaders in initiating change:

> You know it is important to me and because it's important to me you are going to take that as principals and you are going to, at some point, talk the same language at the staff level and then the staff will talk the kids. It's a trickle down effect.

One superintendent from the study explained, "the alibis" for the limited success of economically and racially diverse learners have diminished as expectations and roles have changed.

Christine Sleeter, in the forward to *Educational Administration in a Pluralistic Society* edited by Colleen Capper (1993), wrote:

> However, in my experience working with schools, few administrators view schools as agents of the reproduction of a social class system complete with a large poverty class, or as agents of the reproduction of patriarchy and white supremacy. Many are willing to tinker with the day-to-day functioning of the school but not to overhaul or transform it (p. ix).

Regrettably, school and district transformations are sometimes considered by skeptics as anomalies. Yet, mounting research (Johnson, 1997; Koschoreck, 2001; Reyes, Scribner, & Paredes Scribner, 1999; Rorrer, 2001; Skrla & Scheurich, 2001) demonstrates that a growing core of educational leaders are consciously contributing to the transformation of the institutional environment to improve educational access and outcomes, particularly for students in and around poverty and racially diverse students. Although the impetus for change is often characterized differently, these studies exemplify the importance of leadership for building institutional capacity for equity. Increasingly, educational leaders recognize, as

Cibulka (1996) emphasized, "It is still within the grasp of public school officials to influence the public school institution's outcome rather than be passive actors in their own demise" (p. 30).

Radical or Incremental Reconstruction

Historically, institutional changes in education to eliminate inequitable access and outcomes, similar to those previously described, have occurred incrementally, often contentiously, and assuredly with various degrees of success. Incrementalism, which reflects much of the change in education, is characterized by small, successive adjustments (Lindblom, 1959). Although it provides the pretense of long-term, substantive change, incrementalism generally delivers short-term, malleable solutions. Alternatively, radical change has not been successful in eradicating educational inequity; it disrupts the school and district stability and legitimacy. The dichotomy of choosing incremental versus radical change (Lindblom, 1959; Miller & Friesen, 1982) excludes a viable alternative, punctuated equilibrium, for institutionalizing equity. Niles Eldredge and Stephen Jay Gould in 1972 proposed the punctuated equilibrium theory while studying gaps in evolutionary theory.

Punctuated equilibrium incorporates continuous and discontinuous change processes. In a longitudinal study of policy changes, political scientists Baumgartner and Jones (2002) described punctuated equilibrium as the combination of "peaceful incrementalism and jarring change" (p. 4). Punctuations to the system "alter forever the prevailing arrangements" (Baumgartner & Jones, 1993, p. 10). Thus, the institutional threshold, for equity in this case, is subsequently higher than the equilibrium prior to the punctuation. Punctuations are followed by stages of "deliberate incrementalism" which "allows a system to maintain a dynamic equilibrium with its environment" (Baumgartner & Jones, 1993, p. 9). A dynamic equilibrium permits continuous change and refinement to occur without losing the momentum accrued from the initial disruption of existing assumptions, practices, structures, and policies.

When combined with the *Reconstruction* strategies that institutionalize new equitable scripts, a dynamic equilibrium permits the district to achieve equitable access and outcomes, avoid disenfranchising constituents at all levels who could otherwise abandon the institution for alternative schooling choices, and retain a sense of legitimacy within the broader institutional as well as its local environment. It is important to note that those punctuations that threaten the stability and legitimacy of educational institutions generally prompt immediate and dramatic transformations (Romanelli & Tushman, 1994).

The *Leadership for Equity Framework* is consistent with the premise of punctuated equilibrium as phases in the model lead to positive feedback in the system. Practices, policies, and structures can be at different stages during the progression to building capacity for and institutionalizing equity. Thus, although the district may continuously exist in an environment with varied and unstable demands, these demands may trigger punctuations to the change process and movement towards greater equity, particularly as leaders integrate the *Reconstructive* strategies previously discussed that then cause refinement of other elements in the system. In educational environments, the punctuations may occur concurrently and in a multitude of forms including changes in leadership, changes in the manner in which leadership responds to and shape environmental influences, and changes in the types and origination of regulatory policies initiated (state or national accountability policies such as the *No Child Left Behind Act*).

Conclusion

In conclusion, social justice rhetoric and bandwagon appeal must be discarded and replaced with a commitment and long-term investment by educators, researchers, and policymakers in resolving issues of inequity. As Rist (1996) asserted:

> Those interested in the future of the United States and its well-being will have to replace rhetoric with serious dialogue, substitute courage for convention, and end the conspiracy of silence about how race-bound and social class-bound we are as a nation (p. 36).

A commitment by professors of education and educational leaders to adopt a social justice framework for leadership provides greater potential to disrupt inequity and institutionalize equity in an environment that has not traditionally been receptive to such endeavors. Investments such as analysis of longitudinal data to determine opportunities beyond formal schooling, systematic studies of districts and schools that are achieving educational equity, and research from multiple perspectives are necessary to provide a representative landscape of our individual and institutional ability to build and sustain the capacity for equity. Furthermore, we must continue to challenge the definition of what constitutes equity and assure that issues of equity remain in the foreground of our discussions and on the local, state, and national agendas. Proxies for educational equity must move beyond the existing reliance on standardized test scores and dropout rates to be inclusive of other measures. For example, the *educational equity profiles*, which include indicators of teacher quality equity, programmatic equity, and achievement equity, proposed by Skrla, Garcia, Scheurich, and Nolly (2002) provide a valuable alternative for assessing and addressing "…the magnitude, the extent, and the systemic nature of the inequities present in their [teachers/administrators] current prac-tices" (p. 10).

Finally, educational leaders can consciously and deliberately deinstitutionalize inequity. We can abandon our reliance on incrementalism, radical change, and "silver bullets" and instead incorporate the basic principles of deliberate incrementalism and dynamic equilibriums (Baumgartner & Jones, 1993). By negotiating the tension between periods of deliberate incrementalism and dynamic equilibriums with a commitment to individual and collective agency, creating a culture of equity coupled with excellence, and integrating calculated process to achieve equity, educational leaders can avoid the inclination to utilize inequitable scripts and "accede to the demands of other actors (usually organizations) in which they depend for resources and legitimacy" (DiMaggio, 1988, p. 8). Our most viable resolutions for building our institutional capacity for equity rely upon the ability of educators, communities, and policymakers to understand the converging factors that demand a shift in the educational opportunities afforded all children, the implications for negotiating institutional legitimacy, and the ability of institutional actors to reconstruct the nature of schooling.

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David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy: A 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 25-26, 2003).

Nominations for the David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy will be due November 18th, 2002.

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 18th, 2002. All nomination packet forms are available on the UCEA website (http://www.ucea.org). We expect to extend invitations to 40 students by the end of December, 2002. If you have any questions, please call (573) 884-8300.

From the President: Going Forward with UCEA's New "Goals"
Gail Furman, UCEA President

One of my goals as UCEA President has been to move forward with UCEA's "strategic planning" process. I have been particularly interested in how UCEA could take action in regard to one of our new goals—to support research on the links between "*leadership and success for ALL children.*" I am pleased to report that we have indeed moved forward with this and other goals, to the point of planning specific projects and activities to accomplish them. I want to share some highlights here and to invite your participation and input at our upcoming convention in Pittsburgh. First, however—a quick review of the process that has led to these goals and activities:

Under President María Luisa González's leadership, we began the planning process at the Executive Committee meeting in Cincinnati in January, 2001. A professional facilitator helped us develop a draft of a "strategic planning" document stating UCEA's mission, vision, values, and goals. Central themes reflected throughout the document were a focus on learning and success for *all* children, the need for research exploring the links between leadership and learning, and the improvement of preparation programs. Two points should be made here: First, our thinking regarding the need for this planning, as well as the product we developed, were shaped and informed by previous discussions at UCEA's annual Plenum meetings and convention, ongoing developments in the field, as well as our professional experiences; thus, our plan did not appear "out of the blue," but was a natural result of recent developments in the field and within UCEA. Second, none of us particularly like the term "strategic plan," but we have not come up with a better one—we're open to suggestions!

The draft "strategic plan" was presented in October, 2001, to the Plenum, which provided valuable input and suggestions. Using this input, the EC revised the document, and it was approved by a majority of the Plenum representatives early this year. (Please see the shaded box at the right for the final version of the document.) The most recent step was for the Executive Committee to figure out how to "implement" the three new goals and multiple sub-goals, a task we began at our July meeting at UCEA headquarters in Columbia, Missouri. The EC divided into teams to work out detailed, prioritized plans for each of the three goal areas; we then discussed and approved these plans as a group. Following are some highlights:

First, to implement Goal A—promoting, sponsoring and disseminating research on the essential problems of schooling and leadership practice—the EC proposes a major research project "to study schools where leaders and the schools have been deemed to be successful with all children." The conceptual framework for the study assumes that leaders engage in building "structures of relationships" so that all children are successful and that these "dynamic and interactive relationships" are context-bound; thus the study proposes to focus on contextually sensitive "episodes of leadership" that represent the balance struck by successful school leaders in educating all children. Anticipated outcomes of the study include "exemplar" scenarios of schools where all children

are successful, as well as implications for curricula/course structure in UCEA preparation programs. We plan to present the proposed study to the Plenum for discussion and input. A critical issue to address is securing the resources needed to conduct the study.

A second example of these new action plans pertains to Goal C—positively influencing local, state, and national educational policy. Here, to ensure that UCEA members "have the knowledge and capacity to influence regional, state, and local policy" and to generate UCEA actions in regard to policy developments, we would identify a prominent policy topic/issue to be the focus of a policy "think tank" at the annual Plenum meeting. Background information on the policy issue will be sent to Plenum representatives before the convention. The framework for this activity is "information—interaction—action"; the hope is that, with adequate background information provided in advance and an opportunity for interaction at the Plenum, we will generate UCEA-sponsored "actions" in regard to critical policy issues.

These are just a couple of examples of the creative ideas generated for implementing the new "strategic plan." I am pleased that we are moving forward to determine how UCEA can best meet the needs within the field of educational leadership and within our member institutions. Change, even at the level of institutional "mission," seems to me to be not only inevitable but a healthy response to the dynamic context of the field. This is exciting work. Speaking for the rest of the Executive Committee, I hope you will join in this work: If you are a Plenum representative, through direct participation in the Plenum meeting in Pittsburgh; if you are a UCEA faculty member, by providing your input and suggestions to your Plenum representative. See you in Pittsburgh!

UCEA STRATEGIC PLANNING

MISSION STATEMENT

UCEA is a consortium of research/doctoral granting institutions committed to advancing the preparation and practice of educational leaders for the benefit of schools and children. We fulfill this purpose by:

A. Promoting, sponsoring, and disseminating research on the essential problems of schooling and leadership practice

B. Improving the preparation and professional development of educational leaders and professors

C. Positively influencing local, state, and national educational policy

VALUES

UCEA is a community of learners that values:

♦ Learning and social development for ALL children

♦ Contributions of educational leaders to the success of all children

♦ Systematic inquiry that is relevant, integral, and essential to the success of children, schools, and school leaders

♦ Quality and excellence in the preparation of school leaders and professors

♦ Collaboration with schools, other educational and service agencies, and professional organizations

♦ Professional community, collegiality and respect for diverse perspectives

- Educational and social policy that positively support the learning and development of all children
- Diversity, equity, and social justice in all educational organizations

VISION

UCEA is a community of scholars committed to the improvement of leadership and policy that supports the learning and development of ALL children. UCEA actively initiates and leads educational reform efforts through its high quality research and preparation programs. UCEA institutions work collaboratively with schools and educational agencies to positively influence local, state, and national educational policy. UCEA constantly questions and re-evaluates its practices and beliefs to ensure its effectiveness and relevance.

GOALS

Promoting, sponsoring, and disseminating research on the essential problems of schooling and leadership practice

UCEA members, collectively and in collaboration with schools and districts, will generate and disseminate a significant body of research addressing:

- School improvement to ensure the learning and social development of ALL children
- The relationship between school leadership and success for ALL children
- The effectiveness of leadership preparation programs

Improving the preparation and professional development of educational leaders and professors

- UCEA members will improve the professional preparation and development of school leaders and professors by:
- Developing and disseminating information on innovative, effective, or exceptional programs
- Distributing publications regarding preparation and professional development
- Supporting collaboration among professors, professional organizations, government agencies, and schools to improve the preparation of educational leaders
- Providing career development opportunities for institutional members and partners

Positively influencing local, state, and national educational policy

UCEA members will enhance their influence on local, state and national policy and practice by:

- Expanding UCEA's membership base, partner networks, and resources
- Increasing the intensity of UCEA's collaborative relationships with professional organizations and government agencies
- Planning strategically in regard to the use of resources and physical location of UCEA headquarters
- Establishing a policy network that ensures UCEA members have the knowledge and capacity to influence regional, state, and local policy
- Disseminating white papers and policy briefs on current issues of policy and practice

From the Director...
Implications of "No Child Left Behind" for Educational Leadership Preparation
Michelle D. Young,
Executive Director, UCEA

The recently reauthorized Elementary and Secondary Education Act (ESEA) or "No Child Left Behind," represents the most comprehensive change to ESEA since its enactment in 1965. Perhaps more importantly, this bill represents a major shift in thinking in the U.S. about the roles of school and school system leaders. Leadership is increasingly considered a major factor in the academic achievement of children in schools and school districts. As a result, educational leaders are under increasing pressure to improve achievement, to narrow the achievement gap, and to ensure a high quality cadre of teachers.

The fact that expectations for today's principals and superintendents extend beyond general management functions to instructional leadership has substantial implications for leadership preparation and professional development. Although many preparation programs have been "ahead of the curve," working to prepare current and future leaders to be instructional leaders of exceptionally well-run schools, other programs have not. This must change. It is imperative that all programs claiming to prepare individuals for school and school system leadership ensure students exit their programs prepared to support the success of all children.

Beginning in the 2002-2003 school year, ESEA authorizes a series of consequences for schools, districts and states that do not improve student achievement. Much of the pressure of these consequences rests directly on school and district leaders. Just as educational leaders are held accountable for ensuring student success, we must hold ourselves accountable for supporting the success of school and school system leaders. As programs improve their capacity to prepare learning-focused leaders, attention should be given, at a minimum, to student recruitment, the preparation provided, professional development, and departmental resources.

Student Recruitment

Who applies and is admitted into educational leadership programs is affected by a large number of factors and influenced by a variety of stakeholders other than the educational administration programs (Creighton & Jones, 2001; McCarthy, 1999; Norton, 1994). Indeed, the greater expectations and subsequent demands placed on school leaders with regard to student achievement appears to have impacted the number of individuals interested in maintaining or pursuing school and district leadership positions. Regardless, educational leadership programs can have a greater impact on who applies and who is admitted. Program faculty must actively recruit experienced educators into their programs, and they should work with local school districts to identify potential leadership candidates. Additionally, programs must specifically target people of color for leadership positions.

Preparation

The preparation of leaders to support the achievement of all children will involve a number of different knowledge and skill areas,

outstanding classroom instruction, and planned career nurturance (Clark, 1999; Van Meter, 1999). Although there are far too many skill and knowledge areas to discuss all of them herein, I will mention a few. For example, leadership programs must ensure that candidates leave their programs understanding effective instructional strategies, how to use diagnostic data to drive effective instructional decisions and practices, how to prevent curriculum narrowing (or drill and practice teaching) within a high stakes environment, and the value of reflection in leadership. Additionally, the increased emphasis on testing will require that candidates leave leadership programs with an appreciation of different ways of enacting leadership within a high-stakes environment as well as a clear understanding of assessment instruments (e.g., what different types of assessments can and cannot tell you, what types of assessments are most useful for diagnostic purposes, etc.). Moreover, leaders must develop the ability to analyze student achievement data and use those analyses as the basis for student achievement-centered decision making.

University preparation program faculty can also make substantial contributions to leadership growth that extend beyond knowledge and skills to socialization. ESEA makes explicit the expectation that all children are expected to achieve. It is important that educational leaders are socialized with positive beliefs and attitudes about the potential of students who attend their schools and faculty who teach in their schools, regardless of status issues such as whether the school holds the label of "high-performing," "satisfactory," or "low-performing." There are many different approaches programs can use to educate leadership candidates about the educational potential of children. Often, comparisons of schools like those provided at www.just4kids.org can be useful in helping some understand that all children can achieve high levels of success in and out of school.

Professional Development

According to Katy Anthes (2002) of the Education Commission of the States, "one the main implications of the new ESEA law is that professional development is now not only focused on teachers, but also aimed at developing the instructional leadership capabilities of superintendents and principals" (p.2). Educational leadership programs should play a larger role in planning and providing professional development for school and district leaders and development that support the continued learning of leaders and include the mentoring of new principals and superintendents. Faculty can now seek out ESEA funds to assist with such efforts.

Department Resources

As programs prepare to make changes in their program, it will be necessary for them to ensure that appropriate resources are in place. For example:

- Outside expertise may be needed to assist with program redesign.
- Budgets may need to be adjusted to provide additional faculty time and other resources for designing, developing and field-testing program changes and to engage in evaluation processes to determine if program changes are having expected results.
- Additional faculty and resources may be necessary to provide new coursework or courses in new settings (e.g.,

school and school districts).
- Faculty may require professional development opportunities to learn new teaching strategies or to enhance their knowledge in key areas.
- Faculty will need access to user-friendly, accurate databases in order to teach their students how to make data driven decisions.
- Faculty advancement and reward systems may need to be realigned to emphasize the value of school-based work.
- Waivers may be needed from state agencies for redesigned programs.

ESEA 2001 does offer resources to states to increase the effectiveness of school and district leadership. A key change in the new law is the inclusion of principals in the Title II, Part A, Sec. 2102 portion of the legislation. Among other things, this section enables states to use federal Title II training and recruiting funds to: 1) Reform principal licensure and certification, 2) target efforts for recruiting qualified principals, and 3) provide professional development to principals.

Although educational leadership preparation faculty should be leading the change in how school and school system leaders are prepared and developed, relatively few are involved in state or national conversations about what changes are needed. One exception includes the SAELP project in 15 states where leadership programs from selected institutions are involved with state government and educational officials as well as local districts to explore policies that promote high-quality school leadership. More information on this project and the states involved can be found at http://www.ccsso.org/edleadership.html. Another 11 university preparation programs are involved in the Southern Regional Educational Board's (http://www.sreb.org) Leadership Development Network, a program focused on designing, delivering and evaluating leadership preparation programs that emphasize school improvement and higher student achievement. The inclusion of university faculty in these Wallace-Readers Digest sponsored projects is significant, but it is not enough. In too many states and regions, faculty have not engaged in the leadership preparation discourse and change movement.

If, as a profession, we are to realize the goal of ensuring educational excellence and equity for all children, educational leadership faculty must get involved. First, we must focus on preparing high-quality leaders through rigorous, standards-based, theoretically sound preparation programs. Second, we must find ways to substantively engage in the national conversation on educational leadership preparation. Within that conversation, we must argue for quality in leadership preparation, we must share what is know about best practice in leadership preparation, we must urge collaboration among stakeholders, and we must insist that all decisions that are made concerning leadership preparation have at their core the interest of our nation's children.

Holding leaders accountable for the success of all children did not start with "No Child Left Behind" and it will not end there either. Similarly, holding educational leadership programs accountable for ensuring that school and school system leaders are prepared to support the success of all children will not end when this version of ESEA is replaced with another. And it should not. The current environment offers programs an opportunity to reframe their programs in ways that support educational leaders to ensure

the success of all children. It is an opportunity that should not be missed.

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Kudos

Martha McCarthy, a professor of educational administration at the Indiana University, recently received the National Council of Professors in Educational Administration's (NCPEA) Living Legend Award. McCarthy who has worked in the field of education for five decades is the first woman to receive this distinguished award. In addition to building an extensive record of publication and a reputation as an excellent teacher, McCarthy served on the National Commission for Excellence in Educational Administration, as UCEA President in 1987, as President of the Education Law Association, and as Vice-President for Division A of the American Educational Research Association. In addition to writing three editions of *Public School Law: Teachers' and Students' Rights* with Nelda Cambron-McCabe (Allyn and Bacon, 3rd ed. 1992), she has authored or co-authored several books, including *Under Scrutiny: The Educational Ad ministration Professoriate* (University Council for Educational Administration, 1988), *Financing Elementary and Secondary Education* (Merrill, 1988), *A Delicate Balance: Church, State and the Schools* (Phi Delta Kappa, 1983), and *What, Legally, Constitutes an Adequate Education?* (Phi Delta Kappa, 1982).

Educating Leaders for High Poverty Schools: The UCEA Picture

Linda L. Lyman, Illinois State University & Christine J. Villani, Southern Connecticut State University

The achievement gap for poor and minority students continues to make news. School leaders, particularly in urban areas, find large percentages of their students and families living in poverty. Creating successful environments for learning in such schools involves providing support for families as well as developing schools that are both caring and challenging for students. Leaders of these schools need to understand the complexity of poverty and its many ramifications for the lives of the students and their families. The schools need informed, compassionate, and committed leaders who have the knowledge, skills, and attitudes to create successful learning environments. We know these schools exist. Commonalities of the schools and their leaders include components such as a clear commitment to successful learning for all students, a curriculum aligned with standards, culturally responsive instructional practices, a strong focus on language and literacy for students and their families, a culture of caring and high expectations, parent involvement and a family-centered school, and creating participative structures for staff through strong leadership that combines both support and pressure (Carlson, Shagle-Shah, & Ramirez, 1999; Haberman, 1999; Haycock, 2001; Maeroff, 1998; Quint, 1994; Reyes, Scribner, & Scribner, 1999; Riester, Pursch, & Skrla, 2002; Scheurich, 1998).

To what extent are university and college preparation programs focused on educating future school leaders who will be committed to understanding social justice issues such as poverty? As an approach to answering the question, we conducted a national survey (Lyman & Villani, 2002). Results of the survey indicated that preparing educational leaders to understand poverty's substantial complexity, including its systemic causes and effects, was not a major social justice component of educational leadership programs. Analysis of the data from UCEA respondents suggests the conclusion applies to UCEA institutions as well. To survey the field, e-mail addresses for 408 educational leadership programs were obtained and potential respondents contacted with an e-mail message. The survey was conducted between April and November 2000, first via a web page and finally, to increase the response rate, by mail. The combined responses to the 408 electronic and mailed surveys equaled 279, for a final response rate of 68.4 percent. UCEA institutions included in the survey numbered 59, with 35 of those responding for a response rate of 59.3 percent.

The survey combined Likert scale items (#s 1-5), one yes or no item (#6), items requiring ranking of response options (#s 7-8), and one open-ended question (#9). The items explored how and to what extent the educational leadership preparation programs of the respondents' institutions addressed the issues of poverty. Because issues of poverty represent one of many social justice concerns (race, ethnicity, gender, to name a few others), a survey focused more broadly to include other social justice issues might have been responded to differently. Initial items of the survey gathered demographic information. A total of two thirds (68.6%) of the survey respondents from UCEA institutions were department chairs. Most

of these institutions (97.1%) are educating the future principals of the country, and two-thirds (68.6%), are providing certification programs for principals and superintendents who already have the necessary degrees. At the doctoral level, 88.6% offer Ed.D. programs and 62.9% offer Ph.D. programs.

Survey Responses: The UCEA Picture

Perceptions of respondents from UCEA institutions will be presented and discussed in five categories: importance of understanding poverty (Questions 1 and 2), evidence of program emphasis (Questions 3 & 4), areas of program emphasis (Questions 5 & 6), attitudes toward causes of poverty (Question 7), and program themes (Questions 8 & 9).

Perceptions of Importance of Understanding Poverty

In Question 1 we asked respondents to rate the importance of understanding poverty to effective school leadership. In Question 2 we asked participants, "From your perspective how do faculty members in your department rate the importance of understanding poverty to effective school leadership?" UCEA survey respondents believe that the faculty members in their departments would rate understanding poverty to be less important to effective school leadership than do the respondents themselves. A total of 74.3% of the respondents rate understanding poverty to be either "Extremely" or "Greatly Important" to effective leadership of schools, yet they only perceive 31.5% of their faculty members to have similar views.

These numbers may or may not represent an accurate assessment of faculty beliefs. Several explanations for this gap are considered. Most respondents were department chairs (68.6%) that may or may not have accurately perceived the views of the faculty. The smaller percentage of faculty members who responded to the survey may have had a special interest in the topic; hence, their higher ratings of their perceptions of the importance than they are willing to attribute to other faculty. Possibly the gap only reflects the ignorance that results from the absence of meaningful discussion. Faculty meetings may simply not provide an opportunity for faculty to discuss social justice issues such as poverty. Poverty is often perceived incorrectly to be an issue only for students in inner city schools (Children's Defense Fund, 1994; Nadel & Sagawa, 2002). If faculty were aware that 2.5 million rural children live in extreme poverty, that rural poverty "has come to mirror urban poverty in many ways" (Nadel & Sagawa, 2002, p. 16), perhaps poverty would be perceived as an important factor for educational leaders to understand deeply. Whatever the reason for the perceptual gap between respondents and faculty in their departments, for only a third of the respondents to perceive that faculty would rate the understanding of poverty to be either "Extremely" or "Greatly Important" to effective school leadership, given the extent of poverty and its effects on children and learning, suggests a need for further dialogue on educating school leaders about the complexities of poverty.

Evidence of Program Emphasis.

Because faculty perception of the importance of understanding poverty rated low, answers to Questions 3 and 4 were not surprising. Question 3 was: "To what extent is knowledge/understanding of issues of poverty and poverty's effects on children, their fami-

lies, learning, and school improvement included in performance expectations/competencies for graduates of your department's programs?" We asked in Question 4, "To what extent do brochure and catalog descriptions of your programs in educational leadership/administration state a focus on the issues of poverty?"

Only 20.0% of the respondents indicate a "Very Strong" or "Strong" emphasis on poverty in performance expectations/competencies. An even smaller number report a "Very Strong" or "Strong" emphasis in brochure and catalog descriptions of their programs. Percentages cluster at the "Moderate" or "Some" emphasis level for performance expectations/competencies, and at the "None" level of emphasis for brochure and catalog copy. If the question had asked about the more inclusive category of social justice, perhaps percentages of "Very Strong" or "Strong" responses would have been higher. Nevertheless, responses to Question 3 and 4 provide a layer of evidence for arguing that attention to the complexity of poverty is a minimal component of UCEA institutions' educational leadership programs.

Areas of Program Emphasis

We explored through two questions how issues of poverty were being addressed. In Question 5 we asked, "From your knowledge of course syllabi, within required courses in your programs in educational leadership/administration, to what extent are issues of poverty reflected in the following: required readings, assignments, supplemental readings, guest speakers' topics, and the internship/field experience." Excluding the Internship/Field Experiences, the largest number of responses across categories of class activities clustered at the level of "Some" emphasis, ranging from 45.7% for Required Readings to 54.3% for Assignments. For Assignments only 11.4% said there was a "Strong" or "Very Strong" emphasis.

Surprisingly, in view of the other data, a total of 20.0% of the respondents reported a "Strong" or "Very Strong" emphasis on poverty in Internships/Field Experiences. The emphasis may or may not be deliberate. Possibly programs achieving this level of emphasis may be those associated with universities located in major urban areas with high concentrations of poverty.

In Question 6 we asked whether an entire course was devoted to the issue of poverty. Of the 35 UCEA respondents, 34 (97.1%) answered "no". When poverty is viewed from a variety of angles in several different courses a deeper understanding may be achieved. Each of the choices listed – required readings, assignments, supplemental readings, and guest speakers – provide an opportunity for integration of issues of poverty within a whole range of courses. An entire course devoted to poverty may not be the best way to educate future school leaders, but UCEA institutions might be expected to have some focus on such a pervasive social issue, particularly given the increasing attention to the achievement gap. Responses to these two questions add another layer to the argument that minimal attention to the complexity of poverty exists in UCEA educational leadership programs.

Attitudes Toward Causes of Poverty

In Question 7 of the survey we investigated the respondents' beliefs about why people are poor in terms of four categories of causes: the economic/welfare system, individual failings, the American educational system, and fate. The categories were adapted

from a questionnaire entitled *Causes of Poverty Questionnaire* (Webb & Sherman, 1989, p. 96). According to Webb and Sherman (1989), "The questionnaire is designed to see whether educators are most likely to attribute the causes of poverty to structural problems in the society, to individual failings, to fate, or to the failures of the educational system" (p. 95). Their 12-item questionnaire has three items for each of the categories. Instead of calling the systemic category 'Structural Problems in Society," we used 'Economic/ Welfare System' in the survey, which may have inadvertently affected the results and contributed to dissatisfaction with the question.

Respondents generally understood the Economic/Welfare System to be the "Most Important" cause (54.3%). Individual Failings received the second highest number of "Most Important" cause rankings (22.9%). Because Americans tend to see systemic causes as of lesser importance, Americans typically rank individual failings as a more important cause than the economic/welfare system (Wilson, 1996). This survey question was controversial and provoked a variety of comments from respondents, whose comments included that the categories offered were inadequate, incomplete, ambiguous, not the key issues, too simplistic, or not the causes at all. Having themselves atypical attitudes toward causes of poverty, educational leadership faculty may not perceive a need for specific programmatic attention to poverty. But what about the students in UCEA programs? "If educators hold typical American attitudes toward causes of poverty (Ryan, 1971; Wilson, 1996), they may be less inclined to treat all students with respect and dignity, and less able to provide effective instructional leadership" (Lyman & Villani, 2002, p. 247). More attention will be required for this topic in the future given the specific language from ELCC/ NCATE Standard 6: "Candidates demonstrate the ability to analyze the complex causes of poverty, and other disadvantages and their effects on families, communities, children, and learning" (National Policy Board for Educational Administration, 2001).

Program Themes

Highlighting critical issues pertaining to the future of the profession of school administration, Murphy (1999) raised in a UCEA monograph the question of "a new center of gravity for the profession" (p. 3). Murphy presents three possible paradigms: "democratic community, social justice, and school improvement" (p. 54), before making a case for rebuilding school administration around the theme of school improvement. Curiosity about the relative importance of these paradigms in existing programs prompted us to include Question 8 in the survey: "How would you rank the relative emphasis in your programs of the following focuses or themes?"

Respondents were asked to rank order the choices from 1 to 3, with 1 indicating "Most Emphasis" and 3 indicating "Least Emphasis." Only 14.3% of the respondents perceive social justice to be receiving the "Most Emphasis" in their programs, compared with the 65.7% who perceive school improvement to be receiving the "Most Emphasis." These responses, when combined with those previously presented, clearly establish the perceived low status of social justice issues, including poverty, in UCEA educational leadership preparation programs. Several respondents acknowledged in comments the difficulty of separating the three themes. In the words of one respondent, "We focus on all three. They are interconnected and need to be addressed as such. Our program's mis-sion is about social justice and two of the means to achieve this end include building democratic communities and reforming schools."

Summary

At the beginning of the new century, educational leadership preparation programs at UCEA institutions only minimally addressed the subject of poverty; in fact, the UCEA responses mirrored those reported for the entire group of 279 respondents to the national survey (Lyman & Villani, 2002). Particularly troubling were UCEA respondents' perceptions that only 8.6% of their faculty would rate understanding poverty to be "Extremely Important" to effective school leadership. Low ratings for program emphasis on understanding poverty reinforce the perceptions of its low importance. Only 5.7% of respondents have a "Very Strong" emphasis in performance expectations and competencies for graduates, and only 5.7% report a "Very Strong" focus in brochure and catalog descriptions of the programs. In fact, two thirds of the respondents indicated there was no emphasis on issues of poverty in the brochure and catalog descriptions of their programs. For the categories of class activities used in the survey, activities such as required readings, assignments, supplemental readings, and guest speakers' topics, the majority of responses clustered at the level of "Some Emphasis" on issues of poverty. Even in internships/field experiences only 20% of the respondents indicated either a "Very Strong" or "Strong emphasis" on issues of poverty, while only 2.9% of the respondents reported an entire course devoted to issues of poverty. Finally, only 14.3% reported social justice to be the focus or program theme having the "Most Emphasis," when compared with democratic community and school improvement.

Implications

Several years ago Scheurich and Laible (1995) asked the important social justice questions facing educational administration professors: "Are we willing to (a) recognize the enormously destructive effects of race, gender, and class biases on *our* children; (b) commit to decreasing and eventually eradicating these effects; (c) radically change our preparation programs to accomplish this purpose; and (d) follow through long enough to see real changes in our schools?" (p. 319). Although the survey we conducted was limited to issues of poverty and class, results provide additional evidence that development of educational leaders who will lead their schools and communities in the direction of social justice has not been a central focus of educational leadership preparation programs (Grogan, 1999; McCarthy, 1999; Reyes, Wagstaff, & Fusarelli, 1999; Young & Laible, 2000). Voices advocating leadership preparation programs that educate leaders for social justice are beginning to coalesce, but the radical change of preparation programs recommended by Scheurich and Laible still has not happened. If the responses to this 2000 survey are still representative in 2002, UCEA member institutions need to re-examine how preparation programs can more deliberately educate future school leaders to address the full complexity of poverty's effects on learning and its companion social justice issues of race, ethnicity, and gender.

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Sessions on Editing EAQ and JCEL

UCEA will soon be looking for new editors for both the Educational Administration Quarterly (EAQ) and the Journal of Cases in Educational Leadership (JCEL). The EAQ will be moving from the University of Kentucky and the JCEL will be moving from the University of Utah. During two sessions at the 2002 Convention (5.12 for JCEL and 6.12 for EAQ) editors from both journals will provide information and answer questions about editing JCEL and EAQ.

If faculty from UCEA Institutions (Only UCEA institutions are eligible to host the EAQ and JCEL) are interested in editing either of these journals, please plan to attend these Friday sessions.

Sessions focusing on Social Justice at the 2002 UCEA Convention

Advocacy in special education from the perspectives of educational administrators and parent advocates (Session 12.6)

Teacher perceptions of student bullying behaviors (Session 5.4)

Transforming Public Schools: The Intersection of Leadership, Culture, and Schooling (Session 14.5)

Leading a High Poverty School: Case Study of a Principal (Session 3.8)

Building Leadership Capacity for Equity (Session 12.3)

Leadership for Social Justice and Equity: Weaving a Transformative Framework and Pedagogy (Session 12.8)

Leadership for diversity: Accessing the Wisdom of Practice Using Three Diversity Areas (Session 2.3)

Social Justice and New Leadership for Educational Administration: A Conversation Between Chandra Gill and Dr. Laurence Parker- University of Illinois at Urbana-Champaign

In keeping with the theme of this edition of the *UCEA Review*, a conversational interview was arranged between Dr. Laurence Parker, Associate Professor in the Department of Educational Policy Studies at the University of Illinois at Urbana-Champaign and his doctoral student, Chandra Gill who Dr. Parker describes as a new type of educational leader, not exclusively tied to administration, but closely linked to the community in the struggle for social justice and racial progressive change and achievement for African American students. Dr. Parker follows up the conversation with a brief narrative regarding the focus and value of social justice to educational leadership.

~Linda Tillman, Interview Series Co-Editor

Dr. Parker: Chandra, in our classes on critical race theory and educational policy, we have talked about new leadership for schools, especially connected to social justice—not exclusively tied to formal administration certification programs, but leadership that is effective with African American youth in schools. How would you describe yourself as a new leader in schools, particularly as described in the 2001 book by Ladner?

Ms. Gill: As a community leader, I have been involved in school districts as a substitute teacher and most importantly as a mentor. I have served as an advisor to various youth groups in the Urbana Champaign area, most notably high school teens in the city. I have also coordinated an annual college tour visiting approximately seven states, 20-25 cities and well over 50 colleges and universities. I have coordinated various programs for Champaign Housing Authority youth. Most programming there was centered on recreational and educational development for the youth in hopes of broadening their perspective(s) and outlook on life in general and learning, specifically. Other involvements include serving as president of the young adult ministry at a local community church and continual organization of positive programming centered on raising level(s) of consciousness and bridging the gaps between the campus and surrounding community.

Dr. Parker: What are the imperatives/important issues for a "social justice agenda" in educational administration? What should it look like/include?

Ms. Gill: Ideally, in order for schools to improve education for African American students, there must be a curriculum centered on truth. Historically, the contributions of African Americans have been minimized and/or excluded in teaching (textbooks, classroom discourse, etc.). In order to improve educational achievement, the working relationships between administrators, teachers and parents are essential. Educational scholars have noted that principals and other administrators should be encouraged to get to know the community and try to help the community as a whole. Locally, administrators as well as other school personnel should understand the environments and circumstances from which students

come. Additionally, administrators must involve parents in the education of their children, rather than yielding to a "culture of power" that may exclude many low income and minority students. So then, we find that the institution of education and schooling has to examine its true purpose and must FIRST have as its goal the education of all of its students (Scheurich, 1998). This has not been the case locally, as we have engaged in discussions with two school districts here in Urbana-Champaign that maintain a spurious progressivism (about itself). These districts, at times, have validated educational theory that posits that schools are strongly influenced by the inequitable distribution of knowledge, power, and resources in society and tend to reproduce these same inequities within their policies and practices (Shujaa, 1994).

Dr. Parker: Chandra, why is social justice important and what is its impact on African Americans' struggles for social justice and White Americans understanding of it? What are the implications for educational administrators?

Ms. Gill: I assert that if the term social justice is to work and have meaning and truth for African Americans and other racial minority groups, it should be inextricably tied to the progressive education of our youth. Otherwise, the term social justice will become like multicultural education, an amorphous term that means so many different things to different people that it has lost its original sense of purposeful and meaningful change. Specifically, for educational administration, social justice should be a term that is used in conjunction with educational and social change with communities of color and not against them. Currently in our east central Illinois area schools, there are discussions about social justice at district meetings and in school leadership sessions. These discussions are tied to "wanting" to raise Black student achievement rates, or making school discipline color-blind. Yet, in practice, as we begin a new school year the plans for actual change in teacher and administrative behavior, and change in policy and implementation that will fully follow through on a social justice agenda in the schools and with the community is lacking. It is in this arena that I believe educational leadership programs must join in and work with school district leaders, teachers and minority communities to say that social justice is not a fad or a public relations gimmick. Educational leadership must also demonstrate that social justice is not just another way to try to educate Black children, and that if it fails we must accept lower achievement standards. I believe that social justice really has to "talk the talk" and "walk the walk" to have any credibility with African American families who have been failed by the schools for generations.

Social justice analysis is essential to understanding how the actions of some individuals operate systematically in continuously oppressing Blacks (and other people of color); that is, social justice also involves the recognition of the historical implications of racial and class oppression. Under a social justice agenda for example, the demand for critical race pedagogy and culturally relevant teaching (Ladson-Billings, 1998; Lynn, 1999) must be a priority. It is also important that city officials, school administrators, as well as school board members articulate a vision of change in schools that will benefit "all" children. Collaborative relationships between schools, communities, and universities are necessary to implement such change.

Dr. Parker: This conversation should be read within the context of social justice linked to critical race theory in education. Critical race theory has emerged from the legal arena to uncover the deep patterns of exclusion and what is taken for granted with respect to race and privilege. It relies on various strands of social criticism and seeks to push a social justice agenda into the legal and public discourse on race (and gender and social class as well). Critical race theorists seek to disrupt the dominant narrative stories of success through merit, equality, the market, and objectivity that are deeply entrenched and unquestioningly accepted by the larger society. Critical race theory calls for the legitimization of narratives of discrimination and the power of the law used against persons of color. The importance of these counter-narratives is a key aspect of critical race theory and has implications for educational leadership and policy. The social justice link to critical race theory becomes real when one considers how the low achievement levels of African American students in some districts continues. As we begin a new school year, African American student enrollment in Urbana, IL schools is at 28%, but the student suspension rate for this group is 49%; seventh grade African American students were 1 year and 9 months below grade level and 2 years and 8 months behind their white peers in composite reading, language, and math test scores (Hagg, 2002; Puch, 2000). Larson (1997) has documented how educational leaders, when faced with the threat of racial confrontation related to student discipline, failure of educational achievement by minority students, or lack of relevant curriculum and poor instruction, will rely on standard bureaucratic operating procedures and enforce neutral administrative policies to address such problems. However, as Larson revealed in her case study, this solution did not ameliorate the problem, but instead heightened racial tension and conflict.

Imbedded within Chandra's comments is a social justice call for educational leadership programs to seriously question how racism has often become unquestioned with respect to the ways that administrators are prepared in educational leadership programs. This questioning can be addressed through various means including the content and method of administrative courses, and concomitant long-term, positive involvement in schools. In addition, we must explore other possibilities to build new foundations of administrative knowledge based on more critical perspectives related to race, gender, and social justice for children and minority communities of color (Grogan, 2002; Young and Laible, 2000).

Second, there is a social justice need to re-think educational leadership and policy implementation along the explicit lines of race and how analyses such as critical race theory can be used to trace the origins and effects of educational policy through narrative data. Many beliefs about race have been shaped and influenced by historical actions and have often led to conclusions and judgments about racial formation, subordination, and discrimination (McMorris, 1996). These beliefs in turn have had a major impact on educational policy so that now, "Americans will support policies that are harmful to minorities that they themselves would not tolerate if those same policies were applied to majority white European Americans" (House, 1999, p. 2). For example, as House points out, the research on student retention policy in schools overwhelmingly shows that retaining students at the same grade level has a negative long term effect on them. Yet, the majority of Americans apply common-sense notions of learning to support these pro-grams, as long as the retention programs are applied to minorities in the cities as opposed to students in the suburbs. From a social justice perspective there is a need for educational leaders to be held accountable with regard to fully tracing the origins and effects of administrative actions and their impact on racial minorities at their institutions.

The future of a social justice agenda and its place in educational leadership will also partially depend on the efforts made by scholar activists to explore its possible connections to life in schools and communities of color and to make that testimony a part of the legal and public record and discourse. For example, Chandra is working with other African American doctoral students here at the University of Illinois for the social justice cause of pulling individual and collective efforts together in the schools and the African American community to address various aspects of the underachievement of African American students in the east central Illinois public schools. This aspect of critical race praxis would be most useful in terms of developing a more "layered" policy discussion and analysis about struggles in racially diverse schools.

In conclusion, we should think about Chandra's interview narrative and the importance of social justice and critical race theory through the following question posed by John Dewey in 1935 to educational administrators:

Is it the social function of the school to perpetuate existing conditions or to take part in their transformation? One decision will make the administrator a timeserver. He/she will make it his/her business to conform to the pressures exercised by school boards, by politicians allied with taxpayers, and by parents. If he/she decides for the other alternative, many of his/her tasks will be harder, but in that way alone can she/he serve the cause of education…. His/her leadership will be that of intellectual stimulation and direction, through give-and-take with others, not that of an aloof official imposing, authoritatively, educational ends and methods. He/she will be on the lookout for ways to give others intellectual and moral responsibilities, not just ways of setting tasks for them (1987, p. 347).

Leadership for social justice through critical race theory and action on the part of new leaders like Chandra Gill provide us with some answers to Dewey's challenge.

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2002 UCEA Convention Overview

This year the University Council for Educational Administration will hold its sixteenth annual convention in Pittsburgh, Pennsylvania. The convention, co-hosted by the University of Pittsburgh and Pennsylvania State University, takes places November 1-3 at the Hilton Pittsburgh. Facing Pittsburgh's famed Three Rivers, the hotel overlooks Three Rivers Stadium and is just a short walk to PPG Place, Fifth Avenue Shops, Saks Fifth Avenue, Heinz Hall, PNC Plaza, and CNG Tower. Members of the Convention 2002 Program Committee are Frances K. Kochan (Auburn University), Nicola A. Alexander (University of Minnesota), Cynthia J. Reed (Auburn University), Sean Hughes (University of Pittsburgh), and Bill Boyd (Penn State University).

The theme of this year's convention is "Fostering Learning for All: Honoring Multiple Leadership Perspectives". There will be many opportunities to explore the connections between leadership and learning from a broad and inclusive range of approaches. The Convention will contain four strands: 1) Linking accountability, success, and leadership; 2) Re-conceptualizing and defining educational leadership in a global, diverse, and complex society; 3) Building coalitions that enhance leadership and learning; and 4) Uniting leadership and policy development.

The official opening of the convention will take place Friday at 11:00 am with welcoming remarks by David Monk, Dean, College of Education- Pennsylvania State; Alan Lesgold, Dean, School of Education- University of Pittsburgh; and Michelle Young, Executive Director- UCEA. Following the Presidential Address given by 2001-2002 UCEA President Gail Furman, the Roald Campbell Life Time Achievement Award will be presented. Later that day UCEA participants can walk over to the William Penn Hotel for the Butts Lecture, an AESA-UCEA co-sponsored lecture delivered by James Anderson "Historical Contexts for Contemporary Educational Policy". Following the Butts Lecture, participants can cap off the evening by attending UCEA's Annual Banquet on board the Yankee Clipper riverboat.

On Saturday we have scheduled two General Sessions, starting with a panel discussion focused on "Building Support for Diverse Communities: Perils and Possibilities." This AESA-UCEA co-sponsored General Session is chaired by Catherine Lugg (Rutgers University), and features Khaula Murtadha (University of Indiana), Gerardo Lopez (University of Indiana), Catherine Lugg (Rutgers University), and Dianne Smith (University of Missouri, Kansas City). This session will be followed by small group discussions in which participants will explore these issues and ways in which they can take a leadership role in maintaining this dialogue in their own professional settings and communities. Saturday's Second General Session will feature the annual Mitstifer Lecture. This year, Charles C. Haynes, a senior scholar at the First Amendment Center will speak on "From Battle Ground to Common Ground: A Shared Vision of Religious Liberty in Public Schools". During this session, the Jack A Culbertson Award will presented to an outstanding junior professor. Saturday evening, the Annual Past Presidents Reception will be held in honor of UCEA's 41 past presidents.

Sunday morning Vicky L. Phillips, the highly celebrated Superintendent of Schools for the School District of Lancaster, PA, will deliver a key note on "Expectations leadership: The work that change takes". This session will feature UCEA's first Breakfast Lecture, as a continental breakfast will be available to session attendees. Optional tours to the University of Pittsburgh Cathedral of Learning will begin at 11:00 am. The Convention will officially close at noon on Sunday.

The Cincinnati Civil Unrest: Changing Hearts and Minds One Block At A Time

Lionel H. Brown, University of Cincinnati

Context:

Civil unrest erupted on Tuesday, April 10th 2001 in the Over-The-Rhine area of downtown Cincinnati, Ohio after a white policeman shot an unarmed young African American man, Timothy Thomas. Two days later the city was under an 8:00 PM curfew.

Cincinnati has a history of civil unrest dating back as early as 1792. 1829 was the first recorded date of racial trouble in Cincinnati. In August of that year, frustrated with the city's failure to enforce Black Laws, a white mob attacked an African American residential area. Of the two thousand and five hundred African Americans who lived in Cincinnati at that time, more than one thousand were forced to flee the city. This history of racial strife is as real today as it was in yester years. On April 19, 2001 Jan-Michele Lemon Kearney, Esq. wrote, "All of us know that Cincinnati is one of the most segregated cities in America." Frederick Douglas said that the problem of the 21st century would be that the color line clearly would represent the underlying problem in Cincinnati and other cities across the United States. The shooting of Timothy Thomas was just the trigger and the symptom of a much greater cause. The causes documented in the 1967 riot in Cincinnati remain unchanged. Minimal African American representation is found in city leadership roles. A disproportionate number of African Americans are unemployed. Excessive poverty remains in the African American community. Substandard housing for African Americans continues at a high number. Added to these dismal realities, African American students are dropping out of school at an alarming rate with fewer graduating from high school. The achievement gap has widened between white and Africa American students. More African American youth are lost to juvenile crime and drug abuse. Most importantly, a dual legal system continues to mete out African American justice and white justice. Two African American men who were convicted of burglaries were re-sentenced by Kenton County Circuit Judge Patricia Summe. She stated that the prosecutor recommended sentences for them that were inconsistent with a lesser punishment recommended for a white man convicted of the same crime (Cincinnati Enquirer, 11/20/01). Although things have improved generally for African Americans, in Cincinnati the economic conditions and the relations between the community and the police remain unchanged in the inner city where the recent protest occurred.

A Panel Discussion Of the Racial Issues Of the Unrest in Cincinnati – Voices of Our Community:

The author of this paper assembled a panel to address the UCEA (University Council for Educational Administration) convention on November 3, 2001 on the topic of civil unrest in Cincinnati, Ohio. The panel consisted of eight members; six males, two females, three African Americans, four whites, and one other. The panel members shared personal information and general views concerning the issue of Cincinnati police officers killing African American males. The following includes some of comments made and questions raised by the panel members.

- In a recent case in a Cincinnati court, it was determined that morgue employees who had taken photographs of corpses had committed a felony crime. A panel member at the UCEA convention questioned why it would be decided that it was a felony to take pictures of corpses, but that the court decided that when a police officer killed an unarmed African America man, the officer was charged only with two misdemeanor offenses.
- There is dialogue between city officials and the African American community. Dialogue is a beginning but change must be the result.
- Young African American males just cannot be "given" jobs as was done in the summer of 2001. This was tried in the 1960s and it did not work then.
- Cincinnati needs to step up and quit fearing change.
- Cincinnati cannot go back to business as usual.
- The process of the hiring and firing of Cincinnati police officers must be reformed. This is a longstanding problem that has never been addressed.
- Police need to be part of improving community relations.
- The acquittals of several policemen, in the cases of the killing of African American males, was a serious set back in the resolution of a major issue.
- The perception that African American men are deemed "worthless and expendable" is unacceptable.

Can Cincinnati Change?

In 2001, the Cincinnati Museum Center featured an exhibit on "The History of Civil Unrest In Cincinnati." Quotes from this exhibit stated, "We all live in the same house. In order for our city to survive and be healthy, we must all reach out to those who are different from us. We must try to understand each other. The well being of our city depends on the respect you and I give to each other's voice in our community."

Cincinnati must go beyond the shelved reports and recommendations of studies, commissions and committees. City leaders must move to consistent and sustained action and reform. Attention to racial problems cannot be knee jerk reaction to an incident. Institutional change must occur. A citizen's report advocated change in police training and recommended adopting techniques used by effective Cincinnati Public School Resource Officers. The report cited the expert humane treatment of students by Officers Condo, Hamler and Bougamen as they dealt with out of control students in the school environment. The current state of civil unrest in Cincinnati may have been avoided if the city government had followed through on the citizen's report and had made the suggested changes in police training. The city manager commissioned the citizen's committee that submitted the report after an explosive incident in April 1995. This incident in downtown Cincinnati involved a student, Pharon Crosby, and police officers allegedly who used excessive force.

It is time that Cincinnati's city leaders learn from the past. Lack of action only allows the racial unrest problem to fester and grow worse. Those who do not learn from the past are doomed to repeat it. Each one of us can find a way to address the problem of race relations in a way that improves the quality of life in our city and insures just and fair treatment for all citizens.

A Proposed Solution:

Changing hearts and minds – one block at a time, working for racial understanding, and urban renewal is the focus of a partnership between the University of Cincinnati College of Education and "Changing Hearts and Minds," a citizens group.

Changing Hearts and Minds, together with the University of Cincinnati College of Education and several other sponsors, has developed a plan to present one program that can provide help for inner city children and families. The technology focus of this plan will help narrow the technology divide that exists between children and families in the inner city and those who live in the suburbs.

The purpose of the Urban Technology Community Center is to provide a safe, welcoming center in Over-the-Rhine where children and their parents can go to learn, interact casually with each other and with Cincinnati police officers, and have access to the kind of technology that can change their future prospects.

Designers of the plan envision changing, one block at a time, an urban core area that is decayed and whose racial minority residents are despondent and unemployed. They see this change emanating logistically from the Urban Technology Community Center (UTCC).

Components of the plan will address the following issues in order to attain the objectives and goals:

1. **Safety in the community**: The approach will be holistic and encourage and welcome all members of the community (families, business owners, police, clergy, and school personnel) to work together to create an environment in which all members of the community feel it is a safe place to live, go school, shop, work and to worship. Members of the community will develop and implement neighborhood block watch programs that will involve citizens of the community and give them a stake in securing the safety of their neighborhoods.

2. **Respect for individual and property rights**: The center will provide overall support and education for parents, helping them improve their parenting skills that include developing a sense of respect for individual and property rights. Local ministers and the police will work with children and families to assist them in learning the importance of making good choices for their lives and how proper choices impact their lives and the lives of others in the community.

3. **Cleanliness of the community**: Improved awareness and respect for individual and property rights will result in improving the cleanliness of the community. The UTCC will promote programs that foster pride in a clean and renewed community.

4. **Joint sponsorship of neighborhood blocks with corporate and community area partnerships**: Partnerships between corporations and community area councils will be fostered by the UTCC. Corporations will be encouraged to "adopt" sections of housing and to work with the residents of that housing to renovate buildings and "fix-up" other structures.

5. **Job application skills:** The UTCC will use technology to help older students and adults who may not have finished high school to study for a GED diploma. More importantly, the center will provide guidance and support for individuals to think beyond the GED toward continuing their education at a trade school or community college level. Job training will also be a component of the program. Educational and vocational counseling will be provided to help individuals understand where they are educationally and vocationally, what goals they can set, and what action steps will be required to attain those personal goals.

6. **Health and wellness issues:** Community health agencies, including the University College of Nursing and Health, will play an important role in UTCC. A major focus of the health and wellness component will be to assist families' understanding and coping skills in conflict situations and associated problems. The health and wellness component will seek to prevent problems through early identification of physical, emotional, social, family or substance abuse problems and will work with families to improve skills and knowledge in the area of nutrition.

7. **Community responsibility:** The UTCC will foster the concept that community responsibility is nurtured when all stakeholders experience inclusiveness, trust, shared authority and shared responsibility. The UTCC will promote a vision for Over-the-Rhine where residents, police, businesspersons, clergy, schools personnel, and all others work as equal team members toward common goals and purposes (safety in the community, respect for individual and property rights, neighborhood cleanliness and fix-up, job skills, and health and wellness issues).

8. **University assistance:** The UTCC will work with the University of Cincinnati, College of Design, Art, Architecture and Planning (DAAP), College of Nursing and Health, College of Education, and other colleges that have expertise in assisting the community. Some of the kinds of assistance from these colleges will include: architectural expertise in building restoration, façade improvement, playground development, and landscaping; medical assistance and chemical and alcohol dependency programs; educational counseling, literacy and mathematics tutorial services, assisting parents in ways to help their children with school work, and teaching technology skills to enable students and parents to be competitive in school and in the job market.

The solution proposed does not represent a complete answer, recognizing that the problem of racial unrest in Cincinnati is a longstanding problem of great magnitude. The "Changing Hearts and Minds One Block At a Time" proposal represents one way to begin to address the racial issues in the city and may serve to prompt the reader and others to make a commitment to addressing the problem and seeking solutions. Although this article focused on Cincinnati, racial problems and civil unrest are not confined to the City of Cincinnati, but are germane to cities throughout our country.

UCEA's Involvement in Faculty Professional Development: Retrospective and Prospective Paths

Jeffrey S. Brooks, University of Missouri-Columbia

UCEA has a rich history of offering professional development opportunities to faculty at its member institutions. From modest beginnings as "a symposium sponsored by the Teachers College CPEA Center in 1954" (Culbertson, 1995, p. 46), to its current organization as a nonprofit consortium of 67 major research universities in the United States and Canada, faculty professional development has been a primary focus of UCEA's programming and research. While early efforts were built upon "inter-university cooperation," (Culbertson, 1995, p. 47) later endeavors included implementation of Career Development Seminars, the development of simulation exercises, and various events held in conjunction with UCEA's annual convention.

Paths to the present

UCEA's early faculty professional development activities occurred before the council became a formal organization:

> "The first [professional development seminar], sponsored by The University of Chicago in November, 1957, was entitled 'Toward the Development of a Theory of Educational Administration;' the second, held at Harvard University in February, 1958, explored 'Case Methods;' and the third, offered by Northwestern University in November, 1958, focused on 'Community Analysis and Administrative Decision-Making'" (Culbertson, 1995, p. 68).

The aim of these seminars was to "improve the professional competence of UCEA professors as well as to challenge contemporary thinking and practice" (Culbertson, 1995, p. 68). These three seminars were followed by several others with similarly compelling themes; many of which reflect issues of critical importance to contemporary educational administration scholarship and practice:

- 1959 – Government of Public Education for Adequate Policy Making
- 1960 – Development of Criteria of Success in School Administration
- 1961 – Values: A Key Variable in the Administrative Complex
- 1962 – Communication
- 1962 – Common and Specialized Learnings for Personnel Preparing for Different Administrative Positions
- 1963 – The Economics and Politics of School Finance
- 1963 – Educational Administration: Philosophy in Action
- 1964 – The Professorship in Educational Administration

Proceedings from each seminar were published and disseminated as a resource that kept researchers and practitioners attuned to the latest inquiry and teaching techniques in educational administration.

Though often dealing with enduring issues, Career Development Seminar foci offer interesting signs-of-the-times. Some seminars were certainly a reaction to political, intellectual, and social currents of the day. Consider the following list of seminar themes, and the dates they were delivered:

- 1964 – Change Perspectives
- 1965 – Computer Concepts and Educational Administration
- 1966 – Collective Negotiations and Educational Administration
- 1966 – Educational Administration: International Perspectives
- 1967 – Urban Education and the American Negro: The Development of Public Policy
- 1967 – Knowledge Production and Utilization in Educational Administration: Role Emergence and Reorganization

It is important to note that although these topics could serve as themes for modern-day conferences, seminars were intended and delivered as professional development for faculty, and emphasized instructional sessions rather than presentation of research findings.

UCEA professors also created and delivered a number of ambitious "reality oriented and computer based simulations" (Culbertson, 1995, p. 93). These simulations were used as professional development and training exercises for researchers and practitioners alike. UCEA simulations spanned a great range in both scope and delivery. Some were small, such as the "simulated management games" (Culbertson, 1995, pp. 95-96) designed to help players develop conflict resolution and collective bargaining skills. Other simulations were grandiose by comparison, and included surveys, filmstrips, legal codes, general policy handbooks, tape recorded descriptions of every teacher in a simulated school. These larger simulations were the result of extensive and intensive collaborative efforts among hundreds of UCEA professors and were delivered to tens of thousands of trainees (Culbertson, 1995). Computer simulations were less successful, but perhaps ahead of their time, given that most were developed in the 1960's, when few professors had the specialized expertise to run them.

Other past and ongoing UCEA professional development activities include:

- frequent publication of case studies (and later the publication of the Journal of Cases in Educational Leadership);
- distribution of audio-taped "best lectures;"
- development of the Information Environment for School Leadership Preparation (IESLP);
- publication of an extensive monograph series;
- involvement of professors from across North America in the knowledge base project, and;
- seminars cosponsored by member institutions.

Importantly, the Annual UCEA Convention also enables UCEA to provide professional development opportunities through convention pre-sessions, the UCEA Graduate Student Symposium, and special sessions during the convention for deans, chairs, and professors that focus on research and teaching. Additionally, several of UCEA's research centers have done a great deal to facilitate professional development opportunities for practitioners and researchers alike.

Prospects for the future: New directions

Given these sometimes visionary efforts to provide faculty with meaningful professional development opportunities, and the dynamic nature of the field(s) which constitute educational administration, I contacted a number of faculty at UCEA member institutions and asked what professional development programming they would like to see UCEA support in the future. The following list summarizes their responses, which varied greatly, but generally fell under several overarching themes:

- ***Connecting professors to immediate content and process-related issues at the local, national, and international levels:*** UCEA helps new and experienced professors to understand their role nationally in preparing school leaders. UCEA introduces its members to numerous opportunities to take on national and international leadership roles in a

supportive and collegial environment. As to substantive focus, we certainly need professional development to help faculty in converting to standards-based programs, as standards-based licensure and program accreditation are required across many states. We need professional development that helps faculty understand adult learning principles and incorporate them into their pedagogy. We need professional development that provides guidance on teaching for diversity and social justice—in fact, there is a session (7.8) that focuses on this at the convention in Pittsburgh. We need professional development on recruiting and retaining graduate students of color. We also need professional development that focuses on what we know about how learning takes place and how school leaders influence student learning.

- *Convention-related activities and opportunities:* The annual UCEA Convention, as originally conceived, was to be a one-year event to celebrate the Council's 30th year, and was intended to broaden the impact of professional development activities and draw faculty who were not housed at UCEA institutions. The impact of the conventions certainly has far surpassed those modest expectations! Now, of course, the convention represents a major growth activity for members and other interested people. I think many educational leadership faculty now view UCEA Conventions as their best opportunity for professional development regarding preparation program reform. Another major advantage is the immediate networks of colleagues one meets through UCEA activities. Ours is a strange profession in that some of one's closest colleagues, intellectually and substantively, are located at other institutions. UCEA helps build these relationships across institutions. In the past, the convention featured a series of pre-sessions which were swap sessions for best practice ideas. These were reasonably successful, and were an opportunity to talk about, demonstrate, and trade materials. This year there is a pre-session for a work group trying to launch a national study of value-added leadership program outcomes. There are also a number of sessions focusing on preparation program reform and teaching. The UCEA Convention provides a vehicle to hold targeted sessions before or after the meeting (already some pre-sessions are continuous from year to year). Also, strands of sessions focusing on particular themes can be incorporated into the convention program, so a participant could attend several sessions relating to a given topic. Integrating professional development activities into the convention program alongside presentations of findings from empirical and theoretical works is something worth considering. Perhaps a particular section of the program could be devoted to workshops: say, Friday afternoon, so those wishing to conduct or participate in them could do so without time conflicts with their research presentations. These sessions would have to differ considerably from the regular symposia and paper sessions, of course. The UCEA central office might be able to synthesize topics for the development of sessions from the questions and/or requests received from members during the year. For example, a topic such as the use of portfolios in preparation programs would be pertinent at this time. Other pertinent topics might include: preparing administrators to be effective within an increasingly diverse society, preparing leaders to support learning within a high-stakes environment, or using technology to prepare administrators for data-based decision making.

- *Changes to UCEA Review:* I might suggest a 'Best Practices' section of one or two pages for the UCEA Review. Brief descriptions of successful practices regarding instruction, administration, and outreach are examples of such information items. I could name many others such as distance education, dealing with inflationary grading at the graduate level, student cohort successful practices, etc. These would have to be brief, but informational pieces. Assistance in developing rubrics for course assignments and evaluating student performance would also be helpful. There is currently a section on program innovations, perhaps a professor from that university could also profile an effective teaching strategy or particular lesson.

- *Engaging in and facilitating critical self-study:* We need to explore ways to assess the merits of our preparation programs in terms of how our graduates perform in schools and facilitate student learning. Currently, most assessments are confined to perceptions of graduates and faculty and do not link preparation to what transpires in the schools that their graduates lead. The examples above pertain to professional development needs in terms of preparation program reform, but there are also significant needs pertaining to scholarship in the field (e.g., designing quantitative and qualitative research studies).

Moreover, as one respondent pointed out, "whatever we do should be informed by the growing body of literature on the types of professional development activities that have the most payoff. That is, efforts that are continuous, not one-shot or drive-by; participants who are actively engaged, and not passive recipients." As UCEA moves forward and strives to offer new and continuing professional development opportunities to its members, all are encouraged to consider these historical and potential possibilities and contact Executive or Plenum Representatives with ideas that can add to a legacy of innovation.

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River Boat Dinner Cruise

This year the UCEA Convention Planning Committee decided to take our annual banquet on board the Gateway Clipper to sail along the Monongahela, Allegheny and Ohio Rivers. The Gateway Clipper Fleet, America's premier riverboats, presents an unforgettable experience that is said to capture the personality of the great river city— Pittsburgh. This UCEA cruise will depart from the dock in front of the Pittsburgh Hilton and Towers around 7:30 pm on Friday night. The cruise includes dinner, music, and a cash bar. The cost of the dinner cruise is $40 per person. Because the boat only holds 200 persons, it is important that you purchase your tickets early. Tickets will be dispersed on a first come, first serve basis.

**Washington State University
Field-Based Superintendent's
Certification Program**
Dennis Ray, Director

Leaders for Tomorrow's Schools

Washington State University has always considered itself to be a leader in the preparation of school district superintendents. However, six years ago we realized that the changing skills and demands required of educational leaders necessitated significant modifications in how we help prospective superintendents prepare for the position. This awareness encouraged us to restructure our superintendent preparation program to provide more appropriate training for those who will constitute the next generation of school system leadership. Without losing our traditional focus on academic knowledge and competencies, we focused on developing and practicing essential skills needed for success in today's very complex superintendency. We believe WSU's *Field-Based Superintendent's Certification Program* provides a tight alignment between program format and content and the skills needed to succeed in the modern superintendency.

Program Content. Our program content is designed around the six Standards for School Leaders articulated by the Interstate School Leaders Licensure Consortium (ISLLC) plus two additional standards — one addressing the need to facilitate change and the other dealing with the Board-Superintendent relationship. We feel that these two standards are unique and essential to the superintendency. To provide a clearer focus for the program, these standards have been restated in terms of the various "roles" performed by superintendents:

- The Superintendent as policy advisor to the Board of Directors
- The Superintendent as facilitator of change for continuous improvement
- The Superintendent as steward of the district's vision, mission and culture
- The Superintendent as instructional leader
- The Superintendent as public policy advocate
- The Superintendent as community leader and communicator
- The Superintendent as organizational manager
- The Superintendent as ethical leader

Program Format. The *Field-Based Superintendent's Certification Program* is based upon a two-year internship completed in conjunction with a series of sixteen weekend seminars held at various locations around the state. These monthly seminars provide an opportunity for interaction between program participants, faculty, and a variety of guest speakers with expertise and experience in relevant leadership positions. University faculty members provide background in traditional leadership content areas and relevant educational research. An electronic mail network and World Wide Web site also provide a venue for continuous learning activities and discussions.

Clinical Experiences. Program participants are required to complete 720 hours of internship related activities based around each of the eight program standards. Students in the program work closely with their personal mentor, generally the district superintendent, and participate in roles as well as complete projects that reflect each of the eight program standards. Students meet with their mentors regularly, usually once a week. The program is designed so that participants will have the ability to work closely with their mentor and establish a learning relationship that will allow them to participate as much as possible in administrative activities. Participants also keep a reflective journal throughout the program for analysis and reflection on their experiences in relation to the eight program standards.

Students are expected to attend regular board meetings and executive sessions if permitted. We also encourage them to attend board meetings in other districts in order to experience differences in district management. During their second year in the program, students are asked to take over the responsibility of planning and running one board of directors meeting in their mentor's district. In doing this, participants are in charge of the agenda, meeting materials, and communication with board members, the staff, and the media. Students may also serve as board interim superintendent and conduct the actual board meeting if it is acceptable to do so. It is through these clinical experiences that students gain the knowledge and skills that will assist them in future administrative roles as superintendents or assistant superintendents.

Class Work. Class assignments are structured to facilitate students learning in a collaborative environment. For example, in the first semester each student researches and writes a formal paper on one aspect of educational finance. Students also develop a twenty-minute presentation highlighting their findings. Both the papers and the presentations are shared with the cohort so that each student gains a base of knowledge on school finance issues. In subsequent semesters, students use a similar process to research legal and policy education issues, as well as other important leadership topics and educational issues.

WSU's Field-Based Superintendent's Certification program develops the positive benefits of a collaborative team environment by keeping cohorts of students together for a two-year period. The twenty-five members that make up each cohort (generally about two-thirds current school principals and one-third central office administrators) work collaboratively on team projects, share examples of their internship experiences and tap into one another's expertise. In the process, participants begin the development of a network of colleagues that will be critically important to their future professional success.

Indicators of Success. Program participants in our first five cohorts tell us that they are highly satisfied with the content and structure of the program. They appreciate the balance between theory and application and enjoy the opportunity to work in collaborative teams. They believe we are addressing concepts and skills that will be important to their future success. Forty-three participants from our first six program cohorts are superintendents in Washington State school districts. Fifty-six serve in deputy superintendent, assistant superintendent or other critical central office positions, and forty-one are school principals, but will very likely soon move into district leadership positions if they so desire.

REQUEST FOR PROPOSALS

UCEA PROGRAM CENTER FOR THE STUDY OF INNOVATIVE LEADERSHIP PREPARATION

An invitation to Deans, Department Chairs, Plenary Session Representatives, and faculty from Member Institutions of the University Council for Educational Administration.

The primary purpose of a UCEA Program Center is to pursue work in a targeted area of interest over a limited period of time (typically 3-6 years) through identifying and coalescing the faculty expertise and institutional resources of UCEA-member universities. The program center concept serves to promote collaboration and project development through leadership of faculty at both UCEA universities and at other educational institutions and agencies. The UCEA Executive Committee is committed to supporting and improving the consortium's existing program centers, as well as establishing new centers to focus on important issues and questions.

Based on input from Plenary Session Representatives and Commissioners from the National Commission for the Advancement of Educational Leadership Preparation, the UCEA Executive Committee, at its July 2002 meeting at the University of Missouri-Columbia Campus, approved the creation of a UCEA Program Center for the Study of Innovative Leadership Preparation and authorized issuing this Request for Proposals. UCEA member universities are individually, or in collaboration with another UCEA University, invited to submit proposals to host this program center. **The deadline for responding to this Request for Proposals is January 6, 2003.** The Executive Committee will review and act on institutional proposals for the center during its April 2003 meeting.

The Executive Committee's view of the purposes of the new UCEA Program Center for the Study of Innovative Leadership Preparation includes, but is not limited to the following: (1) Conducting empirical investigations of innovative practices in the preparation of school leaders, in particular studies that examine the possible connections between program practices and school and student outcomes; (2) securing funding through grant activity; (3) informing UCEA member institutions, non-UCEA institutions, professional organizations, and governmental agencies of the center's work, findings, and recommendations for the innovative practice of preparing school leaders; and (4) contributing to policy discussions of factors needed to produce and encourage innovative and effective leader preparation programs that effect school outcomes and learning for all students.

A copy of the UCEA Program Center Policy and Procedures document, which details program center purposes and activities, the application process, mini-grant policies and procedures, and guidelines for the formative and summative reviews of established program centers, may be found at the UCEA website www.ucea.org. This document will be helpful in deciding whether to respond to this RFP and in developing the proposal to host the new program center. If there are questions about the hosting role or the proposal process, please contact Michelle D. Young, UCEA Executive Director (573-884-8300), email: execucea@coe.missiouri.edu or George J. Petersen, UCEA Associate Director (573-884-8300) asocucea@missouri.edu

Thank you!

A special thank you to all of those who agreed to serve as chairs and discussants for the 2002 UCEA Convention. Your assistance is invaluable.

Convention Schedule

Thursday
Registration 4:00 PM - 7:00 PM
Pre-session 1 1:00 PM - 9:00 PM

Friday
Registration 7:00 AM - 6:00 PM
Session 2 8:00 AM - 9:30 AM
Session 3 9:35 AM -11:05 AM
Session 4 11:10 AM - 12:40 PM
Opening General Session
Presidential Address: Gail Furman
Session 5 12:45 PM - 2:15 PM
Session 6 2:25 PM - 3:55 PM
Session 7 4:00 PM - 5:15 PM
Session 8 5:30 PM - 7:00 PM
General Session: James D. Anderson, Butts Lecture
7:30 PM - 11:00 PM
River Boat Cruise & Dinner

Saturday
Registration 7:00 AM - 5:00 PM
Session 9 7:30 AM - 9:00 AM
Session 10 9:05 AM - 10:35 AM
Session 11 10:40 AM - 12:10 PM
General Session: Panel Discussion
Session 12 12:15 PM - 1:45 PM
Session 13 1:50 PM - 3:20 PM
Session 14 3:25 PM - 4:25 PM
Session 15 4:30 PM - 6:00 PM
General Session: Charles C. Haynes, Mitstifer Lecture
Session 16 6:00 PM - 7:00 PM
7:00 PM - 9:00 PM
Past President's Reception

Sunday
Session 17 8:00 AM - 9:30 AM
General Session: Vicki L. Phillips
Session 18 9:35 AM - 11:05 AM

Governance Meetings

Tuesday
2:00 PM - 7:00 PM, Kings Plaza
Executive Committee

Wednesday
8:00 AM - 6:00 PM, Kings Plaza
Executive Committee

Thursday
8:30 AM - 6:30 PM, Ballroom 4
Plenum

Exhibitors

Allyn & Bacon
Brookes Publishing Co. Inc.
Center for Performance Assessment
Corwin Press
Educational Technology Publications, Inc.
ERIC Clearinghouse on Ed Management
Eye on Education
Lawrence Erlbaum Associates, Inc.
McCutchan Publishing Corporation
Merrill Education
National School Board Association
New Leaders for New Schools
RAND
Rutgers University Press
Scarecrow Education
State University of New York Press
Teacher's College Press
Wadsworth Publishing Co.

Convention Pre & Post Session Conversations/Workshops

At the 2002 Annual UCEA Convention, a number of interesting presessions and workshops have been planned. A presession meeting hosted by Robert Kottkamp (Hofstra University) and Terry Orr (Teachers College) focused on developing an evaluation process for measuring the impact of preparation on the practice of school leaders will take place on Thursday, October 31st. A conversation hosted by Edie Rusch of Rowan University will focus on alternatives to the traditional doctoral dissertation. A post session workshop on the development of online research surveys will be provided by Scott McLeod (University of Minnesota) on Sunday, November 3rd. A workshop on publishing, focused upon the "how to" of getting published will be provided by Jim Scheurich (University of Texas at Austin) on Sunday November 3rd. If you are interested in attending one of these pre or post-session meetings/workshops or would like more information, please contact either the organizer or UCEA headquarters by calling 573-884-8300 or emailing Ann Sleper at admnucea@coe.missouri.edu.

Graduate Student Symposium

The 2002 Convention will feature its annual Graduate Student Symposium in three sessions, one each day. The Friday session (7.5) will focus on the Academic Job Search, the Saturday Session (10.11) will focus on mentoring for members of underrepresented groups and the Sunday Session (18.5) will highlight the professoriate. Graduate students will receive beneficial information concerning publishing, research and practical tips for their academic success. An additional benefit of the symposium is the excellent opportunity for graduate students to interact with both established and future members of the profession. All graduate students are welcome.

Building Support for Diverse Communities: A General Session Panel

An interactive panel, "Building Support for Diverse Communities: Perils and Possibilities," chaired by Catherine Lugg (Rutgers University), will feature Khaula Murtadha (Indiana University), Gerardo Lopez (Indiana University), and Dianne Smith (University of Missouri, Kansas City). The purpose of this session is to engage conference participants in a dialogue about issues of diversity and community. The panel discussion will focus on issues of leadership related to building community while also honoring diversity. Panelists will present their views followed by remarks from the discussants (Martha McCarthy, Indiana University and Michael Dantley, Miami University, Ohio). This session will be followed by small group discussions in which participants will explore these issues and ways in which they can take a leadership role in maintaining this dialogue in their own professional settings and communities.

Gerardo R. Lopez is an assistant professor in the Department of Educational Leadership and Policy Studies at Indiana University. He received his Ph.D. from University of Texas at Austin. Professor Lopez's areas of research interest include educational policy, parental involvement, school community relations, and Critical Race Theory. His work has been published in *American Educational Research Journal, Harvard Educational Review, Educational Administration Quarterly, Qualitative Studies in Education,* and the *Educational Researcher*. He and Larry Parker (U of Illinois) have edited the forthcoming book, *Critical Race Theory and Qualitative Research Methodology* (Peter Lang).

Catherine A. Lugg is an assistant professor in the Department of Educational Administration, Theory and Policy at the Graduate School of Education, Rutgers University. She received her Ph.D. from The Pennsylvania State University. Her areas of research interest include educational politics and policy, history of education, queer history and politics, and conservative ideology and symbolic politics. She has published in E*ducational Policy, the Journal of School Leadership, Educational Researcher, Pennsylvania History,* and *the American Journal of Semiotics*. Her books include F*or God & Country: Conservatism and American School Policy* (Peter Lang) and *Kitsch: From Education to Public Policy* (Falmer).

Khaula Murtadha is the Executive Associate Dean and Associate Professor of Educational Leadership and Policy Studies at the Indiana University School of Education at Indianapolis. She teaches a culture and gender seminar for the Educational Leadership doctoral program as well as supervision and curriculum classes for the principal certification program. Murtadha has written about African-centered education, spirituality, social justice activism, and urban school leadership. She is currently researching the lives of African American women in educational leadership and the roles they play in city school reform efforts.

Dianne Smith, associate professor of education, University of Missouri-Kansas City, received her Ph.D. in Educational Leadership with emphases in curriculum theory, feminist theory and multicultural education theory, from Miami University. Dr. Smith's areas of research interest include feminism(s) and urban education, multicultural education and change, and child abuse and the reporting practices of a group of black women teachers. She is presently writing a book, *Woman/ish Black Girls Dancing Contradictions of Resistance*. She recently completed work as co-editor for an issue of *The Journal of Curriculum Theorizing*, Summer, 2002.

Michael Dantley is an associate professor in the department of Educational Leadership and the coordinator of the School Leadership Program at Miami University, Oxford, Ohio. He teaches courses on theory and philosophy of educational leadership, leadership and change, the principalship, and organizational development. His research focuses on the intersections of leadership, spirituality, critical theory, and prophetic pragmatism; spirituality and leadership reform; and critical theory, spirituality, and social justice in educational leadership. Dr. Dantley has been published in the *Journal of Education*, the *International Journal of Educational Reform*, *Education and Urban Society*, the *Journal of Negro Education* and has forthcoming articles in the *Journal of School Leadership* and the *International Journal of Leadership in Education*.

Martha McCarthy, Chancellor's Professor at Indiana University, specializes in education law and policy. Previously Chair of the Educational Leadership Program and Director of the Indiana Education Policy Center, she has also been a public school teacher and administrator. She has authored or coauthored several books and more than 200 articles on students' and teachers' rights, church-state relations, equity issues, school privatization, leadership preparation programs and faculty, and education reform efforts. She has served as President of the Education Law Association and the University Council for Educational Administration and Vice-President for Division A of AERA.

Scholars Focus on Preparation Programs at UCEA Convention

by Jumoke Sanusi

Part of UCEA's mission is the enhancement of teaching. At this year's UCEA convention in Pittsburgh, you will find many opportunities to hear about innovative and effective teaching preparation programs. Sessions include case study presentations, problem based learning techniques, and international perspectives. Here are a few sessions, focusing on preparation, you may want to attend:

- Session 2.8 Paper Session: Leadership and the Classroom: Policy and Practice
- Session 3.5 Paper Session: Enhancing Teaching and Learning in the Content Areas
- Session 5.2 Conversation: Department Chairs' Session (focusing on transformation of educational administration programs)
- Session 6.1 Round Table Session. Table C: Fostering Learning for All
- Session 6.9 Innovative Session: What School Leaders Should Know and Be Able to Do: The Impact of Globalization on Leadership Preparation Programs in Four Countries
- Session 7.8 Conversation: Teaching Strategies for Developing Leaders for Social Justice
- Session 7.11 Paper Session: Leadership for Learning
- Session 10.10 Innovative Session: Turning the Wheel: How One Principal Preparation Program is Restructuring a School of Education
- Session 12.6 Paper Session: Managing Special Education Programs: Supervision, Training, and Adequacy
- Session 12.7 Paper Session: Authentic Learning, Connections, and Practices in Educational Leadership Preparation Programs
- Session 13.1B Round Table Session. Table D: Exploring Beginning Teachers' Perceptions of Principals' Leadership in Korean Context
- Session 13.3 Symposium: Using Multiple Resources to Support Improving Teaching and Learning: Principal and Teacher Leadership Practices
- Session 18.2 Paper Session: Innovative Practices in Leadership Preparation

These sessions will highlight innovations with regard to teaching and leadership preparation. We would also like to draw attention to three pre-sessions, which will be held the Thursday before the convention. One pre-session is a workgroup designing evaluation research on effectiveness of leadership preparation programs; the second pre-session is a workshop on leadership and the third is a conversation about the dissertation process. Please contact Ann Sleper at admnucea@coe.missouri.edu to register or for more information.

UCEA Governance Meetings Schedule for October 2002

Executive Committee Meeting- October, 29th-30th
UCEA Plenary Session- October, 31st
UCEA Pre-Convention Sessions- October, 31st

UCEA 2002 Pittsburgh Convention

UCEA Annual Convention- November 1-3, 2002
UCEA Annual Graduate Student Symposium- November 1-3, 2002
UCEA Annual Banquet, November 1, 2002
UCEA Annual Convention Workshops- November 3, 2002

14th Annual Conference-within-a-Conference

The Fourteenth Annual Conference-Within-a-Conference focusing on professor-practitioner, school-based research, will be held in New Orleans, LA, during the 135th annual American Association of School Administrators National Conference on Education. NCPEA, UCEA and AASA again invite professors and practitioners to present collaborative research at the February 20-23, 2003 Conference. **Please note there is a September deadline for receipt of proposals**. Please contact Mike Martin (Michael_Martin@ceo.cudenver.edu) for information on the proposal process. A special registration fee of $170.00 is granted to all full-time professors if you register by November 30, 2002. For registration, housing and general conference information go to the AASA Conference web site at www.aasa.org/nce.

Contributing to the UCEA Review

If you have ideas concerning substantive feature articles, interviews, point-counterpoints, or innovative programs, UCEA Review section editors would be happy to hear from you.

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2002-2003 Calendar

October 3-5, 2002...Values and Leadership Conference	University of Toronto, Canada
October 25, 2002...National Policy Board in Educational Administration Meeting,	Washington, DC
October 29-30, 2002..UCEA Executive Committee Meeting	Pittsburgh, PA
October 31, 2002..UCEA Plenary Session Meeting	Pittsburgh, PA
November 1-3, 2002...16th Annual UCEA Convention	Pittsburgh, PA
November 1-3, 2002............................UCEA Annual Graduate Student Symposium	Pittsburgh, PA
November 18, 2002........Nominations due for the David L. Clark Graduate Student	Research Seminar, UCEA Headquarters
February 7-9, 2003...UCEA Executive Committee Meeting	Portland, OR
February 9-10, 2003...UCEA Convention 2003 Planning Meeting	Portland, OR
April 25-26, 2003.......................David L. Clark Graduate Student Research Seminar	Chicago, IL
November 7-9, 2003..17th Annual UCEA Convention	Portland, OR

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UCEA Review

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