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A Transformative Andragogy for Principal Preparation Programs

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Introduction

Several years ago Scheurich and Laible (1999) 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)? Unfortunately, a report suggests that leadership preparation programs are not heeding this call to action, nor are they adequately meeting the needs of the 21st century leader (Hale & Moorman, 2003). Instead, preparation programs are reluctant to engage in substantial programmatic modifications in terms of curriculum or pedagogy. For example, McCarthy (1999) claims that despite the continuous evolution and the tremendous demands on the role of the school leader, patterns in training educational leaders have remained essentially unchanged for decades. Likewise, Hess and Kelly (as cited in Cambron-McCabe & McCarthy, 2005) point out that although leadership expectations for conditions relative to social justice and equity have increased significantly in recent years, leadership preparation programs persist in training for traditional educational environments.

Murphy (2001) recently criticized such traditional approaches as “bankrupt” and has recommended recasting preparation around the *purposes* of leadership. Others agree. In a paper for the National Commission for the Advancement of Educational Leadership Preparation, Jackson (2001) reviewed innovative and exceptional programs and mentioned the use of cohorts and problem-based learning (see Bridges & Hallinger, 1995) as two instructional strategies worth merit. She also reported, “Issues that did not appear as dominant in these programs as one would expect are those of social justice, equity, excellence, and equality. These are areas that warrant our serious attention especially in light of the changing demographics of our schools” (p. 18). Henze, Katz, Norte, Sather and Walker (2002) also learned that “while diversity is given a certain degree of lip service in administrative credentialing programs, these leaders had not been prepared with tools to analyze racial or ethnic conflict, or with specific strategies for building positive interethnic communities” (p.4). As a result, most educational administration training is not focused on understanding the inequities of our society nor is it focused on preparing principals to engage in social justice or equity work (Bell, Jones, & Johnson, 2002; Brown, 2004a; Lyman & Villani, 2002; Marshall, 2004; Rapp, 2002; Rusch, 2004).

If current and future educational leaders are expected to foster successful, equitable and socially responsible learning and accountability practices for *all* students, then substantive changes in educational leadership preparation and professional development programs are required. While many agree that theory, research and practice should be intertwined to support the type of schooling (and society) that values, rather than marginalizes, few scholars offer ground-breaking, pragmatic approaches to preparing and developing truly transformative leaders. According to Leithwood, Seashore Louis, Anderson, and Wahlstrom (2005), “We need to be developing leaders with large repertoires of practices and the capacity to chose from that repertoire as needed, not leaders trained in the delivery of one “ideal” set of practices” (p. 8). Larson and Murtadha (2002) agree, stating that leaders today need to create and maintain alternative, unconventional, and caring constructions of leadership. The purpose of this article is to describe an alternative, transformative andragogy, or pedagogy for adults, that might address the urgent call for changes in the way educational leaders are prepared and developed (Jackson, 2001; Young, Peterson, & Short, 2001).

From Dewey (1933) to Rokeach (1968) to Bandura (1986), scholars and researchers have long suggested that beliefs mediate knowledge, expectations and actions. Encouraging the development of informed beliefs on critical educational issues first necessitates the identification and understanding of those beliefs (Brown, 2004b). To foster such development, the instructional approach suggested here moves far beyond knowledge acquisition at the formal cognitive level. It requires pre-service leaders to actually connect theory to practice. By being actively engaged in a number of transformative learning strategies requiring the examination of ontological and epistemological assumptions, values and beliefs, context and experience, and competing worldviews, future leaders can be better equipped to understand, critically analyze, and grow in their perceived ability to challenge various forms of social oppression including racism, sexism, heterosexism, anti-Semitism, able-ism, and class-ism. The goal is to help future leaders for social justice and equity develop as “transformative intellectuals who are both active, reflective

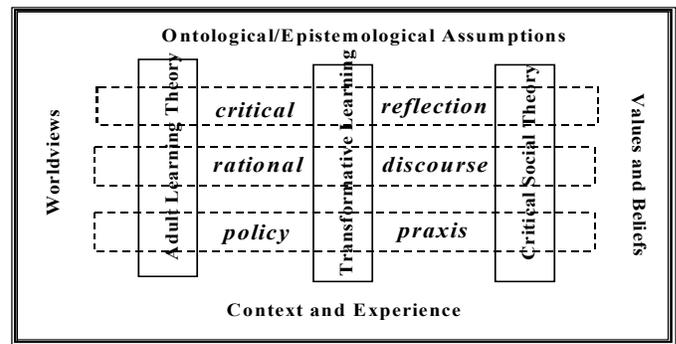
scholars and practitioners,” who “engage in political interests that are emancipatory in nature” (Sleeter, 1993, p. ix).

A Transformative Andragogy

Transformative learning is a process of experiential learning, critical self-reflection, and rationale discourse that can be stimulated by people, events, or changes in context which challenge the learner’s basic assumptions of the world. Transformative learning leads to a new way of seeing. “Values are not necessarily changed, but are examined—their source is identified, and they are accepted and justified or revised or possibly rejected” (Cranton, 1992, p. 146). This in turn leads to some kind of action. Dunn (1987) suggested that there is an ontological link between personal beliefs and public behaviors; that the true test of connection between personal understandings and individual and/or collective public responsibility is the degree to which any of the talk we engage in about social justice prompts us to a different kind of activism. As such, the three theoretical lenses of Adult Learning Theory (Knowles, 1984), Transformative Learning Theory (Mezirow, 2000) and Critical Social Theory (Freire, 1970) are relevant to the reform of principal preparation programs. Since educational administration students are adults who bring a wealth of knowledge and experience with them, preparation programs can help them build on that foundation through participation in transformative learning strategies (e.g., cultural autobiographies, life histories, prejudice reduction workshops, reflective analysis journals, cross-cultural interviews, educational plunges, diversity panels, and activist action plans at the micro, meso, and macro levels). (See Brown, in-press). Together, the andragogical processes of critical reflection (Brookfield, 1995), rational discourse (Mezirow, 1991), and policy praxis (Freire, 1985), can lead to a transformation of one’s personal agency as well as deepen one’s sense of social responsibility toward and with others.

Figure 1

An Andragogy of Transformative Leaders The Principle Weaves of Principal Preparation



Adult Learning Theory

The learner, the learning process, and the context of learning form the cornerstone of the field of adult education. Adult education takes place in a wide variety of situations (including principal preparation programs) and involves a set of activities or experiences involving adults that lead to changes in thinking, values and behavior. Knowles (1984), one of the most influential figures in the field of adult education, defined andragogy as the art and science of helping others to learn. According to Confessore (1999), andragogical perspectives, processes, and strategies are essential components for preparation programs.

One of the biggest challenges facing the faculty member of the future will be coaching learners to develop the capacity to form opinions independently and clarify beliefs. Of all the goals necessary for independent learners, this is the most important. Information, no matter how accessible, is useless—and perhaps even dangerous—without the sagacity to understand one’s own belief structure and the capacity to develop well-formed and substantial opinions. (p. 165)

Despite misconceptions and a lack of universal agreement, the following four major research areas constitute an espoused theory of adult learning that informs our preparation of educational leaders: self-directed learning, critical reflection, experiential learning, and learning to learn (Brookfield, 1995). Self-directed learning focuses on the process by which adults take control of their own learning, set their own goals, locate appropriate resources, decide on which methods to use and evaluate their progress (see Knowles, 1984). The second adult learning theory construct, thinking contextually and critically, is embedded within the realm of developmental psychology and the constructs of logic, dialectical thinking, working intelligence, reflective judgment, post-formal reasoning and epistemic cognition (Brookfield, 1991). To the contemporary educational critic Giroux (1983), “the ideological dimension that underlies all critical reflection is that it lays bare the historically and socially sedimented values at work in the construction of knowledge, social relations, and material practices...it situates critique within a radical notion of interest and social transformation” (pp. 154-155).

Central to the concept of andragogy is the third construct, experience and experiential learning (Jarvis, 1987; Kolb, 1984). Building on the work of Dewey (1916, 1938) and Piaget (1968), Kolb (1984) viewed experiential learning as basically a mechanism by which individuals structure reality. It encompasses four steps: (1) concrete experience; (2) reflective observation; (3) abstract conceptualization; and (4) active experimentation. The ability to become skilled at learning in a range of different situations and through a range of different styles is the

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fourth founding construct of adult learning theory. According to Kitchener and King (1990), learning to learn involves an epistemological awareness. It means that adults possess a self-conscious awareness of how it is they come to know what they know; an awareness of the reasoning, assumptions, evidence and justifications that underlie their beliefs that something is true.

Transformative Learning Theory

Mezirow (1991) moved “beyond andragogy” and proposed a theory of transformative learning that attempts to explain how peoples’ expectations, framed within cultural assumptions and presuppositions, directly influence the meaning they derive from their experiences. Relying heavily on adult learning theory and Habermas’ (1984) communicative theory, three themes of Mezirow’s transformative theory are the centrality of experience, critical reflection, and rational discourse (see also Boyd, 1991; Cranton, 1994; Kegan, 1994). Transformative learning theory is a process of “assisting those who are fulfilling adult roles to understand the meaning of their experience by participating more fully and freely in rational discourse to validate expressed ideas and to take action upon the resulting insights...Rational thought and action are the cardinal goals of adult education” (Mezirow, 1990, p. 354). This process of reflection and action is crucial to preparing aware leaders who can and will leverage small changes in daily practice that begin to transform bigger systems.

The purposes of critical reflection are to externalize and investigate power relationships and to uncover hegemonic assumptions. Critical reflection, according to Brookfield (1995), focuses on three interrelated processes:

- (1) the process by which adults question and then replace or reframe an assumption that up to that point has been uncritically accepted as representing commonsense wisdom;
- (2) the process through which adults take alternative perspectives on previously taken for granted ideas, actions, forms of reasoning and ideologies; and
- (3) the process by which adults come to recognize the hegemonic aspects of dominant cultural values. (p. 2)

Mezirow (1998) posited that adult learning occurs in four ways—elaborating existing frames of reference, learning frames of references, transforming points of view, and transforming habits of mind—and named critical reflection as a component of all four. He argued that the overall purpose of adult development is to realize one’s agency through increasingly expanding awareness and critical reflection. Within the context of preparation programs, the educational tasks of critical reflection involve helping future leaders become aware of oppressive structures and practices, developing tactical awareness of how they might change these, and building the confidence and ability to work for collective change.

According to transformative learning theory (Mezirow, 1991), rational discourse is a means for testing the validity of one’s construction of meaning. It is the essential medium through which transformation is promoted and developed. Rational discourse involves a commitment to extended and repeated conversations that evolve over time into a culture of careful listening and cautious openness to new perspectives, not shared understanding in the sense of consensus, but rather deeper and richer understandings of our own biases as well as where our colleagues are coming from on particular issues and how each of us differently constructs those issues. As such, participation in extended and repeated discourse about justice and equity can provide unique opportunities for pre-service leaders’ growth, transformation

and empowerment and can increase understanding of how issues of race and ethnicity affect the educational experiences for all students. To do this, Shields, Larocque, and Oberg (2002) advocate for the following:

As we struggle to understand how issues of race and ethnicity affect the educational experiences for all students, we must work to overcome our prejudices by listening carefully to those whose backgrounds, perspectives, and understandings differ from our own. We must examine popular assumptions as well as the politically correct stereotypes that educators often use to explain what is happening in today’s multicultural society and its increasingly ethnically heterogeneous schools. Engaging in socially just leadership requires us to maintain an open conversation, to examine and reexamine our perceptions and those of others, constantly looking beneath the surface and seeking alternative explanations and ways of understanding. (p. 134)

Critical Social Theory

Freire’s (1970) work portrayed a practical and theoretical approach to emancipation through education. He wanted people to develop an “ontological vocation” (p.12): a theory of existence which views people as subjects, not objects, who are constantly reflecting and acting on the transformation of their world so it can become a more equitable place for all to live. Unlike Mezirow’s (1991) personal transformation, Freire was much more concerned about a social transformation, a demythologizing of reality and an awakening of critical consciousness whereby people perceive the social, political, and economic contradictions of their time and take action against the oppressive elements. “Like Mezirow, Freire sees critical reflection as central to transformation in context to problem-posing and dialogue with other learners. However, in contrast, Freire sees its purpose based on a rediscovery of power such that the more critically aware learners become the more they are able to transform society and subsequently their own reality” (Taylor, 1998, p.17).

Though somewhat rudimentary, Freire (1970) offered a basic sociohistorical three-stage model of individual development culminating in dialectical thought. At one extreme of the continuum is found relatively “intransitive” consciousness that lives passively within a given reality, and at the other, is the active “transitive” consciousness that engages the world cognitively and politically.

The critically transitive consciousness is characterized by depth in the interpretation of problems; by the substitution of casual principles for magical explanations; by the testing of one’s ‘findings’ and by openness to revisions; by the attempt to avoid distortion when perceiving problems and to avoid preconceived notions when analyzing them; by refusing to transfer responsibility; by rejecting passive positions; by soundness of argumentation; by the practice of dialogue rather than polemics, by receptivity to the new for reasons beyond mere novelty and by the good sense not to reject the old just because it is old—by accepting what is valid on both old and new. (Freire, 1973, p. 18)

Freire’s process of developing *conscientization* means that, through dialogue, future leaders can begin to understand themselves as active agents, enabling them to identify and create conditions for the possibility of change in oppressive sociopolitical constructs. Performing as critically thinking and speaking subjects in our classrooms provides, for students, the basis for performing as citizen-critics outside it, as well (Giroux, 1992). Freire’s notion of dialogue goes beyond deepening understanding, it is about respecting and giving adult learners an opportunity to rehearse social criticism and actually engage in sociocultural issues. The purpose of a dialogic relationship, according to Freire

(1993), is “to stimulate doubt, criticism, curiosity, questioning, a taste for risk-taking, the adventure of creating” (p. 50). It is “the moment when humans meet to reflect on their reality as they make and remake it” (Shor & Freire, 1987, p. 112). Dialogue leads us to act in ways that make for justice and human flourishing.

Building on these Freirean interpretations of praxis, reflection and dialogue become truly critical only when they lead to some form of transformative social action. Activism requires a “critical consciousness” and an ability to organize “reflectively for action rather than for passivity” (Freire, 1985, p. 82). Educational leaders who are activists espouse a theory of social critique and are committed to an agenda in which past practices anchored in open and residual racism, gender exclusivity, homophobia, class discrimination, and religious intolerance are confronted and changed over time. They challenge exclusion, isolation, and marginalization of the stranger, respond to oppression with courage, empower the powerless, and transform existing social inequalities and injustices. The framework suggested here was designed in an effort to prepare such leaders—leaders attuned to the complexities of changing demographics—leaders willing and able “to engage in and facilitate critical and constructive inquiry” (Sirontnik & Kimball, 1996, p. 187).

Concluding Discussion

Given the relevance of beliefs and the difficulty in changing them, the key to change is new experience. According to Kotter and Cohen (2002), “people rarely change through a rational process of analyze-think-change” (p. 11). They are much more likely to change in a see-feel-change sequence. This point is particularly noteworthy for the preparation of leaders for social justice and equity. It suggests that greater exposure to and involvement in transformative learning opportunities might lead pre-service leaders to greater understanding and acceptance of diverse groups, greater openness to different ways of thinking, greater awareness of social inequities, and, hopefully greater social activism. Assuming that administrators with positive attitudes and increased intellectual flexibility, tolerance and respect are more prone to behave appropriately and constructively in educational situations involving students of diverse backgrounds, it makes sense for preparation programs to restructure their teaching to include transformative learning strategies. This assumption is supported by Larke (1990), who stated “studies show a high correlation exists among educators’ sensitivity (attitudes, beliefs and behaviors toward students of other cultures), knowledge, and application of cultural awareness information and minority students’ successful academic performance” (p. 24).

According to Mezirow (1990), “Every adult educator has the responsibility for fostering critical self-reflection and helping learners plan to take action” (p. 357). As such, we need to help future leaders set and implement goals in terms of behaviors, boundaries, alternatives, and consequences. In learning about themselves and others, adults in our principal preparation programs need to be invited to think independently, to observe, to experience, to reflect, to learn, and to dialogue. If they have engaged in experiential learning, critical reflection, and rational discourse regarding their underlying assumptions about practice, the next logical step is to integrate these assumptions into an informed theory of practice (i.e., social action). Future research needs to document the ‘kind,’ extent, and longevity of these changes, as well as the barriers and supports needed for sustained action. We need to know what leadership for social justice actually looks like and how can it be fostered (initially, as well as through on-going development).

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UCEA Women SIG Announcement

At the 2005 conference in Nashville, UCEA members discussed future directions for the Women’s SIG. Three major ideas emerged: a book about early female superintendents still living (as a follow-up to earlier SIG work, under the leadership of Norma Mertz, which studied early women leaders in university departments of educational administration); focused study on the roles which mentoring plays in women’s success; and comparative research regarding issues that faced female educational leaders across international cultures. The last idea garnered major interest.

Dr. Helen Sobehart, recently returned to Duquesne University as Associate Academic Vice President, has agreed to lead the Women’s SIG. She seeks your insight and suggestions on the above, including current research, funding sources and collaborative interest. This SIG is open to all interested UCEA members. If you have comments on these ideas, would like to actively work on a focus, or want to discuss how a website might assist this network, contact Helen at sobehart@duq.edu. She welcomes your active participation at the SIG meeting in San Antonio.

From the Director: The M.Ed., Ed.D. and Ph.D. in Educational Leadership

By Michelle D. Young

Over the last few years much discussion and activity has focused on the types of degrees that are granted by educational leadership programs. An important influence on this work has been the Carnegie Foundation's Lee Shulman. In a symposium that focused on findings of Carnegie's Initiative on the Doctorate, Shulman (2004) suggested that programs clarify and reframe the purposes of the Ed.D. and Ph.D. He argued that, "We need Ph.D. preparation for scholarship and Ed.D. preparation for practice."

Scholars within the UCEA community have engaged with the Carnegie Foundations work as well as other issues and questions concerning the various degrees that leadership programs offer, as evidenced by articles within the *UCEA Review*, symposia and papers presented at the UCEA Convention, and the changes being made in many UCEA programs. The key issue within this debate is purpose—what is the purpose of each graduate degree? From this question, many others emerge. What should an individual expect to gain from attaining graduate education in educational leadership? What should we expect to find in such degree programs? Who should be teaching in these programs? What knowledge base should they draw upon? What kinds of research methods should be emphasized? What practical experiences should be built in to these programs, and what should the capstone experience involve? These and other questions are driving discussions, research and program change.

It would be misleading to say that there is consensus in our field around these questions. Indeed, there still exists much disagreement around whether district level leaders should earn an Ed.D. or a Ph.D. in their doctoral studies and whether these scholar practitioners should be required to carry out traditional dissertation research (see for example the point counter point between Andrews and Grogan and Prestine and Malen, 2005). However, it is accurate to say that within conversations and program conceptualizations a number of commonalities are emerging.

UCEA began tracking these conversations and program change initiatives several years ago, and one common idea is that the three degrees (i.e., M.Ed., Ed.D., Ph.D.), particularly when offered within a single institution, should be clearly distinguishable along a number of key issues, such as degree objective, primary career intention, knowledge base, research methods, internship, and the capstone experience. The following table highlights one way of thinking about the key differences among the three degrees in educational leadership.

M. Ed.	Ed. D	Ph.D.
Primary Career Intention School level leadership positions (e.g., principal, assistant principal, facilitator, teacher leader).	Primary Career Intention Administrative leadership in educational institutions or related organizations (e.g., superintendent, assistant superintendent, staff developer, curriculum director).	Primary Career Intention Scholarly practice, research, and/or teaching at university, college, institute or educational agency.
Degree Objective Preparation of professional leaders competent in providing leadership for schools that supports the learning and development of all children.	Degree Objective Preparation of professional leaders competent in identifying and solving complex problems in education. Emphasis is on developing thoughtful and reflective practitioners.	Degree Objective Preparation of professional researchers, scholars, or scholar practitioners. Develops competence in conducting scholarship and research that focuses on acquiring new knowledge.
Knowledge Base Develops and applies knowledge for practice. Content themes are integrated with practice with emphasis on application of knowledge base. Coursework may be delivered in cooperation with Departments of C&I.	Knowledge Base Develops and applies knowledge for practice. Research-based content themes and theory are integrated with practice with emphasis on application of knowledge base.	Knowledge Base Fosters theoretical and conceptual knowledge. Content is investigative in nature with an emphasis on understanding the relationships to leadership practice and policy.
Research Methods Develops a basic understanding of research to interpret research, use descriptive data analysis skills, data-driven decision making skills, and basic program evaluation skills. Prepares candidates to conduct school-based action research.	Research Methods Develops an overview and understanding of research including data collection skills for action research, program measurement, and program evaluation. Could include work in management statistics and analysis.	Research Methods Courses are comparable to doctoral courses in related disciplines. Courses develop an understanding of inquiry, and qualitative and quantitative research. Developing competencies in research design, analysis, synthesis and writing.
Internship An appropriate internship or field experience is designed to provide candidates with an opportunity to apply new knowledge and develop administrative performance skills appropriate for intended professional career.	Internship A field internship or experience appropriate for intended professional career. Students demonstrate proficiency in program evaluation as part of the experience.	Internship Practical experiences required in both college teaching and research. Expectations that students will present at a professional conference.
Comprehensive Knowledge Assessment Based on multiple sources, including a knowledge and practice portfolio. Provides evidence of ability to improve practice based on knowledge and skills developed.	Comprehensive Knowledge Assessment Written and oral assessments are used (e.g., comprehensive exams). Knowledge and practice portfolios provide evidence of ability to improve practice based on theory and research as well as demonstration of competencies.	Comprehensive Knowledge Assessment Written and oral assessments are used to evaluate an understanding of the theoretical and conceptual knowledge in the field, as well as its relevance to practice and to evaluate competence in conducting research to acquire new knowledge.
Capstone/Thesis Well-designed action research project on a substantive problem of educational practice. Reflects theory or knowledge for addressing problems in applied settings.	Dissertation Well-designed applied research of value for informing educational practice. Reflects theory or knowledge for addressing decision-oriented problems in applied settings.	Dissertation Original research illustrating a mastery of competing theories with the clear goal of informing disciplinary knowledge.
Capstone/Thesis Committee Faculty advisor and field supervisor(s) confer regarding candidate's action research project, portfolio, course performance and internship evaluation to determine readiness for practice.	Dissertation Committee Committee, including at least one practicing professional in an area of relevance to candidate's program and possibly faculty from other institutions, evaluate candidate's applied research.	Dissertation Committee Composed primarily of active researchers in areas relevant to students' areas of interest. Should include at least one faculty member from a related discipline or from another institution.

Note: The format for this framework is based on work conducted by faculty in the Department of Educational Leadership and Policy at the University of Missouri-Columbia (ELPA, 2005)

As you can see by scanning the three columns, each of the degree programs have been aligned to the purpose of the program, based on the probable intent of the individual seeking the degree. Thus, an individual who is interested in a school level leadership position would be offered a degree program that is distinct in important ways from an individual seeking a district level leadership position or a position as a faculty member at a college or university. For example, the curriculum of an Ed.D. program might differ from that of a Ph.D. program in several ways. The Ed.D. curriculum would develop and apply knowledge for practice. Here, research-based content themes and theory would be integrated with practice emphasizing the application of knowledge. In the Ph.D. program the curriculum would foster theoretical and conceptual knowledge. Content would be investigative in nature with an emphasis on understanding the relationships to leadership practice and policy. Likewise, the internship for an individual enrolled in a masters program, who is seeking a school level leadership position, would be designed to provide candidates with an opportunity to apply new knowledge and develop administrative performance skills appropriate for their intended professional career; whereas a doctoral student enrolled in a Ph.D. Program would take part in teaching and research internships at the university level.

The types of degree program distinctions captured in the above table are reflected in a number of recently redesigned educational leadership programs. According to Everson (2006) “the intention has been to separate the Ph.D. program that is preparation for scholarship from the Ed.D. program that is preparation for practice” (p. 1). While recommendations regarding the structures and content of such programs continue to be debated, several universities have begun to redesign of their doctoral programs, including Saint Louis University, Vanderbilt University and the University of Southern California. These programs have mapped out curricula based on current research and, for the MEd and EdD, national standards and designed authentic applications of the curriculum content. Still, each of these programs, while redesigned for similar reasons, were described differently in program materials.

I am frequently asked questions like: “What should masters programs look like in educational leadership programs? What is the best leadership program in the country? How can programs successfully bridge theory with practice? Why do we need both an Ed.D. and a Ph.D. in educational leadership?” Etc. I have sought answers to such questions myself over the years. In an effort to better understand what programs might look like if we redesigned them based on the degree program differentiations described above as well as current research on educational leadership, I began reviewing the curriculum and structure of a number of UCEA and non-UCEA programs that reflect the program differentiations outlined above. During this comparison, I took into consideration UCEA program standards, the ISLLC standards (and critiques of the ISLLC standards), and recent research on leadership preparation. Based on my review, I developed three program descriptions—a M.Ed., Ed.D. and Ph.D. program description—and then shared these descriptions, along with the above table, with faculty from 15 UCEA institutions who have expertise in the area of program design as well as with the participants of a UCEA Convention session focused on the Ed.D.

I had anticipated receiving a wide variety of responses and criticisms—not because I thought the models were poor, but because they were models. However, while there were some suggestions for revision (e.g., adding content areas) and a few mild disagreements (primarily around research and the Ed.D.) within the responses, they were overwhelming positive and supportive. Moreover, the majority included the suggestion that the models be shared with the UCEA community for reflection and discussion.

With those intentions in mind, the following three program descriptions are offered:

Working Model One: The M.Ed. in Educational Leadership

Master’s programs in educational leadership are designed to develop the qualities and techniques requisite to school leadership in professional service. Those who are interested in becoming school level leaders should find M.Ed. coursework useful, timely fresh, and applicable to the challenges and rewards associated with school level leadership positions. Although programs differ, depending upon their focus (e.g., urban leadership), M.Ed. programs require around 36 hours of required coursework. The coursework is often aligned with national standards and divided into three curricular blocks: a Leadership Core, an Action Research, and an Internship Block.

Leadership Core

The purpose of the M.Ed. leadership core is to develop an overview and understanding of leadership at the school level. Content are aligned to national standards and themes (e.g., diversity, accountability) are and integrated with practice with an emphasis on application of the knowledge base. The courses in the leadership block are focused on key issues of leadership and student learning as well as the skills and knowledge needed to lead successfully at the school level.

- Human Learning & Development
- Developing Learning Cultures
- Leading Curriculum and Assessment
- Instructional Strategies and Instructional Leadership
- Leading Professional Development for Learning
- Using Technology to Enhance Learning
- Introduction to Educational Statistics and Data Driven Decision Making
- Administrative and Fiscal Management
- Leading School Improvement
- Community Engagement and Outreach
- Ethical and Legal Implications of Leadership

Action Research

Through Action Research, students develop a basic understanding of action research skills and how those skills can be put to use within a school setting for the purpose of program evaluation and school improvement.

- Action Research for School Leaders

Internship

The Internship is designed to provide candidates with an opportunity to apply new knowledge and develop skills appropriate for their intended professional career. Through collaborative partnerships and by building on the strengths and assets of local school communities, students examine and participate in processes related to leading, learning and teaching within one or more PK-12 school settings.

Working Model Two: The Ed.D in Educational Leadership

Those who are interested in becoming school district leaders should find Ed.D. coursework useful, timely and fresh, and applicable to the challenges and rewards associated with district and state level leadership positions. Although programs differ, depending upon their focus (e.g., urban leadership), Ed.D. programs typically require a minimum of 50 hours of required coursework. The coursework is often divided into four curricular blocks: a Concentration, Internship, Research, and Dissertation Block.

Leadership Core

The concentration is designed for K-12 teachers and administrators who aspire to key leadership positions in districts, departments of education, and other educational organizations. The courses in the leadership core are delivered in a sequential manner, focusing on issues of leadership, accountability, diversity and student learning as well as the skills and knowledge needed to lead successfully at a district and state level.

- Educational Leadership
- Issues in Educational Leadership: Accountability
- Issues in Educational Leadership: Diversity and Culture
- Issues in Educational Leadership: Learning and Curriculum
- The Laws and Politics of Education
- Public School Finance and Business
- Management of Human Resources
- School Leadership and Instructional Improvement
- Organizational Behavior and Change in Education

Internship

Through collaborative partnerships and by building on the strengths and assets of local school communities, students examine and participate in processes related to leading, learning and teaching across a broad spectrum of K-12 settings. The internship extends across two semesters, though practical experiences are tied to coursework throughout the program.

Research Core

The purpose of the Ed.D. research core is to develop an overview and understanding of research including data collection skills for action and qualitative research, program measurement, and program evaluation. For some students it may include work in management statistics.

- Inquiry Methods I
- Inquiry Methods II
- Critique of Research

Dissertation

The Dissertation is designed to prepare students for their dissertation research and continues through the writing and defense of the dissertation. The Ed.D. dissertation typically consists of a well-designed applied research of value for informing educational practice. It reflects theory or knowledge for addressing problems of practice.

Working Model Three: The Ph.D. in Educational Leadership

Although programs differ depending upon their focus, Ph.D. Programs typically require a minimum of 63 credit hours of required coursework. PhD students are often supported through grants, fellowships, and research/graduate assistantships, allowing them to enroll full-time. The coursework is often divided into five curricular blocks: a Core, Concentration, Research, Cognate, and Dissertation Block.

PhD Core

This set of core courses usually consists of five or six classes and serves as the foundation for the PhD program. The core often represents a program's focus and incorporates different levels of analysis in the formulation and consideration of educational issues and problems. For example the following courses might be found in a Ph.D. program with a leadership and policy focus:

- Theoretical and Ethical Foundations of Leadership
- Leadership, Diversity, Accountability, and Student Learning: Current Issues
- Organization and Policy: Current Issues
- Controversies in Learning and Instruction
- The Research University in the 21st Century
- Globalization and Education: Theories of Change

Concentration Course Block

The Concentration Course Block is linked to a student's concentrated area of study, in this case leadership, and typically consists five or six courses. Some programs may schedule students from PhD and EdD programs to take these courses together:

- The Laws and Politics of Education
- Public School Finance and Business
- Management of Human Resources
- School Leadership and Instructional Improvement
- Organizational Behavior in Education
- School-Community Relations

Research Core

The Research Core typically consists of five or more courses and provides students with the tools to pursue systematic, programmatic and empirical investigation. It should include both qualitative and quantitative elements. The following list is typical of required courses:

- Prerequisite: Statistics Course
- Research Design
- Multiple Regression
- Qualitative Research
- Measurement Theory
- Advanced Qualitative Analysis

Cognate

The Cognate consists of four or more courses and reflects an interdisciplinary perspective on educational issues. The Cognate may include courses inside or outside of Colleges of Education. The specific courses are chosen in advisement with the faculty advisor.

Dissertation Core

The Dissertation Core involves a set of courses or experiences designed to prepare students for their dissertation research and continues through the writing and defense of the dissertation. This block consists of a preparatory course, dissertation work and advisement hours.

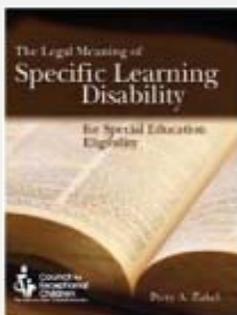
The above descriptions should not be considered UCEA program templates to which all institutions are expected to adhere. Indeed, UCEA does not hold the expectation that all UCEA programs will look alike. Rather, the program descriptions are working models about which UCEA hopes to generate substantive dialogue focused on what the different degree programs in educational leadership should be designed to do and what we should expect to find (at a minimum) in educational leadership graduate programs for each of the three degree programs. There have been several high profile attempts to establish the future of educational leadership preparation with which many faculty within leadership programs have fiercely disagreed. It would be helpful to have clear statements about leadership preparation, developed by those who participation in leadership preparation and based on evidence and professional consensus.

UCEA's mission is to advance the preparation and practice of educational leaders for the benefit of all children and schools. We hope that the conversations, ideas, and program changes that are generated as a result of UCEA efforts, such as the efforts captured in this brief article, do indeed move leadership preparation in a helpful direction. If you have comments, suggestions or questions about the table, the models or how we can facilitate a generative discussion about issues raised within this article, please email them to me at youngmd@missouri.edu before the end of June 2006. After July 2006, you can contact me at UCEA's new headquarters at the University of Texas-Austin. I hope to hear from you.

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The Legal Meaning of Specific Learning Disability for Special Education Eligibility



Students with specific learning disability (SLD) account for half of all the students deemed eligible under the Individuals with Disabilities Education Act (IDEA). The 2004 Amendments to the Act and its currently proposed regulations include significant changes with regard to the severe discrepancy and response to intervention (RTI) criteria for SLD eligibility. In the current atmosphere of professional ferment and legal advocacy, this monograph provides what is not available in the literature to date – a thorough and objective synthesis of the various applicable sources of law, including the various pertinent U.S. Department of Education policy interpretations and the more than 80 published hearing/review officer and court decisions under the IDEA. 2006, 120 pages.

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Teaching Social Justice in Educational Leadership: An Interview with James W. Koschoreck



Recently, interview co-editor Gerardo R. López (Indiana University) spoke with James W. Koschoreck (University of Cincinnati) about the issue of teaching for social justice. Koschoreck, whose research agenda includes educational policy and the examination of LGBTQ issues in public education, has widely published on equity and social justice issues, and has emerged as a leader, advocate, and champion of social justice in UCEA and beyond. The

interview provides a unique perspective on issues relating to social justice teaching and its connection to leadership dispositions. A portion of their interview is transcribed below.

GL: There's a lot of confusion and uncertainty surrounding the definition of "social justice." What does the term engender?

JK: I think what many people fail to consider when they hear the phrase "social justice" is the idea that there is a critical component to it. In other words, that there is a recognition of inequality, of inequity, and unequal resource distribution in society. Because the notion of social justice has had a widespread acceptance in education, many are now jumping onto the proverbial bandwagon. In fact, what we're seeing in the field are people from various backgrounds sharing the same table on the topic. Conservatives and liberals alike are now touting the call for social justice. When this happens, you run the risk of the term losing its effectivity because it fails to have any real meaning. I think that we always have to keep in mind that if we're to have any impact on the material realities in people's lives, then we have to be engaged in critical thinking and action, and not lose sight of the fact that social justice engenders a critical consciousness.

GL: What to you mean by "critical?"

JK: When I use the term "critical," I don't just mean it in a Marxist sense. I use the term to emphasize larger inequalities in society—material inequalities of all kinds. Sometimes those are related to class, but sometimes they're not. For example, material inequities relating to race, gender, sexuality, disability, and religion are all in addition to inequities of class. But I don't limit it to just those areas because I also believe the term engenders a whole host of inequities, as well as a recognition that those inequities often intersect in complex ways.

GL: How would one go about teaching this in the educational leadership classroom?

JK: For me, it involves first and foremost a process of reflection. By that I mean that there has to be an ontological understanding or shift in thinking before any of this can happen. I firmly believe that it has to underlie everything we do as educators. It can't be a kind of "addon" feature that is conveniently attached to our course syllabi or classroom teaching. It has to be well thought out, and it must be emerge from a deeply-rooted desire to want to change schooling and society for the better. As such, it can't happen haphazardly or carelessly. It must be intentional in nature.

GL: Can you give me an example of how you bring these concepts into your own teaching?

JK: For me, social justice has become one of the most important parts of my teaching, and I constantly have to remind myself that I need to keep a social justice ontology underneath my pedagogy. For instance, I teach a statistics class, and the way I infuse social justice into my curriculum is by identifying and posing different kinds of questions to students. Instead of asking them about the probability of getting two red marbles and seven blue marbles, one question I might pose is: "What is the probability of obtaining different voting patterns in different regions in the country on the basis of class and race?" I also look for pedagogical materials that support a social mission and provide different examples to students; examples that highlight different marginalized groups. I use these as the taken-for-granted baseline that we operate from to teach statistical concepts. In effect, underlying my specific pedagogy is the belief that social justice directly drives the decisions I make in my classroom.

GL: Oftentimes, students in educational leadership seem preoccupied with learning the top-10 strategies for organizational change. How do we get our students to expand their thinking beyond these simplistic concepts to get them to think about change in a more complex fashion?

JK: I truly wish I had an answer to that question, because it's the type of question I struggle with every single time I am in the classroom. My experience is that some students may be ready to have a discussion about social justice, but others may not because they have different expectations and beliefs about their roles as educational leaders. One of the challenges for us, as professors, is that students are coming to us with different levels of awareness and with different levels and types of commitments. So we can't design classes, activities, and pedagogies where "one-size-fits all." Perhaps a better way to conceptualize this is not to think about changing the students *per se*, but to think about changing our own teaching practices with the hope that such a change might affect somebody and that person might affect somebody else. I guess I would describe it as an optimistic geometric progression as opposed to an instant revolution.

GL: That's a great way to describe it, because change does happen in small incremental steps.

JK: I recently taught an on-line course in the foundations of educational leadership. There were 250 students enrolled in the course. I used the new book titled *Leadership for social justice: Making revolutions in education* by Marshall and Oliva (2006) to ground all of our discussions. I would say that about two-thirds of the people were really excited about the classroom discussions concerning social justice and educational leadership, and their evaluations of the course were very positive. Some said that this was an amazing experience, and others said that they had never been exposed to these ideas before. But a good 25-30 percent of the students were absolutely resistant. I suppose there are many individual reasons for the resistance, but a common theme was the belief that I was "pushing" a particular agenda.

GL: I get that response from students all the time. How do you respond to that?

JK: I believe all knowledge is political and that there is no objective knowledge that is absolutely value-free or politically-neutral. Every professor in the field teaches from a particular situated vantage point, irrespective of the courses taught or the material taught in those courses.

GL: Let me ask you a different question—one which I've pondered for quite some time: Do you think that issues of social justice can be taught?

JK: I suppose that's similar to asking whether or not dispositions can be taught. The presumption in the field is that they must be taught and that it is our responsibility as professors of educational leadership to ensure that we are preparing our students to develop the knowledge and skills to acquire appropriate dispositions. Of course I think that they can be taught; it's what I've devoted my life to doing. I'm not sure, however, that we can accomplish this goal by using traditional pedagogical methods. I believe there has to be some kind of experiential component that allows students to arrive at a new awareness of injustice. I don't think that simply reading an article will open a student's mind to the huge inequities that exist in society and what it would mean to eliminate those inequities. So yes, these concepts can be taught; they just require a different set of pedagogical tools.

GL: What tools do you utilize in your teaching?

JK: They have changed over the years as I grow in my own awareness of possibilities in the classroom. For example, when I would teach about issues of diverse sexuality, my approach would be to bring in a panel of gay/lesbian/bisexual/transgender people to do a "talking heads" panel or a question and answer session. I don't do that anymore because I find that really problematic. The problem with bringing in a panel—is that the face that we bring into the classroom is often uncritically internalized by students. Oftentimes, the end result is the reification of the monolithic experience. So I don't opt to do that anymore. Now, rather than focusing on minority issues of diversity, I actually have found it to be more productive to focus on the issue of privilege and how we are individually and collectively privileged in society. I think that when we focus on privilege it gives others an appreciation for what it might be like not to be privileged.

GL: It's also an entirely different thing to talk about privilege than it is to talk about diversity.

JK: Exactly. It's one thing to talk about difference and it's another thing altogether to talk about power and privilege.

GL: Why is social justice important in a field like educational leadership?

JK: I think social justice is important in many fields, not just educational leadership. It probably matters more in fields like education, and public education in particular, because in our field, we touch so many people across so many areas of difference. As educational leaders, we have an enormous amount of influence on the development of society and the way that we think as a culture. Because of that influence, it's imperative that educational leaders have a socially just ontology. Moreover, that ontology needs to be broad in its scope because we can't have social justice for some oppressed groups and not for others.

GL: I'm sure there are some readers, who may want to infuse social justice into their respective classrooms, but might not feel comfortable doing it because they might not have the knowledge about particular groups, or may not know about the lived reality of oppression and marginalization. What would you tell these individuals?

JK: My first response would be to turn the question back around and ask "What do you do when you don't have knowledge about anything else? How do you find the answers?" I would tell them we are professionally trained scholars versed in the skills of research and investigation. They know—as individuals, and as a collective group—how to find answers to things. My second response would be to tell them to move outside of their comfort zones. That's when true learning happens: when we push ourselves to the limits of our own knowledge.

GL: Thank you so much for taking the time to talk with me this afternoon.

JK: You're very welcome.

Some of the Benefits of UCEA Membership

Membership in UCEA is a significant marker of program quality, but the benefits of membership extend beyond being apart of a scholarly community.

UCEA member faculty have long enjoyed discounted prices on hard copies of the *Educational Administration Quarterly* (EAQ). Each year faculty and graduate students are provided with special forms for ordering EAQ at a steep discount off individual subscription rates. Additionally, for the last eight years, UCEA members have also enjoyed free access to the *Journal of Cases in Educational Leadership* (JCEL) and the *UCEA Review*. UCEA member faculty will continue to enjoy these benefits, though they will be enhanced. JCEL is now included, along with EAQ, in the SAGE online education collection. UCEA member faculty will be able to access the entire bundle through the UCEA Members Only site. The bundle includes all of SAGE's education journals and allows cross-journal searches. Unfortunately, UCEA can only offer this access to UCEA member faculty. Thus, individuals who are not UCEA member faculty will no longer have free access to JCEL, unless they or their institutions subscribe to the journal/bundle through SAGE.

Additionally, for the next year, UCEA Members will receive steep discounts on hard copy subscriptions to the *Journal of Educational Management Administration and Leadership*. Through an agreement between UCEA, BELMAS and SAGE Publications, UCEA Individual Members are entitled to subscribe to the *Journal of Educational Management Administration and Leadership* at half-price for 2006 \$45 (usually \$90) (Print Subscription). If you are interested in taking advantage of this offer, let SAGE know that you are a UCEA member when subscribing.

If you have not already visited our website and visited the **New Members** section, please visit www.ucea.org! UCEA Plenary Session Representatives were provided information on accessing the Members Only Site as well as for taking advantage of the **10% UCEA Member Discount on Corwin Press Publications**.

UCEA member faculty and graduate students are also eligible for reduced conference rates at UCEA and are offered discounts on UCEA publications and mailing lists. Graduate students at UCEA institutions benefit from involvement in UCEA's annual graduate student symposium and may be nominated for the Barbara Jackson Scholars Program and The David L. Clark Graduate Student Research Seminar.

Song and Miskel Receive EAQ's 2005 Davis Award

The 27th Davis Award selection committee announced its choice for the outstanding article in the 2005 volume year of *Educational Administration Quarterly*. Specifically, the committee has selected the article by Mengli Song and Cecil Miskel, entitled *Who are the influentials? A cross-state social network analysis of the reading policy domain*, which appeared in the February 2005 issue (Vol. 41, No. 1) of *Educational Administration Quarterly* (EAQ).

The award selection committee was chaired by Marilyn Tallerico and included Jackie Blount, Sally Zepeda, and Eric Camburn. The committee commented on the Song and Miskel article, saying,

We felt their study was solidly grounded in sociological theory and informed how policy gets shaped. Their work met the highest standards of methodological rigor, including an ambitious eight state data gathering and analysis process. Their approach and insights suggest a powerful way of understanding the complexities of social networks in education. Though their research focused on reading policy makers, we found the results spoke volumes about state-level policymaking networks generally. Their comparisons of the structures of reading policy networks across states showed, for example, that prevailing understanding of who the power players are may not be justified. In addition to its substantive significance, this article is especially well-written, clear, and engaging. Its hypotheses are solidly grounded in the literature, its findings are interesting, and its conclusions are carefully drawn. We recommend it most highly.

Dr. Song recently received her Ph.D. from the University of Michigan and currently is working as a research scientist at the American Institutes for Research in Washington, DC. Her research interests include education policy and politics, program evaluation, social network analysis, and quantitative research methods. Her current research focuses on the influence structure of the state reading policy networks.

Dr. Miskel is Professor Emeritus and former Dean of the School of Education at the University of Michigan. This will be the third Davis Award that Professor Miskel has won, representing the only faculty member who has received the award more than once. On being notified of receiving the 2005 award, Dr. Miskel commented,

What a nice surprise! This is great news for Mengli and her career, and even as Professor Emeritus, I am very honored by the recognition. I want to thank the reviewers for their kind words about our work. I have made many good friends and colleagues during my nearly 36 years as a professor of educational administration. During my last 7-8 years at the University of Michigan, I had the opportunity to work with a group of outstanding doctoral students. They were smart, motivated, and did excellent work, as evidenced by this award.

Dr. Miskel further quipped, "As a professor emeritus, I suppose I can now rest on my laurels! Do you think this award will help my golf game?"

The authors were presented with the 2005 Davis Award at the AERA Division A Business Meeting in San Francisco in April, 2006, and will receive the recognition again at the 2006 UCEA Conference in San Antonio. The William J. Davis Award is given annually to the author(s) of the most outstanding article published in the *Educational Administration Quarterly* (EAQ) during the preceding volume year. A list of previous Davis Award recipients can be found on the UCEA website (www.ucea.org).

The Davis Award was established with contributions in honor of the late William J. Davis, a former associate director of UCEA and an assistant professor at the University of Wisconsin-Madison. Contributions to the award fund are welcome and may be sent to UCEA, 1 University Station- D5400, Austin, TX 78712-0374.

The EAQ editorial team and the UCEA Executive Committee join the selection committee in congratulating Drs. Song and Miskel on their outstanding contribution to scholarship in the field of educational leadership and policy.

Joint Research Taskforce Shares Interim Report at AERA

The Joint Research Taskforce on Educational Leadership Preparation was formed as a collaborative effort of four professional associations: UCEA, TEA-SIG of AERA, Division A of AERA, and NCPEA. Officials of these four associations coordinate the taskforce's work and facilitate their members' participation and support the work products of the taskforce.

The primary impetus for the taskforce has been to stimulate more and better research in our field focused on the preparation of leaders. UCEA and TEA-SIG's collaborative taskforce on evaluating leadership preparation program effectiveness has shown that an organic taskforce process could effectively review the state of research, identify gaps, and support new research, development, and publications. That taskforce has successfully drawn in a wide range of researchers' on its evaluation questions and mentored junior faculty.

The Research Taskforce shares these same goals, while focused broadly on the field of leadership preparation as a whole: to stimulate new research, development and publications in all core areas of the field; to advance the field conceptually and methodologically by building on existing research and theory; and to engage new and experienced scholars to establish research agendas around foundational questions on leadership preparation. The taskforce structure—with its work groups and conference convening opportunities—facilitates a research community of practice that facilitates collaborative learning and supports research conceptually and methodologically over time.

Thus, the primary aims of the taskforce are:

1. to provide a foundation about existing research and theory in the field of leadership preparation
2. to identify gaps and new directions for research on leadership preparation
3. stimulate more, better quality research in the field of leadership preparation
4. to encourage new and experienced researchers to undertake research in the field.
5. to provide a community of scholars for on-going conceptual and methodological work.

The taskforce is expected to be a 3-5 year process, which will be reviewed by the four associations' officials annually on its direction, vitality and success and by the domain leaders. Over time, the domain areas may be reorganized, particularly as new research directions emerge. Currently, the domains areas are:

- 1: Leadership Education as a Field of Study
- 2: The Context of Leadership Education
- 3: Models and Theories of Leadership Education
- 4: Recruitment, Selection and Development of Leadership Candidates:
- 5: Providers of Leadership Education
- 6: Curriculum and Pedagogy in Leadership Education
- 7: The Delivery of Leadership Preparation
- 8: Student Assessment and Program Evaluation
- 9: Professional Learning
- 10: Leadership Education Around the Globe

At this point, each of the domains have developed a fairly strong sense of what research and conceptual work has been accomplished in each of the domain areas. This was the first important step of the taskforce, as a review of the literature is one of the first important steps in any research endeavor.

In preparation for the April 7th taskforce meeting at AERA, domain leaders put together an interim report (available at www.ucea.org) that overviews the following:

1. Dominant themes in their domain area
2. Sources/Types (e.g., dissertations, journals, ERIC documents, book chapters) of literature reviewed
3. A snap shot of the type and amount of research that has been conducted in each sub-area of their domain
4. Important gaps in the research literature and/or our knowledge of the domain area, and
5. An agenda for research that addresses those gaps

The next steps for each domain group include:

1. propose 1-5 research projects to initiate
 - a. present research plan and methodology (UCEA 2006)
 - b. workshop on research grants and funding (UCEA 2006)
 - c. discuss research in progress (AERA 2007)
 - d. present preliminary new research findings (UCEA 2007)
 - e. participate in press conference (UCEA 2007)
2. publicize research findings
 - a. professional publications for the research products
 - b. association newsletters
 - c. conference reports

As we move forward, we would like to extend more opportunities for taskforce leadership. If you are interested in taking on a leadership role with regard to the taskforce, a domain area, or a research project, please contact Michelle Young at UCEA or one of the domain or taskforce organizers. We encourage your involvement in the next phase of the taskforce's work, regardless of whether you were involved in initial stages or not.



2006 UCEA Education Leadership Awards

Thirty-three outstanding school administrators have been named as recipients of the 2006 UCEA Excellence in Educational Leadership Award. This award is an annual recognition of practicing school administrators who have made significant contributions to the improvement of administrator preparation. For eleven years now, the UCEA Executive Committee has invited member university faculties to select a distinguished school administrator who has an exemplary record of supporting school administrator preparation efforts. This is a collaborative award in that it affords national recognition, but individual universities select, nominate, and present the award to the recipients. The award provides a unique mechanism for UCEA universities to build good will and, at the same time, recognize the contributions of administrators who are supporting future school leaders. This year's recipients (with nominating universities in parentheses) are:

Mr. John W. Culbreath (University of Georgia) is now retired but still very active in education, served in many K-12 and postsecondary roles in his long and distinguished career in public education. He has been a teacher, a principal at every grade level, assistant superintendent, superintendent, and Dean of College of Education at Albany State University. He was a ground breaking leader in Georgia's public school desegregation efforts. Dr. Culbreath served in several state appointed positions including appointment to the Governor's Commission on "Closing the Achievement Gap," the Implementation Task Force, the African-American Male Initiative with the Georgia Board of Regents, and currently is the Chairman of the University of Georgia's Advisory Committee for the Program of Educational Administration & Policy. He served as a member of the Georgia Professional Standards (PSC) Commission, including three years of service as the Chair of the Georgia PSC. The Georgia General Assembly and numerous professional organizations have recognized Dr. Culbreath's contributions to education by naming him "Administrator of the Year" by the Georgia Association of Education Office Personnel, "School and Community Leader of the Year" by the Georgia School Public Relations Association, and "Man of the Year" by the local March of Dimes. He was also awarded the "STEP UP To The PLATE AWARD" from the Georgia National Board Teachers Program. In recognition of his distinguished career and accomplishments Dr. Culbreath was inducted in the Albany State University Alumni Hall of Fame.

Dr. Ric Dressen (Vanderbilt University) is the Superintendent of Schools in Alexandria, Minnesota. He will be assuming the position of Superintendent with the Edina, Minnesota Public Schools in July 2006. Dr. Dressen has provided extraordinary leadership and especially focused leadership in the improvement of administrator preparation in Minnesota as Chair of the Governor's Finance Reform Task Force, President of the Minnesota Association of School Administrators (MASA), and the current mentor of a cohort group of first-year superintendents in Minnesota. Dr. Dressen has also published professional articles and has made presentations to professional groups on the superintendent-board relationship, as well as on the topic of job searching and preparing for the education job market for administrators. In addition, Dr. Dressen teaches graduate level classes in administrative preparation, as an adjunct professor, for Saint Mary's

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University in Winona, Minnesota. He also serves currently as a member of the Minnesota Department of Education's Assessment and Accountability Committee, and he was named a "Regional Administrator of Excellence" by the Minnesota Association of School Administrators.

Dr. Christelle Estrada (University of Utah) is the Director of Professional Development Services in Salt Lake City School District, Salt Lake City, Utah. In this capacity, she works with a team of colleagues across district departments to create the conditions for school-based, professional learning experiences based on the principles of adult learning. Dr. Estrada has been a member of the National School Reform Faculty since 1995 and has been involved in the design and co-facilitation of Institutes and Seminars on Professional Learning Communities and Collaborative Inquiry throughout the country. She also co-founded a school-within-a school at Pasadena High School, The Center for Independent Studies, for students throughout the district who had not been successful on regular high school campuses. Her honors include: Oxford Roundtable delegate, a Senior Urban Research Fellowship for the Annenberg Institute at Brown University, Teacher of Excellence for Pasadena School District, delegate to China in educational psychology for the Eisenhower Foundation, resource scholar for the Association of Process Philosophy of Education at the Whitehead, Dewey, Bergson Conference at the University of the South, and nominee for the Spencer Dissertation of the Year Award.

Dr. Kirby Lehman (University of Oklahoma) became Superintendent of the Jenks Public Schools, Jenks, Oklahoma in August 1990. Dr. Lehman has held numerous educational positions throughout the country including superintendent assistant superintendent, principal, assistant principal and an English teacher. As Superintendent in the Jenks Public School District, Dr. Lehman worked with the College of Education to develop a plan for a doctoral and several master's level cohorts to develop school leaders. He has taken a strong role in facilitating internships, serving as a mentor and serving as a guest speaker. He also has welcomed research projects that are mutually beneficial to the district and college of education. Some of the professional organizations he is involved in include American Association of School Administrators (AASA), Cooperative Council for Oklahoma School Administration (CCOSA), Oklahoma Association of School Administrators (OASA), Oklahoma Aquarium Board of Directors, Oklahoma Medical Research Foundation Symposium Planning Committee, Executive Committee for Indian Nations Council of Boy Scouts, Chair: The Ed Gerchman Jenks Leadership Award, and the Advisory Board: Oklahoma Institute for Teaching East Asia.

Dr. John E. McCook (University of Tennessee-Knoxville) is the Director of Pupil Personnel for the Knox County Schools in Knoxville, Tennessee. During the past 36 years, he has served in several roles for Knox County students. He has been an assistant professor at Knoxville College and an instructor at the University of Tennessee. Dr. McCook is presently an adjunct assistant professor teaching graduate classes in Issues and Trends in Education and a graduate class in school law this summer. Providing leadership in many areas for the Knox County School District, Dr. McCook served as Director of Research and Public Information and chief negotiator for the Knoxville City Schools and was elected to the board of directors for the Association of Negotiators and Contract Administrators. He became Director of Pupil Personnel in 1995 and has served to develop the school district's special education department into one of the leading

departments in the South. Dr. McCook received the Richard Yoakley Award for the Outstanding Special Education Director in 1999. He continues to serve on the TAASE board of directors as well as the advisory board for the Special Educator and for the IEP Team Trainer.

Dr. Lisa McLaughlin (Oklahoma State University) is Assistant Superintendent of the Western Heights School District in Oklahoma City, Oklahoma. She has been with Western Heights Schools for the past eight years. She brings a variety of experiences to her position, formerly serving as Assistant Director of Special Education Services for the Oklahoma State Department of Education, as well as principal of a new elementary school in the high-performing Deer Creek School District. She serves on the national board of trustees and as an international ambassador and evaluator for the North Central Association Commission on Accreditation and School Improvement, an accrediting agency for over 9,000 schools in 19 states and the Department of Defense Dependents Schools worldwide. Dr. McLaughlin is considered to be an expert on the No Child Left Behind Act (NCLB) that has revolutionized our public school system. Her interest in this area has led to her appointment as an educational advisor to a key team of technology specialists from across the country who are developing software solutions for schools to effectively navigate the requirements of NCLB. Dr. McLaughlin also serves as an adjunct professor in the School of Educational Administration at Oklahoma State University.

Ms. Krista Parent (University of Oregon) is the Superintendent of South Lane District Schools, Cottage Grove, Oregon. She was the Assistant Principal and Athletic Director at Cottage Grove High School and the Assistant Superintendent for SLSD until 2001 when she became superintendent. Ms. Parent serves on a number of boards including the Cottage Grove Rotary Club and the Lane Workforce Partnership. She is also an advisor to the Cottage Grove Chamber of Commerce. She won the Becky L. Sisley award (2004) from the University of Oregon as a former athlete for her leadership in education and women's athletics and the Soroptomist's Women of Distinction honor in 2004. Ms. Parent is strongly committed to administrator preparation and acts as a powerful role model for women administrators. She consistently supports administrators in the South Lane School District who are working on their doctorates in Educational Leadership as well as teachers who enter the administrator licensure program. She has taught for several years in both the Initial and Continuing Licensure programs. Her focus is on preparing future administrators to be instructional leaders by teaching them to analyze curriculum and to design alternative and supplemental programs.

Dr. Peggy Stark (University of Texas-San Antonio) is the Associate Superintendent for Curriculum & Instruction, San Antonio Independent School District, San Antonio, Texas. Dr. Stark has served the San Antonio Independent School District for 33 years in a variety of roles as a teacher, principal appraiser, elementary and high school principal, assistant superintendent for non-traditional schools. Having a variety of roles isn't especially noteworthy, but what is noteworthy is that Dr. Stark never applied for any of the promotions she received. Rich of the positions listed was a result of other professionals noting her passion, compassion, knowledge and commitment to education. Because of her unrelenting campaign to sponsor a San Antonio cohort at UTSA, one cohort has completed their program of study and a second has been selected and enrolled. Most recently, she coordinated a several year plan with UTSA to provide leadership training for the Department Chairs in the school district. Dr. Stark has been the

recipient of many awards such as Outstanding Alumni for Olivet Nazarene University, PTA Life membership, Timothy Award for Outstanding Service to Youth, Trinity Prize for Teaching, and Teacher of the Year. Dr. Stark is the co-author of a book titled *Organizational Oversight: Planning and Scheduling for Effectiveness* (1996). Among her many talents is her singing ability: she has recorded two albums.

Mr. Don Stinson (Indiana University) is the Superintendent of the Metropolitan School District of Decatur Township in Indianapolis, Indiana. His success in leading this school cooperation through a systemic change processes and his passion for supporting other educators in their focus on excellence has been widely recognized. Mr. Stinson has never been reluctant to step forward and risk being a minority voice for change in school delivery structures or practices to address the social and academic needs of students. Innovations recently led by him include a new charter school - Challenger Learning Center - which is supported in part by the Gates Foundation and is the first of its kind to be "sponsored" by a public school district in the state. Mr. Stinson has not only sought partnerships with universities to improve his school districts but has actively developed partnerships that contribute greatly to university preparation of school leaders. He remains a member of the superintendent advisory committee to the Urban Principal Program at Indiana University. His support has contributed greatly to the success of the Urban Principal Program - offering his district facilities as a meeting site and volunteering schools in Decatur Central as learning laboratories for aspiring school leaders. He is the president-elect of the Indiana Urban Superintendents Association. Mr. Stinson was named the 2005 Indiana Superintendent of the Year.

Dr. Stephen J. Tomaino (Duquesne University) served the McKeesport Area School District, McKeesport, Pennsylvania for a period of 38 years prior to his retirement from the position of Superintendent of Schools in 2003. During his tenure with the district, he held the positions of English Teacher, Guidance Counselor, Assistant High School Principal, Middle School Principal, Assistant Superintendent, and Superintendent. Perhaps the crowning achievements of Dr. Tomaino's career was his being named the 1999 Educator of the Year by the Western Pennsylvania Crime Prevention Association for his strong leadership and for his work in helping to make the Federal Bureau of Investigation's (FBI) Adopt-a School Program a huge success. Representatives of both the FBI and United States Attorney's Offices in the Pittsburgh/Western Pennsylvania area nominated him for this award. Over the span of his career and into his retirement, Dr. Tomaino has maintained active membership in several professional organizations that include Phi Delta Kappa, the Pennsylvania Association of School Administrators, the American Association of School Administrators, and the National Association for Supervision and Curriculum Development. He has also been active in his community by serving as a member on the Board of Directors for a variety of non-profit and social service agencies.

Mr. Art Rainwater (University of Wisconsin-Madison) is the Superintendent of Madison Metropolitan School District, Madison, Wisconsin. Since becoming the Superintendent in 1998, Mr. Rainwater has developed a professional and open relationship with the University of Wisconsin-Madison, the School of Education, the Wisconsin Center for Education Research, and the Department of Educational Leadership and Policy Analysis. Also, countless university students (graduate and undergraduate) have been mentored and supervised by

the teachers and administrators of the Madison Public Schools. He has actively supported the professional development school models making the relationship between the university and district a true partnership. He is frequent speaker in leadership classes and conferences. Mr. Rainwater also serves on the Advisory Committee for the Department of Educational Leadership and Policy Analysis. He is an active partner with the Wisconsin Center for Educational Research to use "embedded research" to better understand value added school improvement efforts through rigorous use of data. Six of his top school leaders have assisted the Department in the design and development of a "Master Administrator" program that promotes urban leadership to advance equity in student learning. Mr. Rainwater's most significant contribution is that he has embraced the diversity of the Madison Public Schools and has made significant progress toward closing the "achievement gap." He has reached out to the University and to the Madison community to create a shared leadership and shared responsibility for all children.

Ms. Mary Chesley (University of Northern Colorado) is the Assistant Superintendent for Cherry Creek School District, Greenwood Village, Colorado. She has an excellent record of accomplishments in the field of educational leadership. She has served as a public school teacher, principal and central office administrator. In her current role as Assistant Superintendent, she has been influential in leading district principals and teachers toward a vision for excellence in education. Ms. Chesley has also worked tirelessly developing principals in her district and throughout the state of Colorado. In addition to her roles as a public administrator, Ms. Chesley has been instrumental in developing and maintaining our university partnerships with three Denver area school districts. These partnerships are designed to increase the quantity and quality of candidates for the assistant principals and principal positions. Ms. Chesley has taught classes in these partnership cohorts over a number of years. She has served on our partnership Steering Committee for six years and takes her role seriously in assuring that the partnership with our university is successful. It is Ms. Chesley's role to screen applicants for the cohort and she diligently interviews each candidate from her district to ensure the highest quality.

Dr. Nancy Colflesh (Michigan State University) has been an Organizational and Educational Consultant since 1999. She brings to her work a passion and love for learning, a strong set of leadership and management skills, a rich knowledge base, and credibility that can only be earned in a career that has been composed of: teacher-leader, elementary school principal, curriculum developer, professional development specialist, community leader, researcher and writer, and mentor to emerging school leaders and colleague to seasoned school leaders. Dr. Colflesh's commitment to quality leadership development, her spirited and optimistic grace and collegiality, and her passion for truth are exuded through her work as a school administrator and mentor of school leaders. As an elementary school principal she was committed to building the capacity of teachers and students as leaders. This commitment to learning leadership was carried into her work as a professional development specialist for the Ingham County Independent School District (ISD). In this position, Dr. Colflesh instituted a unique partnership between the ISD and our leadership preparation program; she has been an integral member of our program planning teams and has taught core leadership courses. Perhaps a more unique contribution to our program has been her collaboration with new assistant professors as she orients them to a new

community (Michigan State), new work (working with school principals), and a new curriculum (co-teaching core coursework with faculty). Over the years (almost 20 years), we have been impressed by her honesty, tact, and her advocacy and support for school leaders.

Dr. Jacqueline Cossentino (University of Maryland) serves not only as the Head of the Williamsburg Montessori School, Williamsburg, Virginia, but also as faculty at the University of Maryland. In these two roles, her efforts to prepare educational leaders reflect her beliefs that leadership is an art and a practice stretched across multiple roles. For example, at the University of Maryland, Dr. Cossentino works with aspiring principals, central office administrators, and superintendents and teaches masters and doctoral level courses on instructional improvement, qualitative research, and learning communities. She also prepares teacher leaders through a course she developed for a selective teacher leadership program offered through the University of Maryland's Department of Curriculum and Instruction. In the past two years she has provided primary instruction and support to a cohort of practicing school and district leaders pursuing doctoral research. In all these courses, Dr. Cossentino continually challenges her students to infuse their administrative work with the insights of educational research and to ground their doctoral studies in the realities of their day-to-day practice. This semester, her own school has essentially become academia for a group of doctoral students; these students are working at her school site to craft independent research projects that advance their doctoral research and that also contribute to the school's educational community. In addition, Dr. Cossentino, an ethnographer, studies the culture of Montessori education with a focus on lessons "mainstream" educational leaders can draw from the Montessori experience. While she publishes in leading research outlets within the academy, she also speaks and writes regularly to various practitioner communities.

Dr. William Miller (University of Michigan) has been the Superintendent of Washtenaw Intermediate School District since 1999. Through the Washtenaw Intermediate School District, Dr. Miller sponsors a variety of professional learning opportunities designed to support leadership development—both its educative and administrative aspects. He and his staff work closely with practicing and prospective leaders in the surrounding districts, through regular meetings, carefully designed initiatives, and funded projects. Washtenaw Intermediate School District sponsors a leadership academy for all interested principals and central office staff. Dr. Miller leads local superintendents in monthly meetings that include reading, study, and discussion of critical issues and questions. Last summer, Dr. Miller arranged to partially underwrite local superintendents' participation in the annual University of Michigan/Michigan State University Superintendents' Institute. In that venue, local superintendents jointly considered the impact of globalization on K-12 education, findings from a national research study on comprehensive school reform programs in high-poverty elementary schools, and possible strategies and responses to rising health care costs. In fall 2005, he led a county group of 18 educational leaders traveling to Washington, DC for a conference on improving high schools. Dr. Miller regularly invites university participants to monthly legislative breakfast meetings with local representatives and administrators. He has established the norm of opening registration of ISD-sponsored learning opportunities to preservice teachers, and of including faculty from two universities in various task forces and initiatives, in order to keep them informed as well as to solicit input.

Dr. Nancy Stowell (Washington State University) is the Associate Superintendent for Teaching and Learning Services for Spokane Public Schools, Spokane, Washington. Dr. Stowell's distinguished career as an educator has included being a middle school principle, a curriculum director, an area director supervising schools and their principals, and associate superintendent of one of the largest school systems in the state of Washington. She is highly regarded for her scholarship and keen intellect, and has assumed key leadership roles in the reform efforts of the state of Washington. She has been instrumental in shaping groundbreaking work in school district level reform in the Spokane School District. Some of the best thinking in the state and nation regarding the role of school administrators in learning improvement is occurring in Spokane Public Schools because of Dr. Stowell. In addition, Dr. Stowell has expanded her expertise to the examination of how to make changes in a large educational system so that each child is successful in learning at levels necessary for full participation in a democracy and success in today's global society. Dr. Stowell has served on Professional Education Advisory Boards for Washington State University, Gonzaga University, and Whitworth College. She has served the community as a Board member for the YMCA Corporate Board and the East Central Community Center Organization. She is active in professional associations, and participates in various state level initiatives and committees. Past awards include Spokane Public Schools Affirmative Action Council Diversity and Equity Award, the George Brain Leadership Award at Washington State University, and the Washington Award for Excellence in Education.

Mr. David S. Schmidt (University of Wisconsin-Milwaukee) has been the Superintendent of Schools in Waukesha, Wisconsin for the past eight years. Mr. Schmidt has been a teacher, principal, and assistant superintendent during his tenure. As Superintendent, he has been a strong leader with such accomplishments implementing a continuous school and district improvement model and he has also facilitated the creation of four charter schools in the Waukesha District aimed at improving education for some of the varying needs in his community. He has built the Waukesha School District Horwitz Planetarium and the South High School Natatorium. He is a recognized leader among the school superintendents within Wisconsin. Mr. Schmidt has remained a student of education as evidenced by his enrollment in the UW-Milwaukee doctoral program offered through the Administrative Leadership Department. In addition, he has been an active member of the Department's Advisory Committee. Within the community, he has been involved with many activities including the Chamber of Commerce Board, Noon Rotary, Junior Achievement Board, Fox River Development Board, City Transit Advisory Committee, Salvation Army Board, and the Waukesha Volunteer Center.

Mr. Richard Rivera (University of Texas-Pan American) first joined the Weslaco Independent School District, Weslaco, Texas in 1967 and has excelled in his role to becoming the current Superintendent. He has garnered many of his profession's most prestigious honors, including the UIL Lamp of Knowledge Award; also being recognized as Administrator of the Year by such organizations as the Texas Classroom Teachers Association, the Texas Educational Support Staff Association, the Texas Business Education Association, and the Texas Education Secretaries. In 2003, the Texas House of Representatives adopted a resolution proclaiming Mr. Rivera as an Exemplary Educator when he was named the 2003 Regional Superintendent of the

Year by the Region One Education Service Center. Mr. Rivera continually inspires staff to pursue higher educational goals in becoming leaders for Weslaco I.S.D. Currently, there are 6 district administrators pursuing a doctorate in Educational Leadership at UTPA and 8 teachers pursuing Master's degrees in History order to become American History specialists for the district. Many of the district administrators are also encouraged to showcase their work at regional, state, and national conferences and under his leadership several district level administrators are sought statewide for their expertise in their area of specialization. Additionally, several departments have been highlighted at the national and state level for their exemplary work in the field of education such as the Parental Involvement Program, State Compensatory Education Program, Migrant, and the Safe and Drug Free Schools Programs.

Dr. Mark Sutter (Kent State University) is the Director of Academic Services and Executive Assistant to the Superintendent in Elyria City Schools, Elyria, Ohio. For the past 17 years, Dr. Sutter has volunteered to assist with the Legal Update for School Heads program at Kent State University. The Legal Update program has completed its 34th year of providing high-quality professional development to Northeast Ohio school superintendents, treasures, central office staff, and building administrators. Dr. Sutter also gives his time to the Association for Supervision and Curriculum Development (ASCD). This association prides itself on its high-quality professional development materials and has over 180,000 educators as members from around the world. Dr. Sutter has served on ASCD's international Leadership Council since its inception in 2003. Additionally, he is the immediate past-president of the Ohio affiliate of ASCD and has served on its Executive Board since 2000. This fall he wrote and received an ASCD Urban Outreach Grant to form a partnership between Ohio ASCD and the Ohio Alliance of Black School Educators to work together to close achievement gaps in Ohio schools. Dr. Sutter also co-chairs Elyria school district's Local Professional Development Committee, which oversees and approves the Individual Professional Development Plans for the district's 650 teachers and administrators as well as the professional development activities that are offered in the school district.

Dr. John Walker (University of Virginia) is the Superintendent of Amherst Public County Schools, Amherst, Virginia. He demonstrates exemplary leadership as a current school division Superintendent and serves as a University adjunct professor teaching graduate courses in School Administration Preparation Program. In addition to serving as an outstanding faculty member he excels in mentoring and coaching aspiring administrators leading to positions as principals, central office staff, and division superintendents. Dr. Walker is frequently requested to testify on pros and cons of administrative policy implications before the Central Assembly of Virginia. He is respected by fellow faculty members and supported by all 133 Superintendents in Virginia. Dr. Walker is actively involved with the Association for Supervision and Curriculum Development, Virginia Association School Superintendents, Virginia Association of School Business Officials, and the National Staff Development Council.

Mr. Richard Ito (University of Washington) is the principal of Crystal Springs Elementary School, Seattle, Washington. He is a highly respected principal in the region and has provided over a decade of important involvement in the educational leader programs at the University of Washington. Mr. Ito's contributions to professional preparation at the University have included; service for over a decade

on the Professional Education Advisory Board, mentor principal for interns in the Danforth Educational Leadership Program, and mentor principal for early career leaders through the continuum of programs offered the Center for Educational Leadership at the University of Washington. Mr. Ito's mentorship is legendary and has provided a substantive launching pad for new principals. He is an accomplished leader who has made a substantial investment in the preparation of the next generation of principals.

Mr. Frank T. Welch (University of Kentucky) is the Superintendent of Pike County Public Schools in Pikeville, Kentucky. Mr. Welch has served as a public school educator spanning 49 years of service in a high-need rural district located in the Appalachian Mountains of eastern Kentucky. Mr. Welch and members of his leadership team provided commentary in a group interview about the challenges facing principals in high-need rural schools. The commentary he provided shows how his vision, commitment, and leadership recultured the principalship from management into school leadership focused on student learning and school improvement through engagement of all stakeholder groups. During, Mr. Welch's nearly eight-year tenure as superintendent, PCPS has moved from one of the lowest performing in Kentucky to being nationally recognized as a Quality School System by the Southern Association of Colleges and Schools. During the recent annual meeting of the American Association for School Administrators (AASA), the district was recognized as a finalist for the National Civic Star Award. In 2004, Mr. Welch was selected by his peers as the Kentucky Superintendent of the Year and by AASA as a top ten finalist for National Superintendent of the Year. That same spring he also received the Outstanding Superintendent Award for Creative Educational Administration presented by the F.L. Dupree family and the Kentucky School Board. Only a handful of Kentucky superintendents have received both of those awards in the same year, indicating how widely Mr. Welch is respected throughout the Commonwealth for his leadership.

Dr. John "Jay" Russell (Fordham University) has been the Superintendent of Hastings Union Free School District, Hastings, New York since 1995. Dr. Russell is retiring from his current position to become the principal/headmaster of a private school for academically-troubled children. He is an ace educator who began in 1971 as a science teacher who then rose to become assistant principal, principal, and superintendent in 1995. In all these positions, Dr. Russell has brought his great insight, managerial skills, and leadership to bear. As a leader for 11 years in Hastings, Dr. Russell has strengthened the districts curriculum and instruction, negotiations, budgeting and planning programs, altogether making Hastings Union Free School District one of the outstanding school systems in NY and the nation. His abilities have also been widely recognized, as he has served as a leader in so many positions: Lower Hudson Council of School Superintendents on their curriculum committee, scholarship committee, President of Chief School Administrators Association of Southern Westchester, chair of the Council's negotiations clearinghouse, and so forth. Dr. Russell has also published numerous articles and presented meetings at many meetings and associations, in NYC and nationally, showing his intelligence, dedication, and interest in education improvement over his long career. He has been recognized by the US Dept of Education, the Leadership Award of the School Administrators Association of NY State, and the National Association of Elementary School Principals.

Dr. Gregg Tracy (University of Cincinnati) is the principal of

Finneytown High/Middle School, Cincinnati, Ohio. Throughout his distinguished career as an educational leader, his unfailing support for the preparation of future school leaders has been remarkable. Since 2000, Dr. Tracy has been a truly inspiring principal in the Finneytown Local School District. As a collaborative, transformative leader, he works in consultation with all the stakeholders in his community to articulate a clear vision for the school, focusing on high expectations and the success of all students. From 1998 through 2000, Dr. Tracy was an Assistant Professor in the Educational Administration Program at the University of Cincinnati. After leaving this post to pursue a career as a building leader, he has continued to offer courses in (1) Supervision and (2) Communities and the Educational Process as an adjunct professor. While he was an Assistant Professor, his passion for developing excellence in future educational leaders led him over several years to coordinate and direct our Administrator Development Academy—a six-week intensive induction experience that introduces students to the foundations of educational administration and the development of interpersonal skills. Dr. Tracy consistently receives high ratings from his students, and as a practitioner/scholar he serves as an exemplary role model to his students.

Dr. William N. Miller (Pennsylvania State University) has been the Superintendent of Tyrone Area Schools, Tyrone, Pennsylvania since 1971. He is a “distinguished school administrator who has an exemplary record of supporting school administrator preparation efforts.” Dr. Miller is highly regarded as an outstanding educational leader, not only in Tyrone but also across the state of Pennsylvania. Over the years, he has encouraged many of the top educators in his school district to pursue graduate work with Penn State. He also has collaborated with Penn State and served on committees advancing the field of educational administration. Dr. Miller has been an active member for 35 years in the Pennsylvania Association for School Administrators, and has been involved with the Pennsylvania School Study Council, Shippensburg University School Study Council, Association for Supervision and Curriculum Development, Pennsylvania Association of Rural and Small Schools, National Society for the Study of Education, and Blair County Chamber of Commerce. He has also chaired and been a member of various community, school advisory, and church groups.

Ms. Nanci Schneider (Portland State University) is the Senior Program Advisor at Northwest Regional Educational Laboratory, Portland, Oregon. During her career she has brought her skills and expertise to wide range of leadership roles. She has been a nationally recognized award-winning principal of a Blue Ribbon School, as well as a YMCA Woman of the Year honoree. Ms. Schneider is a sought-after presenter and professional developer. Her work has included building principal, district k-12 School Improvement Director, statewide director for accountability, and Regional Representative for the Northwest Regional Educational Laboratory. She currently serves on the Superintendent of Public Instruction’s Professional Educator Advisory Committee as well as the statewide Communication Advisory Team. In addition, Ms. Schneider works with the Oregon School Boards Association as they develop a statewide program linking school board professional development with student achievement. She also serves as a steering committee member of the Statewide Action for Educational Leadership Project. Ms. Schneider serves as an Adjunct Professor at Portland State University, and in this capacity has for several years contributed her expertise to the on-going development and refinement of the administrative licensure program for the University’s

statewide preparation program. She has been active on the faculty team in designing and piloting courses reflecting the new national standards for administrative preparation. She plays a leading role in the PSU Statewide Advisory that guides this award-winning program.

Dr. Louise Moore (University of Dayton) has served as a Catholic elementary school teacher and principal for the past 32 years in Dayton, Ohio. She has always been willing to share what she knows in order to foster the growth and development of colleagues, staff and students. She is respected by her colleagues as an effective school leader and she embodies what it means to be a genuine person of faith and commitment. Dr. Moore demonstrates a love and enthusiasm for people, good organizational skills, common sense, and a genuine understanding and appreciation for today’s schools. As an adjunct faculty member in the Department of Educational Leadership, she presents herself in a professional manner and constantly strives towards self-improvement. Dr. Moore has been recognized by the NCEA Distinguished Principal, NCEA S.P.I.C.E award, and the Outstanding Non-Public Elementary Teacher.

Dr. Jean Eagle (Miami University of Ohio) has been Director of Curriculum, Intervention, and Partnership of the Talawanda-Miami University Partnership, Oxford, Ohio for the past seven years. Dr. Eagle has worked in the Talawanda district for 25 years as an elementary school principal and music teacher. In her current position, Dr. Eagle manages the organizational infrastructure of the Talawanda-Miami Partnership, facilitating partnership activities between the university, the community, and the district. Dr. Eagle administers all the internships, university student volunteers, and America Reads work study students in the two elementary schools. She is also the point person for student-teacher placement and clinical practicum experiences, and is a resource for grant activities. Most notably, Dr. Eagle spearheaded the incorporation of the arts into the Partnership plan by linking faculty in the University’s School of Fine Arts with the school district and community arts agencies. This past year, Dr. Eagle participated in a community engagement project called the Talawanda-Miami Study Circles. One hundred citizens from the district, from a wide range of backgrounds and interests, joined together in eight study circles, which she supervised with creation, always forefronting the community-based, participatory character of experience. In her years of diverse work in the district, Dr. Eagle has shown leadership, communication skills, special tact, and good humor.

Dr. Melissa M. Conrath (Ohio State University) is the Superintendent of Worthington City Schools, Worthington, Ohio. Prior to her current position, Dr. Conrath was the Superintendent for Big Walnut Local Schools for 10 years and also served in several school districts in classroom teaching and curriculum administration capacities. Over the past several years, she has served in an Adjunct Professorial capacity, teaching Principalship and Superintendent programs at the Ohio State University. Among her responsibilities as superintendent, Dr. Conrath is also on the Board of Directors for the Big Walnut Chamber of Commerce and the Board of Directors for Big Walnut Education Foundation. She is active in numerous professional organizations such as Buckeye Association for School Administrators, Instructional Technology Services of Central Ohio, Inc., and the Ohio Resource Center for Mathematics, Science, and Reading.

Dr. Neal Nickerson (University of Minnesota) has been the Director of the Minnesota Principal Assessment Center since 1986. Dr. Nickerson is an outstanding practitioner, scholar, and university citi-

zen. His career spans the educational gamut from K-12 schools to post-secondary pursuits. He was the co-facilitator of the Grad I and II leadership training collaborative project between the University of Minnesota and Josten's Corporation. He was advisor to the M.Ed. Youth Leadership program and still serves as a program coordinator within the Department of Educational Policy and Administration. Dr. Nickerson initiated two major and ongoing endeavors – the Administrative Internship Program and the Minnesota Principal Assessment Center. He is active in guiding the learning and leadership of new administrators. He is generous in sharing his expertise and teaches several classes in the licensure program via ITV. He has done much in keeping his research real by always maintaining contact with the schools about which he teaches. Indeed, Dr. Nickerson has creatively used his leaves of absence from the University of Minnesota to lead various K-12 schools. On one of the leaves, he was the Associate Director of the LEAD Project for the Saint Paul Public Schools. Dr. Nickerson has authored numerous articles in professional and practitioner publications. He is a member of many professional associations including the Minnesota Association of Secondary School Principals, National Association of Secondary School Principals, Phi Delta Kappa, Association for Supervision and Curriculum Development, and the National Middle School Association.

Mr. Robert Presley (Texas State University-San Marcos) is the Associate Superintendent for Human Resources in the Hays Consolidated Independent School District (Hays CISD), Buda, Texas. Mr. Presley and Hays CISD have consistently engaged in strong and productive formal relationships with Texas State during his long tenure with the district, including several years as high school principal. He recognizes the mutual benefits that result from such a relationship, and he remains intimately and significantly involved in many collaborative projects. Mr. Presley can always be counted on to be front and center in offering high-quality sites for early field experiences, field-based instruction, student teacher placements, and principal internships. He has been instrumental in special attention to administrator development by working closely with Texas State to develop principal preparation partnerships. Furthermore, Mr. Presley always participates in activities on the Texas State campus related to educator preparation by serving as a presenter and/or panelist on topics of practical relevance. Additionally, he is a long-time participating member of the Texas State Center for Educational Partnerships and frequently hosts meetings of the planning group at sites in the Hays CISD. Perhaps his greatest contribution is his enthusiastic support for those pursuing leadership goals in education, including field-work and internship sites for those studying educational leadership; professional development partnerships for new assistant principals and central office staff; and complete professional and financial support of participants in the Teacher Fellows Program.

Dr. Harvey B. Polansky (University of Connecticut) has served as the Superintendent of Schools in Southington, Connecticut for the past five years. Beginning in 1979 he has compiled a record of distinguished service in a variety of school and district level administrative positions including Assistant Superintendent and Director of Administrative Services. He began his educational career in New York as a Social Studies and Science teacher. Since earning his doctorate in 1987, he authored over 30 articles and has edited a textbook on school law. He has led sessions at national conferences on topics such as student achievement, strategic planning, and administrative reform. He serves as an adjunct professor on the faculty at both the

University of Connecticut and Southern Connecticut State University. Dr. Polansky also serves as one of three Connecticut Superintendents on the AASA Governing Board, as a representative on the Committee on American and International Schools Abroad, and as a member of the Gates Committee for Leadership in Technology. Because of his outstanding educational leadership he was the recipient of the Golden Shield of Courage in Leadership Award bestowed by the Connecticut Association of Public School Superintendents.

Dr. Ray Wilson (Clemson University) currently the Executive Director of Western Piedmont Educational Consortium in Waterloo, South Carolina. He has been invaluable in helping the Department of Educational Leadership at Clemson in making important linkages throughout the state of South Carolina. Through his leadership, Clemson has established partnership with a consortium of ten regional school districts in the Western Piedmont Educational Consortium. With this partnership, Clemson is delivering on-site leadership preparation programs at both the masters and doctorate levels to students in remote state locations who would experience difficulty in accessing graduate education. Dr. Wilson has partnered in the teaching of classes and in establishing a well-stocked and technologically-advanced classroom that supports instruction for the students. He has assisted contributing to the writing of a leadership development grant with professors, has involved regional superintendents and others in contributing to departmental curriculum development for the classes, and assists regularly with recruiting and collaborative selection of students for the program at Clemson.

UCEA Employment Resource Center

UCEA Job Search Handbook

The UCEA job search handbook, located on the UCEA website (www.ucea.org), is an online resource for aspiring educational leadership faculty members and the institutions that prepare them. The handbook was created by Scott McLeod (University of Minnesota), Ken Brinson (North Carolina State University), Don Hackmann (Iowa State University), Bonnie Johnson (University of Kentucky), and Lisa Collins (Lehigh University) based upon a set of materials they have developed about the job search process for Educational Administration academic positions.

The handbook includes a variety of tips, techniques, and other useful resources and is intended to enhance the quality of the job search process for educational leadership faculty candidates. Topics covered in the Job Search Handbook include: preplanning, preparing an application, the interview, post-interview tactics, negotiations, and sample materials. These materials have been presented during the Annual UCEA Graduate Student Symposium for the last few years and have received tremendous praise.

UCEA Job Posting Service

UCEA provides, free of charge on its website, links to job position announcements. To submit a posting for the website, please e-mail the URL for the position announcement (website address at your university where the position description has been posted) to Laarni Goma (ucea@missouri.edu). A link will then be provided from the UCEA job posting page (<http://www.ucea.org>) to the job announcement.

Update on the Digitization of Pre-1999 EAQ Issues

The SAGE backfile digitization project involves digitizing all the journals SAGE currently publishes back to Volume 1, Number 1 and *Educational Administration Quarterly* is included in this effort. SAGE undertook this project to ensure the widest possible dissemination of the content of SAGE journals, given that there is considerable demand for older issues.

Thus far SAGE has digitized about one half of the 2 million pages that will be available online starting in 2007. Eventually it plans to host all the content on SAGE Journals Online. The functionality of the backfile content will be the same as that of the current issues—just as searchable, etc. Currently, institutional subscribers have access to the electronic files for volumes as far back as 1999. The older backfiles (Volume 1 through 1999) will be offered online to institutional subscribers in the following ways:

I. As a one-time purchase

A. The “SAGE Journals Backfile Set” (working title). In this offering all the backfiles for journals published by SAGE would be sold as a discrete “product” in a one-time transaction. This business model is already employed by a number of publishing houses, and we think it will be the most popular option with our customers. It is liked by larger institutional customers because they get the full breadth of journal content in perpetuity through a one-time purchase, often using special funds currently available for just such purchases. This model and the next one bring with them on-going hosting obligations.

B. Single-title backfiles. Smaller libraries that prefer to choose among our titles will like this option. It, too, is a one-time purchase of the backfile but in this case on a title-by-title basis. Similar to the previous option, it provides the purchasing institution with perpetual access to the content.

II. As an annual purchase

This option works more like a regular subscription in that it will need to be renewed annually. It will be less expensive than the one-time purchase options and will require that the customer have a current subscription to the journal(s). In common with the offering described earlier, institutions will be able to choose to subscribe to just individual journals’ backfiles (title by title) or to the entire SAGE Backfile Set.

III. As a single article

This option is often called “pay-per-view” (PPV) and is already available for your current online journal. Through PPV, anyone around the world can purchase a single article for download.

If you have any questions, comments or concerns about the SAGE backfiles project please contact Catherine Lugg, UCEA Associate Director of Publications (lugg@rci.rutgers.edu).

Point/Counterpoint: Separate or Together? Preparing Educational Practitioners and Researchers

Julie F. Mead, Point-Counterpoint Editor

Recently, schools of education have been increasingly called upon to justify their relevancy in the preparation of educators and educational researchers in this era of educational accountability. Programs that train school administrators have likewise been called to task for what some see as inadequate preparation for leadership positions where schools’ efforts are tightly monitored by states through assessment regimes designed to comply with the provisions of the No Child Left Behind Act. As such, these criticisms have prompted leadership programs to question their missions, their curricula, and the manner in which training is provided to students. One such question that is of particular and increasing relevancy to leadership programs that train both school leaders and educational researchers is this: “Can a university graduate program in educational leadership adequately prepare both practitioners and researchers?”

The two essays that follow address this question from two different perspectives. Arguing the positive response, Paul V. Bredeson, Professor and Chair of the Department of Educational Leadership and Policy Analysis at the University of Wisconsin-Madison posits that preparing practitioners and researchers together is necessary to avoid dichotomizing theory and practice to the detriment of those who choose either career path. James W. Gutbrie, Professor and Chair of the Department of Educational Leadership and Policy at the Peabody College of Vanderbilt University counters that the modern demands on school leaders and researchers require specialized skill sets that can only be properly learned in programs dedicated to one arena or the other. These thought-provoking essays are likely to spur considerable reflection on the issue as programs grapple with how best to serve the needs of aspiring practitioners and researchers, whether together or separately.

Integrated Doctoral Programs in Educational Leadership: The Case for Preparing Practitioners and Researchers Together

By Paul V. Bredeson

Can a university graduate program in educational leadership adequately prepare both practitioners and researchers? When first asked to address this question, my initial response was unequivocal. Yes. Not only can universities prepare the next generation of educational leaders for the nation’s school as well as scholar/researchers for policy centers and academic positions, it is highly desirable that they do. My position is anchored in five key points.

- The mission of graduate programs in universities, especially large public research institutions, includes more than career/vocational training, professional or other. The modern university exists and is supported by constituents in states to create, disseminate, and use new knowledge to serve individual and collective interests and needs, address critical challenges, and to prepare and advance more defined career interests and vocations.
- It is highly desirable to integrate the preparation of educational leadership practitioners and researchers because the complexity of emerging challenges facing practitioners and scholars requires interdependence in knowledge creation and use whether in the hot action of schools or in policy/research circles.
- Joint preparation of practitioners and scholars avoids the unrec-

essary and often times artificial separation of theory and practice, a longstanding stereotype that exists in applied professional fields.

- In the field of educational leadership, universities are uniquely positioned to bridge the span between the contexts of daily leadership practice and research centers to create, disseminate, and apply new knowledge. Integrated preparation programs for practitioners and researchers provide disciplined and mutually supportive teaching and learning environments to create knowledge through inquiry, construct shared understanding and meaning through collaboration and interaction, and build an inclusive professional community.
- Integrated Ph.D. programs provide opportunities for purposeful interaction between practitioners and researchers and for career flexibility for experts, K-12 school leaders or academicians, enabling them to move between the two work contexts without unnecessary career path obstructions.

My intention in this opinion piece is to make a general case for the necessity and desirability of integrated Ph.D. programs to prepare practitioners and scholar/researchers. Though I cite general examples from the field of educational leadership, my primary reference for how a Ph.D. program in educational leadership can successfully serve both scholar/researchers and educational practitioners comes from my experiences over the past 24 years as a professor at Ohio University, Pennsylvania State University, and the Department of Educational Leadership and Policy Analysis at the University of Wisconsin-Madison.

Institutional Mission

As universities confront new challenges and lay out strategic directions for research, teaching, and service, institutional mission statements are regularly revisited and often updated. The mission statements for my institution are likely similar to those of other large public Research I institutions. Whether at the department, school, or university level, the mission statements are at once wide-angled and inclusive. Each of the following mission statements from three institutional levels expresses a shared *raison d'être*; one that encompasses more than narrow career specializations or any single purpose. The mission to create, disseminate, and apply new knowledge is intended to serve a university's immediate clients, its currently enrolled students, as well as to reach beyond the boundaries of the campus, state, and nation serving the larger society and future generations.

University: *The primary purpose of the University of Wisconsin-Madison is to provide a learning environment in which faculty, staff and students can discover, examine critically, preserve and transmit the knowledge, wisdom and values that will help ensure the survival of this and future generations and improve the quality of life for all. The university seeks to help students to develop an understanding and appreciation for the complex cultural and physical worlds in which they live and to realize their highest potential of intellectual, physical and human development.* (University of Wisconsin-Madison, 1988).

School: [The mission of the School of Education is to] [c]ontribute to local, state, national, and international communities by demonstrating and fostering excellence in research and practice in education, the arts, and human services. (University of Wisconsin-Madison, School of Education, 2001).

Department: *The mission of the Department of Educational Leadership*

and Policy Analysis is to create, integrate, exchange, and apply knowledge about leadership, learning, and organizational performance to advance educational quality and opportunity. (University of Wisconsin-Madison, Educational Leadership and Policy Analysis, 2006).

As professors within these public institutions, we are obliged to take on this mission. Through an integrated leadership preparation program within the field of educational leadership, one designed to be more than a self-replicating mechanism for advancing the professoriate or solely dedicated to training school administrators, we serve this mission. The mission of a public research university enlarges and enriches possibilities for all of students and the communities they serve by providing policy researchers, future professors, and practicing school/community leaders with a disciplined and integrated learning space: one that fosters an environment in which critical issues and challenges in educational leadership and organizational performance are addressed from different yet complementary theoretical, methodological, and career perspectives.

Understanding Complex Phenomena Requires Interdependence

The creation, dissemination, exchange, and application of knowledge about leadership, learning, and organizational performance to advance educational quality and opportunity involve a complex set of relationships. From a traditional career perspective, some might argue that unique skills sets, knowledge, and training are required to prepare professionals to work in each of these areas. Thus, the creation of new knowledge and testing of theory are viewed as intellectual tasks, e.g. for scholarly researchers, while the exchange and application of new knowledge are viewed as practitioner tasks. I believe this view unnecessarily fragments the field of educational leadership and privileges some types of knowledge and expertise over others creating a hierarchy of knowing which diminishes the work of both scholars and practitioners. For instance, it is not unusual to hear practitioners say they pay little attention to scholarly research because its form and content are often of little help to them in their daily practice. While within the academy, practice/context-free theories and constructs are often spiritedly debated in ever narrower academic sub-specializations at professional meetings.

Integrated doctoral programs recognize the important differences in career specializations, expertise, and unique skill sets between university professors and school principals. The instructional design issue here requires flexibility to address individual specialization needs while not sacrificing the substantive dialogue between scholar/researchers and educational practitioners that comes in commonly shared seminars and learning activities where there is a significant overlap in professional knowledge. Through individual advising, program planning, and multiple opportunities for differentiation in cognate concentration and minor fields, candidates with different career goals can specialize and acquire requisite skills in such areas as statistical methods, policy analysis, supervision and assessment of instructional practices, and/or organizational change. Yet, these same candidates regardless of career path have extended opportunities to test their ideas and practices, whether academicians or school leaders, through public discourse creating a language of exchange that serves all stakeholders vested in leadership, learning, and organizational performance.

Recently, the US Department of Education (2003) stipulated in "A User Friendly Guide" that educational practices should be endorsed and by extension funded based on whether or not they provide "rigorous evidence" with the "gold standard" for evidence anchored in randomized, controlled experimental design studies. Randomized

controlled trials are important to investigators whose research centers on questions amenable to the basic assumptions and demands of experimental design research. Rigor, however, is not a hostage of experimental design. It is evidenced in a wide variety of research traditions including collaborative action research commonly carried out by practitioners in schools (Zeichner & Noffke, 2000). Nearly a half century ago, Andrew W. Halpin reminded students of administrative theory that, "There is more than one gate to the kingdom of knowledge. All human knowledge is partial, and as human beings none of us is so rich in understanding that he can afford to ignore any of the several gates to the kingdom of knowledge" (Campbell & Lipham, 1960, p. 3).

Theoretical Practice and Practical Theory

Over the past 24 years, I have often heard doctoral students, aspiring academicians and practitioners, dichotomize their professional knowledge about school leadership and learning into theory or practice. Depending on the level of abstraction, a principal, for example, in a class might say, "Well, that's fine in theory but I'm interested in practice," suggesting that there is no connection between the two. Generally this prompts me to ask this administrator the following question. As a principal, what's it like for you to practice without theory? After some moments of bewilderment to such a puzzling question, this student and his colleagues begin to identify theoretical frameworks, theories of action, and analytic schema that inform their professional work. Thus, articulating the connections between theory and practice. Similarly, aspiring researchers develop inquiry skills and conceptual capacity to move beyond method and simple description of phenomena to understanding the implications of their questions and subsequent findings to theory construction and/or testing. Thus, whether one is a scholar or a school principal, understanding the relationship(s) among phenomena of interest (theory) is critical to successful practice and well designed research. Integrated doctoral programs provide on-going opportunities for practitioners and aspiring scholars through dialogue, collaborative field work, and research to understand that theory and practice are complementary not dichotomous.

Bridging the Institutional Chasm

Integrated doctoral programs for scholars and practitioners in educational leadership are uniquely positioned to bridge the span between K-12 schools and research/ development centers located in universities. I believe the metaphor of a bridge is an appropriate one because the comparison suggests a connection providing access and opportunity for exchange and interaction between two very different institutional landscapes respecting the unique mission and features of each. Archibald W. Anderson (1951) described this chasm as a *profession divided*. He argued that the professions in education, teaching and administration, had been horizontally and vertically segmented primarily based on functional tasks. The horizontal segmentation divided the profession into specialized subject matter and types of specialized work, while the forces of vertical segmentation further divided these specializations into, "elementary, secondary, and collegiate levels, accompanied by invidious distinctions in prestige and financial reward. These differentiations in function have often degenerated with narrow and vested interests with limited distorted views of the over-all job of education, and into unfortunate and harmful cleavages in authority and status. This condition has seriously hampered the development of professional unity and of a common professional conception of the educational task." (p. 46-7)

School administration as a professional field did not gain status until the early 1900s when Teachers College introduced courses designed to assist "head teachers." By the 1960s there were more than 300 colleges and universities engaged in the preparation of school leaders (Nolte, 1966). The elusive notion of a grand theory of administration to guide the preparation and practice of school administrators animated the early drive to bring the resources and expertise of disciplined inquiry from the university settings to the preparation and practice of school leadership combining the wisdom of practice with research and theoretical understanding.

Coupled with this history, the introduction of new technologies and tools for studying leadership, learning, and organizational performance have changed. These include such advances as new computer technologies, new hardware and software to examine data, and the introduction of new research designs, each creating new possibilities as well as challenges for researchers. Similarly, public schools, and the professionals who work in them, have experienced the introduction of new technologies and designs in curricular content, delivery, and methods for evaluating learning outcomes. This process has affected teaching and learning, assessment, and the allocation of resources. Whether practitioner or scholar, new technologies clearly have and will continue to influence the nature of work but not the underlying mission and purpose of that work—to enhance the quality of life and opportunity for students, their communities, and future generations through education.

Several questions remain. Has the effect of institutional history, the introduction of new technologies, and new challenges in education been so profound in terms of the nature of professional work and expertise in these two settings, that trying to prepare highly skilled and successful scholars and practitioners in one doctoral program is a fool's mission? A recent initiative at the Wisconsin Center for Education Research (WCER) addresses this question directly. The "embedded researcher" is a WCER employee funded by the Milwaukee Public School District. This scholar/practitioner's primary work is to 1) conduct meaningful research, 2) promote research as an agent for change, 3) facilitate bringing research into practice, and 4) provide evidenced-based solutions for tomorrow's students, parents, and educators. Bridges are important, but without daily crossings in both directions they would serve little purpose. Administrators-in-residence, full-time administrators on study leave to complete dissertations, and adjunct professors from the field are other examples of educational professionals who regularly cross the bridge between the university and K-12 schools and policy centers.

Finally, does the combination of history, new technologies, and challenges render the notion of an integrated doctoral preparation program for practitioners and scholars to that of a quaint chapter in the history of educational leadership? My belief is that Anderson was arguing for a conception of education, teaching and administration, beyond function tasks: one anchored in a more unified view of education and its mission in a democratic society. While recognizing the importance of requisite knowledge and unique skills sets to carry out particular functional tasks in education, the primary organizers for the education profession encompass more than tasks and roles including purpose, mission, and moral imperatives to serve students and society. One of the primary goals of integrated doctoral programs for practitioners and scholars is to use new technologies and challenges not as reasons for further segmentation, but rather as opportunities to bring the educational enterprise back together with professional unity and purpose.

Integrated Doctoral Programs Provide Career Flexibility and Mobility

Although many candidates enter doctoral programs with clear career aspirations and goals, early motivations and intents are not the same as career determinism. Doctoral studies are meant to be more than instrumental processes for career placement. To varying degrees, doctoral candidates have already identified things they do not know and need to learn. Yet most entering doctoral students also share a blind spot—not knowing what they do not know. Emersion in doctoral studies, especially integrated doctoral programs, addresses both of these needs. All students grow and develop as they proceed through the various phases of doctoral work. In many cases the learning process aligns directly with earlier career goals. In other cases, new learning is transformative redirecting intellect, passion, purpose, and career goals. Next, I use my personal career history to illustrate transformative possibilities through integrated doctoral study programs.

Sometime ago (I really don't want to talk about this in decades) I received an undergraduate degree from a large state university and began my teaching career as a high school Spanish teacher. After my first year of teaching in Connecticut, I began graduate studies in Spanish-American literature. After completing several courses as a part-time student, I entered a doctoral program as a fulltime student in the Spanish Department at the University of Wisconsin-Madison. Interestingly, the issue of whether I wanted to continue as a practitioner (classroom Spanish teacher) or become a scholar of Spanish American literature was never raised during my graduate studies. My graduate school colleagues were pursuing various careers—teaching, foreign service, and research/higher education among them. After completing a master's degree and deciding not to complete the Ph.D., I taught high school Spanish for another five years.

Subsequent employment in a small school district provided a unique opportunity for me as a teacher to consider becoming a school principal. In those days, two courses in administration and a Masters degree certified me to be a licensed administrator in Wisconsin. I enrolled in an administrator certification program as a part-time graduate student. The program was embedded in an integrated doctoral program for practitioners and scholars. I became a high school principal. After several years in this position, I decided to complete my doctoral work and become a school superintendent in a larger district. This decision eventually led me to full time studies in the Ph.D. program in educational administration. Five years later, though it never occurred to me at outset, I began my career as an assistant professor of educational leadership. I was afforded the opportunity to move from my professional work as a practicing administrator to an academic position in a public research university. I use my personal biography simply to illustrate career flexibility. It is highly unlikely that I would have had the opportunity to present my case for integrated graduate training programs for practitioners and scholars in the *UCEA Review* had I not been afforded the flexibility and possibility to enhance my career as a practitioner along the way to becoming a scholar of school leadership.

Finally, it seems reasonable to ask whether or not such career transitions are still possible today. With the intensification of work for professors, practitioners, and policymakers and increased demands for specialized training, the allure of separate programs and fragmentation by career interest is a tempting structural/delivery option. There are important differences in the work of policymakers, practitioners, and scholars making career mobility challenging but not impossible.

Integrated doctoral programs have historically been able to produce both strong practitioners and distinguished scholars and these same programs will continue to find ways to accomplish this work. I can only think how greatly diminished the field of educational leadership would be today without such notable career boundary crossers as Larry Cuban, Diana Pounder, Jerry Patterson, Howard Fuller, Fran Kochan, Robert Peterkin, James E. Sweeney, Robert "Jerry" Starratt, and Juanita Garcia to name a few of individuals who have successfully negotiated the crossing.

Conclusion

Notwithstanding the challenges of preparation and practice for educational leaders—policymakers, practitioners, and scholars—integrated doctoral programs are necessary and highly desirable structures. They simultaneously serve the broad mission of research universities. They bridge the chasm, conceptually and practically, between various educational sectors providing access and opportunities for exchange of leadership expertise among policymakers, researchers, and practitioners. Integrated doctoral programs also are designed in ways that avoid the artificial separation of theory and practice. Lastly, integrated doctoral programs foster an environment of flexibility to career professionals allowing successful career transitions from one area of school leadership practice to another.

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The Counterpoint Continued on Page 24...

**2006 UCEA Convention and
Hotel Registration Forms
Can be Found on
Pages 32 & 33**

Multi-Purpose Education Doctorates No Longer Palatable

By James W. Guthrie

Educational research and professional practice are now decidedly different activities. Increasingly, each has a separate and defensible technical basis. Doctoral programs should honor and reflect, not conflate, the differences.

Introduction

In some institutions, the education doctoral degree is a Ph.D. In others it is an Ed.D. Some institutions offer both. In a past era, a single track, dual purpose, research and practitioner integrated, doctoral program was possible, even sensible.

Old style doctoral programs in prestigious institutions such as the University of Chicago, Teachers College, Harvard, and Stanford University routinely graduated individuals who with grace and competence could manage a state education department, school or school district, philanthropic foundation, high level government or international program, or teach university courses. Illustrious individuals such as H. Thomas James, Roald Campbell, Harold (Doc) Howe, Frank Keppel, Roderick MacPhee, James A. Kelly, Joseph M. Cronin, Donna Shalala, Stephen P. Heyneman, and Larry Cuban were personifications of such multifaceted and multipurpose talent. They moved with ease from high levels of professional scholarship and instruction to program leadership, from classroom to boardroom, and back again.

Less so today. Modern education research increasingly is characterized by a rigorous scientific paradigm entirely different than was true even five years ago. Experimentation and large data set analyses are now the expected research mode. Measurement techniques such as regularly used by epidemiologists, psychologists, and economists, regression and discontinuity regression analysis, propensity analysis, and hierarchical linear modeling are increasingly threshold quantitative skills for methodological competency. These are skills sets and understandings that take time to impart, require immersion in analysis and research, and are not learned by lecture alone.

That is only half the story. Now that the production of students' academic performance, outputs, no longer the institution's consumption of public resources, inputs, is the measure of K-12 school success, being an educational administrator is becoming a sophisticated professional and technical challenge, not simply a bureaucratically oriented or politically concentrated endeavor.

Hence, education school doctoral degree programs that still attempt to meet all markets and cram both professional and research preparation into the same curriculum shortchange institutional obligations to enrollees and stigmatize education as a field. Failure to correct the shortcoming of one degree ensures continuance of weaknesses in both.

Illustrating The Problem

An analogy helps. Can physicians become researchers after attending medical school? Yes, but only in a limited sense. They can undertake selected analyses of patient treatments, sometimes even arranging for experimental treatment trials. However, they cannot delve into fundamental relationships between biochemical and physiological interactions, genetic research, or anatomical and mechanical processes without having far more intense disciplinary preparation than M.D. programs conventionally are able to provide.

Education administration and educational research have, at last, evolved in the same research manner as medicine and engineering.

An educational practitioner, having succeeded in a good Ed.D. program or a dual purpose Ph.D. program, may well have acquired elementary research understandings. Such will enable him or her to test varying practices, record results carefully, and add to a literature of evidence-based professional practice

However, what she or he cannot easily do, not from personal deficiency, but by virtue of limited academic preparation and examined experience, is design the detailed randomized field trials, statistically sophisticated data set analyses, and multiple cohort panel studies now characterizing acceptable education leadership and policy research. Such trainees cannot even meet advanced modern standards for case studies or survey analyses.

Nor is a conventional education school prepared practitioner qualified to undertake the sophisticated discipline based studies now flowing from psychologists, political scientists, sociologists, or economists interested in fundamental properties of human learning, organizational dynamics, leadership, or matters of policy and productivity.

A conventional educational administration doctoral program, of three or four years in duration, cannot hope to transmit sufficient knowledge to prepare an individual both as an able practitioner and an able researcher. To the extent to which such a program operates on the tired time of the day, its evening and weekend classes catering to full time employed practitioners, the challenge to high standards is even more daunting.

A comparison with health or engineering helps again. An M.D., dentist, pharmacist, veterinarian, or engineer pursuing a research career now typically seeks a Ph.D. in a related subject or cognate specialization. An M.D. would unlikely be able, without intense research specialization, to pass a Ph.D. qualifying examination in biochemistry, genetics, or physiology. Of course, he or she would also be unlikely to be attending graduate school part time while holding down a full time job. Similarly, however, a Ph.D. candidate in, say biochemistry or physiology, would be almost completely unprepared to sit for a physician's various clinical and professional board examinations. The roles of researcher and practitioner are sufficiently different that reciprocal certification and role reversal would now be unthinkable, not to mention illegal.

Here is a simple litmus test for the quality and propriety of a modern era single purpose research preparation program or a modern era practitioner preparation program. An enrollee in either of such endeavors should not be sufficiently qualified by way of schooling or experience to pass the comprehensive examination or undertake the capstone experience or dissertation that the alternative program requires. If the comprehensive examinations or capstone requirements for research and practice are the same, program purposes, research preparation, and practitioner professional training have all been woefully compromised.

Why a Dual Purpose Single Track Program Cannot Now Stand And How Has the Change Come About?

Since when did being a successful practitioner involve such sophisticated skill sets? How did this happen anyway? Conversely, when did the underlying paradigm for education research undergo a transformation to an endeavor ever closer to science and how did that happen?

"A Nation at Risk:" When Education in America Began to Matter

One can trace an evolutionary line of contemporary education change from the 1983 release of "A Nation at Risk," through the 1989 Charlottesville Summit and its unprecedented generation of a set of National Educational Goals, through to the 2001 enactment of "No

Child Left Behind.” If one needs a triggering mechanism or causal explanation, concentrate on fundamental economic changes occurring throughout the world.

From the time the United States was a colony until relatively recently, our nation has depended upon the capacities of a slender few educated elite to operate its economy, manage government, direct its military, and maintain its universities. Most citizens were not well educated and, for narrow economic purposes, did not need to be. Johnny could drop out of school, get a job, and still earn a sufficient amount on an assembly line to marry Mary and maintain the material American dream.

However, the late 20th century coincidence of rapid travel and microchip electronics spelled the end of routinely available well paying low skilled jobs. New technologies fueled a new global economy wherein capital no longer recognizes national boundaries and whereas low tech assembly line jobs, when they exist at all, are to be found offshore, seldom in America.

Under such sophisticated conditions, a company or a person's greatest fear is that of being transformed into a commodity, open to purchase in an open competitive market or at auction rather than individually selected for quality or skill.

Under the new economic regime, education matters, not just for the elite, but also for everyone. The path to pursue a better life, and a chance for the American dream now winds its way through high school and into college. Most modern day parents recognize this changed condition, and they have expressed a political preference for better schools. Policy officials have responded, and No Child Left Behind (NCLB), much to many educators' lament, is the new education reality. (Regardless of NCLB deficiencies, to wish that it go away is tantamount to standing on the shore and ordering the waves to roll back-wards.)

NCLB symbolizes a dramatic turning point in American education. This legislation, however, awkward in its initial implementation, marks the departure from judging schools by inputs. Now, it is what schools achieve, not what resources they receive, that matters most.

Leading Learning and Policy; the New Professional Practitioner Paradigm

Managing a modern school, or a school district, for academic achievement is a far different and more daunting undertaking than pursuing past paths of ensuring student control, parental acquiescence, and political stability.

The professional skills and understanding that drive achievement involve technical and professional complexities such as knowledge of human learning, understanding of curriculum objectives, familiarity with modern performance measurement, comfort with managing by data, a feel for organizational complexity, conscious attention to leadership dynamics, appreciation for policy imperatives, comprehension of legal underpinnings, strategies for community and political engagement, understanding of budgetary processes and the empowerment they entail, integration of technology into both management and instruction, and a sustained sense of the significance of public information, community relations, and the ever evolving policy context.

If properly conveyed, the above practitioner oriented curricular components and professional experiences fill a doctoral program, all by themselves. It is unrealistic to think that one can layer significant research preparation on top or alongside of the above-listed complexity.

Conveying modern research capacity is equally complicated. Leadership and policy research training is not a function of coursework alone. To be sure there are fundamentals of research logic and design and multivariate statistics. But this is but a fraction of what producing a modern researcher entails. There are two other significant factors. One is substantive knowledge of a cognate field, be it psychology, political science, sociology, or economics. The other, and the most time consuming of all, is immersion in the act of research and the intense personal mentoring such should involve.

No self respecting doctoral program attuned to the production of modern education researchers can possibly layer multidisciplinary cognate knowledge, understanding of education institutions, research immersion, data set understanding, comprehension of methods, and mentoring on top of a full professional curriculum and expect to cover the content in less than seven years. It certainly cannot be undertaken in the context of a part time doctoral program

When did Education Research Become so Sophisticated?

No Child Left Behind symbolizes the transformation of education leadership expectations. What is the research analog?

How is education research being changed from a cottage industry dominated by single shot case studies, interviews, literature reviews, and mail surveys, undertaken by doctoral students and education school faculty members, into a modern multidisciplinary community of social and behavioral and scientists and skilled analysts embracing and promoting experimentation and research rigor?

Once education or schooling itself became significant for the majority of America's students, then it was inevitable that education research eventually would also undergo a paradigm shift. If elevating achievement, rather than maintaining the social and instructional status quo, is a schooling objective, then the quest for fundamental knowledge regarding learning, teaching, management, and policy also becomes elevated in significance.

Thus, the surprise is not so much that education research is, at last, assuming a trajectory of scientific rigor, but, rather, how fast the transition is taking place. Indeed, the intensification of research rigor is occurring at such a blinding pace that a casual observer cannot be faulted for missing the signal conditions that mark the transition.

The abrupt transition to research rigor has its roots in the No Child Left Behind Act. Here there are literally hundreds of references to the necessity of underpinning education practices and decisions upon scientific evidence.

With NCLB as a precursor, Congress passed the Education Sciences Institute Act in 2002. This legislation transformed a previously fuzzy concept of the federal government's research role into a far more precise vision. It also set the stage for appointment of Grover (Russell) Whitehurst as the first Commissioner of the Institute of Education Sciences (IES).

In a remarkably short period of time, Whitehurst, a psychologist by training and a SUNY Stony Brook Professor by experience, has transformed the federal research role. His insistence upon rigorous peer review, deployment of highly trained social scientists from economics, sociology, and statistics onto proposal review panels, rewriting of application guidelines to expect many research funding proposals be grounded in randomized field trials, outsourcing and Internet orientation of proposal submission processes, and injection of research expectations into previously moribund activities and fiscal sumps such as the Regional Educational Laboratories has resulted in a seldom before matched transformation of a federal agency. Instead

of following the pack, IES now is shaping American education research.

Conclusion

Given the new twin realities, rigorous expectations for both education research and practice, a single, all-in-one, advanced degree no longer is sensible.

In many higher education institutions, those offering only a Ph.D. or only an Ed.D., or even in institutions in which both degrees are offered but little distinction is made between the two, a reform is needed.

The Ph.D., historically research degrees at least in most academic fields, and the Ed.D., a practitioner degree, at least by initial intention, need to be separated, and each deserves a distinct purpose, program standing, and pride.

Bringing such a separation into reality, establishing an individual dignity for each, is seldom easy. Such a separation is as delicate and dangerous to the overall organization as is the surgery necessary to separate human conjoined twins.

It can be done. A select few institutions have succeeded. However, the steps necessary for doing so successfully are complicated in nature and intense in their time commitment to complete.

Specifying and explaining these steps can be a subject for a subsequent series of articles. For now, suffice it to argue that such a separation of doctoral degree purposes is now imperative for professional pride, institutional regard, and individual student participant well being.

There is a final consideration. Those who contend one degree is the solution or are better than two degrees often rely upon the prestige argument. They contend the Ed.D. is tainted and only reliance upon the Ph.D. offers a prospect that the degree will convey status and be perceived with regard.

While this argument is not foolish, it is short sighted. As soon as a non-educator is made aware the Ph.D. at hand was awarded in education, the recipient's status is at risk.

The solution is not in a single or even a dual degree. The ultimate answer is to render either or both of such rigor as to ensure a deserved level of high regard.

ISLLC

Public Comment Period Extended

The National Policy Board for Educational Administration has extended the deadline for providing comments on the current ISLLC standards from June 1 to **September 1, 2006**. The NPBEA would like to hear your perspectives on the relative strengths and weaknesses of the current ISLLC standards for entry-level school and district leaders. This information will be used to update the ISLLC standards and in the revamping of the ELCC standards for NCATE. Your input is greatly needed to update these standards which will affect the licensure of future administrators and the administrator preparation programs at universities and colleges across the country. The ISLLC standards may be downloaded off of the CCSSO website at: <http://www.ccsso.org/content/pdfs/isllcstd.pdf>. Please send your comments to Nona Prestine, UCEA's representative on the ISLLC revision steering committee. Her email address is: prestine@psu.edu

UTSA Learning from the UCEA Application Process: University of Texas at San Antonio's Experience

Elizabeth Murakami-Ramalho and Alan Soho,
Department of Educational Leadership and Policy Studies

In November 2005, The University of Texas at San Antonio (UTSA) was recognized as a UCEA full member institution. The faculty in the Department of Educational Leadership and Policy Studies at UTSA has worked diligently the past few years to align UCEA's mission statement with the program offerings in the department. The rewarding news comes at a meaningful time, as the UTSA department of Educational Leadership and Policy Studies (ELPS) prepares to co-host the 2006 UCEA conference in San Antonio, Texas.

The UCEA membership application process was informative and enriching. It invited department members to review every aspect of the department's master's and doctoral programs. The process prepared us to articulate our activities and efforts in a concerted way. In addition, the application process provided the department with a means to focus on areas needing further examination. In this article, we briefly introduce UTSA and its efforts to become a research intensive institution, followed by the department's reflections on the UCEA review process and the lessons we learned from the experience.

The College of Education and Human Development (COEHD) and the ELPS Department

UTSA has been preparing educational leaders since 1973. The college's vision to become an international model for developing inclusive, transformative leaders is taken seriously, especially due to its mission to become a top-tier research university. The remarkable increase in student enrollment (46% since 2002) and degree offerings in recent years has enhanced the commitment of faculty and administrators, making UTSA one of the fastest growing public universities in Texas. The university's commitment to the communities it serves has translated into a concerted expansion observing the mission to provide access and opportunity for students, and a vision of becoming the state's next premier public university. Geographically, there is a social and civic responsibility to serve the southern part of Texas with programs and research focused on scholarly excellence and respect for diversity.

The Value of the Review Process

With the growing student population, there is genuine enthusiasm and investment from the College of Education and Human Development and the Department of Educational Leadership and Policy Studies to expand and revamp the quality of program offerings. The department has moved aggressively with this agenda to learn more about *what it means* and *what it takes* to transition into a research-intensive institution. To examine and reflect on our growing process, the UCEA membership review provided a great opportunity to take the next step in our development. This leadership initiative was conducted by a team of faculty.

The review process was threefold. It invited us to take a comprehensive view of our programs, critically examining areas in need of attention and improvement. Second, it invited us to examine the department members' composition, and how the collective contribution enhanced our programs. Finally, the process allowed us to deter-

mine how we could be a significant contributor to UCEA.

Program Review and Lessons Learned

The ELPS department is currently developing and revising programs in three fundamental areas: K-12 educational leadership, administration in higher education, and policy studies. One of the significant changes taking place in the department is a programmatic change in the Masters'/Principal Certification program. The program that carries tradition is the Master of Arts in Education – with a concentration in Educational Leadership. Under the leadership of Bruce Barnett, the master's program is gaining focus and recognition, changing its format to a Master of Education (M.Ed.) in Educational Leadership. In particular, changes are being made in the courses required for the principals' certificate as well as incorporating a concentration in higher education leadership, especially for student affairs administrators.

Equal efforts are in place to refine the doctoral program, under the stewardship of Page Smith. A commitment to enhance the quality of dissertation proposals and dissertations is the focus of the revision. The college has enhanced the doctoral student support through a number of fellowships to better socialize K-12 school practitioners to doctoral work. Pro-seminars have been adjusted to better prepare doctoral students to understand the craft of research and to move students beyond the "all but dissertation" stage. In addition, dissertation support groups have been initiated to provide a shared opportunity for mentorship among advanced dissertation writers and those initiating the process.

An outstanding feature of both programs is the cohort structure, successfully implemented since 1999. The cohort model has created a community of learners for master's students in San Antonio Independent School District and doctoral students. The shared opportunity is not only providing support during coursework, but is creating a professional network within and across schools, since most of the cohort students in the program are current practitioners in San Antonio area school districts. These student-practitioners have the chance to analyze their professional experience in class and develop rigorous analyses of their practice with professors in the department.

With the encouragement of the department, this significant learning-partnership with student-practitioners in the San Antonio area culminated in several presentations of school-university partnerships at UCEA. These practitioners were not only able to showcase their graduate work, but at the same time, understand the vital efforts of scholars in the field, providing as a consequence, an advanced opportunity to professionals in the San Antonio area.

Areas in Need of Improvement

The UCEA review process allowed the ELPS faculty to identify areas of improvement. For example, the improvement of graduation rates among doctoral students is a current concern. Even though more guidance is being offered through pro-seminars, outcomes of such initiatives bring slow returns. In addition, robust internship opportunities seem to be an area deserving attention. Principals and superintendents from the area currently mentor students. However, improvements could be made in terms of the depth of experiences available to the students and linkages between school districts and the department.

Another area of concern is related to the assessment of recent graduates. More information about their professional placement is needed in order to learn more about the roadblocks encountered by graduate students in their search for future professional aspirations as

well as their professional development needs. In addition, the department would benefit from an assessment from the employers. The assessment would bridge the aim to update the program in face of continuous socioeconomic/contextual changes in the area. The employers' assessment is fundamental in inform the department in the planning of seminars, workshops and symposiums. These professional development opportunities would not only benefit alumni, but current graduate students in preparation for the job market.

Conclusions

The application process was elaborate and extensive, generating a propelling effort toward the improvement of the department and its programs. The department cohesion and collegiality was well noted by the UCEA site evaluator. Equally transparent was the "commitment to grow without sacrificing research goals or the university's mission to the Hispanic community" (UCEA Executive Committee report, p. 5). However, a major difficulty for the department in the review process was that the university only recently embarked on the quest for research-intensive status. While the ELPS department has moved assertively to shape its programs, university infrastructure is still being developed. For instance, the College of Education and Human Development has only been in existence since 2001 and the doctoral program was implemented in 1999.

As the university follows its course to become a top-tier research university, the review process assured that the department is strong enough to be a viable member of UCEA. It is also our hope that the ELPS activities ignite a healthy conversation about ways to improve our efforts. Betty Merchant, Dean at the College of Education and Human Development and the ELPS department look forward to welcoming our UCEA colleagues in November 2006 to beautiful San Antonio to enjoy its festive atmosphere, stimulate new ideas, as well as to continue in its mission to improve the quality of practitioners, policy-makers and scholars in the field of educational leadership.



UCEA Appoints a New Associate Director for Graduate Student Development

UCEA is pleased to announce the appointment of Linda Tillman, the University of North Carolina-Chapel Hill as its new Associate Director for Graduate Student Development.

Professor Tillman is a faculty member at the University of North Carolina-Chapel Hill where she works with educational leadership and policy students. Professor Tillman is a graduate of the Ohio State University and a recipient of several prestigious awards, including the AERA Early Career Award. Her research and scholarship focus on the education of African-American students and culturally relevant research methodology.

Professor Tillman's responsibilities as UCEA Associate Director for Graduate Student Development include co-chairing the Barbara Jackson Scholars Advisory Committee and the David L. Clark Planning Committee, overseeing all UCEA-related graduate student development activities, enhancing current graduate student development opportunities and developing new ones, and working collaboratively with UCEA faculty to enhance the education of graduate students at and beyond UCEA institutions. Please help us welcome Professor Tillman by sending a word of congratulations (or an inquiry regarding UCEA graduate student development) at ltillman@email.unc.edu.



Barbara L. Jackson Scholars Program 2005-2006

By: *Cristi D. Ford*



The goal of the Barbara L. Jackson Scholars program is to support the social justice agenda in promoting diversity and equity in the preparation as it relates to the scholarship of educational leaders. This year, the program's goal has been to continue this mission and increase this network of wonderful scholars. This year, UCEA welcomed forty new scholars to this program. The new scholars have added volume and power to this flourishing program.

During the UCEA annual convention in November 2005, several events were held to connect the new and old scholars. The Julie Laible Memorial Session was an opportunity to give scholars an opportunity to talk with each other about their research and academic interests as well as give scholars a chance to exchange personal and professional experiences with other students and young professionals. This session was facilitated by Dr. Khaula Murtadha of IUPUI. A reception and recognition ceremony was held to honor the new scholars and allow the second cohort of scholars to meet mentors and connect with remaining scholars from the previous year. The recognition of scholars was presented by Dr. Michael Dantley, Miami University of Ohio and Dr. Michelle Young Executive Director of UCEA. The invited speaker for this event was Flora Ida Ortiz, emeritus professor. This event included the wonderful performance by the Tennessee Showstopper and allowed scholars individual time with their mentors. During the convention, several scholars also participated in a session scheduled in which faculty of color shared their experiences in the academy and scholars were able to express their difficulties and triumphs.

At the 2006 AERA convention in San Francisco, the Barbara L. Jackson Scholars met once again. UCEA introduced a new lecture series entitled the Barbara L. Jackson Lecture Series: Building Communities of Difference. During this occasion, the scholars were greeted by heartfelt words from Dr. Barbara L. Jackson. Dr. Khaula Murtadha of IUPUI, began the event with a ritual to set the tone of the evening. The event included a workshop by Dr. Linda Tillman entitled "What Your CV Says About You". Scholars were given an opportunity to receive suggestions to make their curriculum vitas more marketable and received individual attention and feedback on their existing vitas from scholars in the field. Dr. Kofi Lomotey of Fisk University was the featured presenter as he focused on "Successful Entry to the Professoriate" and provided the group with very insightful words. Upon completion of this event, several scholars and mentors continued the dialogue over dinner at Puccini and Pinetti in San Francisco's downtown district.

The 2005-2006 Barbara Jackson Scholars are: Lisa Bass, Karen Beard, Charlene Blake-Hudson, Deborah Blue, Patricia Blyden, Lori Bruce, Tina Boyle, Tammy Campbell, Delmae Darling, Odalys Diaz, Nkrumah Dixon, Alfred L. Dunn, Cristi Ford, Tamara Freeman, Tiffany Hogan, Sonya Horsford, Tony D. Johnson, Jerika Robinson Johnstone, Sophia Jones-Redmond, Dawn La Fargue, Stephanie Lee, Irma Doris Mendiola, Dymaneke Dinnel Mitchell, Yoko Miura, Khalifa Muhammad, Ava Munoz, Thu Suong Thi Nguyen, Terfot Augustine Ngwana, Darius Prier, Tallulah Shinault, Teresa Skette, Karen Smith, Shannon Stackhouse, Michael Stanford, Kimberly Stokes, Kenneth Tangie, Janice Wyatt-Ross, Felicia Wilson, Noelle Witherspoon, and Ran Zhang.



Overview of the 27th David L. Clark Graduate Research Seminar

The 27th David L. Clark Graduate Research Seminar in Educational Administration & Policy, held in San Francisco, California at the Westin St. Francis on April 6-7, 2006, provided an opportunity for forty graduate students and seventeen professors to assemble and discuss various research topics. The seminar is sponsored by Divisions A and L of AERA, UCEA, Corwin Press, Sage Publications, alumni of the seminar, and UCEA patrons. This seminar allows a select group of graduate students who are initiating their dissertation research the opportunity to interact with a distinguished group of scholars in order to receive valuable feedback on their dissertation research.

The annual selection process for the seminar begins with a student nomination by the department chair or dean of the student's institution. The nominees provide an abstract form along with a statement of proposed research that outlines their problem, methods, and how their dissertation research will contribute to theory and practice. The proposals are then distributed for blind review by a panel of scholars who rank each proposal. The final step in the process is to select the highest ranking proposals and notify all nominees of the outcome. Each year, UCEA and its partners (Division A& L of AERA) limit the number of attendees to around 40 students to participate in this highly selective program.

This year's participants arrived at the seminar and engaged in a number of enriching activities that provided scholarly and professional development. Thursday, April 6, was the first day of the event and began with an official welcome by Dr. Linda Tillman, Dr. Carolyn Herrington, Dr. Terry Astuto, and Dr. Michelle Young (Executive Director, UCEA).

After the welcomes and introductions, the first featured speaker, Arnetha Ball of Stanford University, spoke to the Clark recipients about the National Research Council's recently released standards for scientific educational research and how they did and did not "fit" her own research. The first small group work session followed the featured speaker. Faculty and participants were separated into 7 groups with each small group consisting of 2 faculty and 5 to 6 students. Each student gave a 20-25 minute presentation of their research to group members. Following each presentation faculty and the other doctoral students in the small group provided feedback and asked probing questions in an effort to push the students' thinking and to forward their research in a positive direction.

After the small group session, the second featured presenter Dr. Stephen Jacobson of University of Buffalo-State University of New York gave his presentation, which focused on the development of his line of research. This was followed by a second small group discussion. The culminating event for the evening included a banquet and a featured address by Dr. Lynn Okagaki, the Commissioner of Educational Research, at the National Center for Education Research, Institute of Education Sciences, and U.S. Department of Education.

On Friday, April 7, the seminar began with a continental breakfast and welcome. Dr. Michelle Young served as moderator for the opening panel, "Research Standards and Scientifically Based Research", which included Dr. Margaret Eisenhart (University of Colorado), Dr. Diana Pounder (University of Utah), and Dr. M. Terry Orr (Bank Street College). During this panel the faculty discussed the development of the NRC standards, the implications of the standards for research and writing in education and national research funding. A lively debate

followed the panel. Following the research panel the small groups reassembled to continue to discuss students' research.

The 27th David L. Clark Graduate Research Seminar provided an excellent opportunity for forty outstanding graduate students to meet and share ideas with seventeen distinguished faculty from some of the most prestigious institutions throughout the country. Through this opportunity, professional relationships were formed that will benefit both graduate students and faculty alike. It is through events such as this, as well as other important opportunities, that UCEA strives to assist new scholars in their academic and professional pursuits.

Faculty participating in the 2006 David L. Clark Seminar included:

Terry Astuto, Dorothea Anagnostopoulos, James Cibulka, Michael Dantley, Susan Faircloth, Maria Luisa Gonzalez, Carolyn Herrington, Stephen Jacobson, Jim Koschoreck, Betty Malen, Rodney Ogawa, Diana Pounder, Catherine Sielke, Gary Ritter, Linda Tillman, and Michelle Young.

Students chosen to participate in the 2006 David L. Clark Seminar included:

Thomas Aberli, Jennifer Bangerter, Deborah Blue, Alex Bowers, Marissa Cannata, Kimberly Carter, Yi-Hsuan Chen, Kimberly Curtis, Catherine Comstock Di Martini, Jenny Demonte, Myra Franco, Brynne Ford, Patricia Gaudreau, Michael Gill, Molly Gordon, Justin Guillroy, Eric Houck, Diane Hodgins, Gina Ikemoto, Lisa Kensler, Pamela Lenz, Hilary Loeb, Seth Marineau, M. Cecilia Martinez, Cheryl May, Annalisa Mendiola, Yoko Miura, Erica Mohan, Kara Mowrey, Michael Dennison O'Shea, Gerald Wood Robianni, Ingrid Roberson, Gabriela Silvestre, Charles Vanover, Olha Verkhohlyad, Kimberly Watson, Leslie Williams, Sheneka Williams, Janet Wojtalik, and Fara Zimmerman.

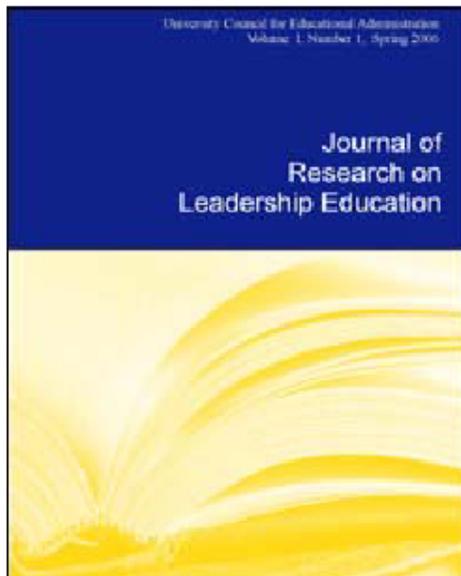
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Writing a will and including a bequest to UCEA allows you to choose where your estate will go and, in most cases, helps you to reduce taxes on your estate. Your bequest or planned gift-regardless of size-is a meaningful way to honor UCEA's work and assure its future.

If you are interested in receiving information about wills, charitable gift annuities or other planned giving opportunities available at UCEA-with no obligation-please contact UCEA's director of finance at 512-475-8592.

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Aims and Scope of JRLE

JRLE is an international venue for discourse on the teaching and learning of leadership across the many disciplines that inform the field of educational leadership. To expand and provoke discourse, JRLE seeks work from a multidisciplinary community including sociology, philosophy, public administration, economics and law. JRLE will publish rigorous scholarship on the *teaching, learning, and assessing* of leadership preparation and practice, spotlight research on the political and contextual issues that impact leadership education, and advance a diverse conversation about what leadership really means. The editors strongly encourage co-authored, cross-disciplinary pieces and empirical work that:

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- Expands the knowledge base for evaluating leadership education
- Examines the philosophical underpinnings of leadership education in multiple fields or diverse and global contexts
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- Compares the 'theories-in-use' of leadership program framers to the theories-in-use of program implementers

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2006 UCEA Convention Information

*Exploring Contested Intersections of Democracy, Social Justice,
and Globalization*



¡BIENVENIDOS PEDAGOGOS! WELCOME EDUCATORS

Éste es un lugar especial para un programa con el título “Explorando intersecciones conflictivas de democracia, justicia social y globalización.”

This is a special place to have a program with the title, “Exploring Contested Intersections of Democracy, Social Justice, and Globalization.”

La historia de San Antonio es una historia de lucha. Continúa siendo una intersección vital, punto de contacto entre dos culturas, un espacio vital y distinguido en la vida actual de dos naciones.

The history of San Antonio is one of historical contestation. It remains a vital intersection, a juncture between two cultures, a celebrated and vibrant space in the on-going life of two nations.

El concepto de lucha significa que hay más de una perspectiva en función. Es un espacio donde una o más voces están presentes. Significa que podría haber contradicciones y cierto tipo de disonancia. Aunque este espacio podría ser lugar de conflicto, también contiene oportunidades para claridad y crecimiento —mientras seamos conscientes de la necesidad de reciprocidad y respeto.

The concept of contestation means there is more than one perspective at work. There is a space where one or more voices are present. It means there may be contradictions and a certain kind of dissonance. While this space may be a site of conflict, it also contains opportunities for clarification and for growth—as long as we are aware of the need for mutual reciprocity and respect.

Es en este espíritu que abrimos esta Vigésima Convención Anual de UCEA.

It is in this spirit that we convene the 20th Annual Convention of UCEA.

Welcome.

Bienvenidos.

Fenwick English, University of North Carolina-Chapel Hill

UCEA President Elect & Convention Chair

UCEA CONVENTION 2006 PROGRESS REPORT

The theme of Convention 2006 is *Exploring Contested Intersections of Democracy, Social Justice, and Globalization*. The Convention will take place November 9-12, 2006, in San Antonio, TX at the Historic St. Anthony hotel.

The 2006 UCEA Convention Host is the University of Texas-San Antonio, and the UTSA faculty and their dean, Betty Merchant, are going all out to make this convention memorable. Among other things, UTSA will be hosting the annual Past Presidents Convention Reception, providing music and entertainment throughout the convention, and arranging for Neville Shed, a player on the Texas Western team recently featured in the film “Glory Road,” to speak at the Annual UCEA Banquet. UCEA sincerely thanks UTSA for their generous support.

We have some absolutely wonderful keynote speakers planned for this year. The Penn State Mitsifer Lecture will feature Richard Elmore, and the newly developed Texas A&M Social Justice Lecture will feature Angela Valenzuela. The Jackson Scholar speakers will be Ted and Edmond Gordon. The UCEA Featured speaker will be the U.S. Ambassador to Mexico, Tony Garza, and Texas State University is sponsoring a keynote by Mexican scholar, Jorge Gonzalez.

The convention planning team (Fen English, UCEA President Elect, Juanita Garcia and Charlie Russo) have added two new types of sessions this year. The *Flashpoint Panel* which is a type of symposia aimed at unpacking complex problems without the necessity of promoting any particular solution. The purpose of this type of session is to promote analysis, to parse out the issues. The second type of new session is *The Advocacy Forum with Rejoinder*. In this type of symposia, the purpose is to propose a single agenda or to advocate for a method, perspective, program, law or policy that will increase democracy, equity and social justice in the schools and larger society. Register early for the discounted early bird rates at: www.ucea.org.

First Annual UCEA Golf Tournament- UCEA is sponsoring a Golf Tournament this year to raise money for various projects and efforts. Also, tours will be available. Please visit the UCEA website at www.ucea.org for schedules and dates for these activities (forthcoming).

~Important Reminder~

UCEA Headquarters will be closed from June 1st to September 1st during our transition from the University of Missouri to the University of Texas.

If you need to reach headquarters, please call 512-471-7551.

We will make every effort to return your call in a timely manner.

Register on-line
Starting June 1, 2006

UCEA Convention 2006



Exploring Contested Intersections of Democracy, Social Justice, and Globalization
November 9-12, 2006

Registration *(Form may be photocopied.)*

BADGE INFO	Name _____
	Affiliation _____ Position _____
	Address _____
	City _____ State _____ Zip _____
	Phone _____ E-mail _____
	How many UCEA conventions have you attended (not including this one)? _____

REGISTRATION	PLEASE CIRCLE ONLY ONE REGISTRATION FEES		
		Before 10/1	After 10/1
	• UCEA University Faculty	\$75	\$100
	• Non-UCEA Faculty	\$100	\$115
	• Practicing Administrator	\$100	\$115
• Graduate Student	\$40	\$55	
			\$ _____ Registration Total

Graduate Students, please obtain Advisor's Signature: _____

OTHER	PLEASE FILL IN APPROPRIATE SELECTIONS	
	_____ # of Banquet Dinner Tickets Needed (\$40.00 each)	\$ _____ Banquet Tickets
	_____ Check here if you would prefer a vegetarian entree	
	_____ Check here if you plan to attend the Past President's Reception	
	_____ Check here if you plan to attend the Sunday breakfast	
	_____ Contribution to Clark Seminar	
	_____ Contribution to Barbara Jackson Scholars	\$ _____ Contribution Total

Checks Should Be Made Payable to "UCEA" in U.S. Dollars \$ _____
Total Enclosed

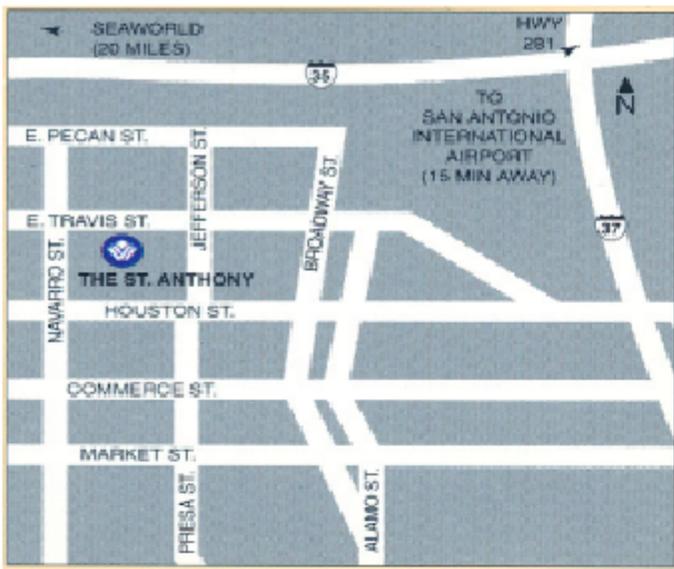
Return check and completed registration form to: UCEA, 1 University Station - D5400, Austin, TX 78712-0374. If you wish to use a credit card, you must register through the UCEA website (www.ucea.org) beginning June 1, 2006. Institutional purchase orders for registration fees will be accepted only through September 20th. Refund requests will not be considered after October 1st.

DRIVING DIRECTIONS
FROM THE AIRPORT Leave the airport complex and take Hwy. 281 South (also I-37 south). Exit Houston Street and turn right. Follow road to Broadway and turn left. Proceed to Travis St. and turn right. Hotel is located one block on left. Travel time is about 20 minutes.

ARRIVAL TIMES
Executive Committee by noon, Tuesday, November 7. Plenum Representatives by 8:00 a.m., Thursday, November 9. Graduate Students by 5 p.m., Thursday, November 9. Convention Participants by 5 p.m., Thursday, November 9. The Opening General session begins at 5 p.m., Thursday, November 9. Convention ends on Sunday, November 13, at 1:00 pm.

UCEA HOTEL REGISTRATION FORM 2006

Exploring Contested Intersections of Democracy, Social Justice, and Globalization | November 9 - 12, 2006



The St. Anthony, A Wyndham Historic Hotel | 300 East Travis | San Antonio, TX 78205 | Hotel: 210-227-4392 | Fax: 210-227-0915

Name _____

Affiliation _____

Address _____

City _____ St _____ Zip _____

Country _____

E-mail _____

Phone _____ Fax _____

Check-In Time: 3:00 PM Arrival Date _____

Check-Out Time: 11:00 AM Departure Date _____

These rates are available until October 18, 2006. After this date, rates increase substantially. Please make your reservations early!

Single [] \$119 **Doubles** [] \$119 **Triples** [] \$129
Quad [] \$139 **Suites** [] \$295 & up

[] **Smoking** [] **Non-smoking**

[] ADA Requirements _____

[] Advance Deposit (One Night's Deposit Required; checks & Credit Cards are acceptable to establish prepayment)

[] Credit Card (If you choose to use a credit card, please complete the information below. Credit cards will be charged when reservation is made.)

Circle One

Visa Mastercard AmEx Discover Other _____

Card # _____

Expiration Date _____

Print the name shown on the card:

I authorize the hotel to charge one night's room rate plus tax to this credit card if I fail to show up without cancelling my reservation by 3:00 pm on the arrival date.

Signature _____

Date _____

Every effort will be made to accommodate those guests arriving at the hotel prior to the designated check-in time. These rates are quoted exclusive of appropriate state and local taxes, which is currently 16.75%. If calling the hotel, be sure to mention The University Council for Educational Administration to receive the special convention group rate.

Historic elegance distinguishes this hotel in the downtown area of San Antonio. The St. Anthony has been restored to its bygone splendour, hosting then as well as now, a cadre of prestigious guests, including former first lady, Eleanor Roosevelt, Princess Grace of Monaco, and more recently, Governor Arnold Schwarzenegger.

An airport shuttle service is available for convenient travel between the hotel and airport. Prices one-way is \$12.00 or \$22.00 round trip. Taxi service is also available at around \$18.00 - \$38.00 one way.

Each guest room provides the best comforts reminiscent of a bygone era without losing the convenience of modern amenities. Rooms are equipped with modem/data port, high-speed internet, and two-line phones.

Guests can enjoy various on-site hotel restaurants including the Madrid Room and Pete's Pub. Its downtown location makes it accessible to a number of nearby restaurants including the Palm Restaurant, Mi Terra Restaurant and Cantina, Biga on the Banks, County Line Barbeque, and the Cajun restaurant simply known as Bourdo's.

Convention attendees are urged to make reservations as early as possible. After October 18, 2006, unreserved rooms go up for sale at the hotel's regular room rate.

PLEASE RETURN BY MAIL OR FAX to The St. Antony | 300 East Travis | San Antonio, TX 78206 | Phone: 210-227-4392 | Fax: 210-227-0915

AIRPORT SHUTTLE & TAXI

Shuttle Service is available at \$12.00 per person one-way and \$22.00 roundtrip.
 Taxi service is \$18.00 one-way and \$38.00 roundtrip.



University Council for Educational Administration
 1 University Station - D5400
 Austin, TX 78712-0374
 Ph. 512.475.8592

2006-2007 Calendar

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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June 1-Sept. 1, 2006.....	UCEA HQ Transition to U. of Texas Austin UCEA, HQ
July, 2006.....	Education Leadership Constituent Council Meeting Washington, DC
August, 2006.....	UCEA Executive Committee Meeting UCEA, HQ
August, 2006.....	NCPEA Conference Lexington, KY
September 15, 2006.....	Nominations for Barbara L. Jackson Scholars Program Due UCEA, HQ
October 4-7, 2006.....	Values and Leadership Conference Vancouver, BC, Canada
October 12-17, 2006.....	CCEAM Conference Cyprus
July 26-28, 2005.....	NCPEA Meeting Washington, DC
November 9-12, 2006.....	Annual UCEA Convention San Antonio, TX
November 20, 2006.....	Nominations for the Clark Seminar Due UCEA, HQ
April 2007.....	David L. Clark Graduate Research Seminar Chicago, IL
April 2007.....	UCEA/Div A/Div L/Corwin Press Reception Chicago, IL



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