Volume 9, Issue 3, April 2014

A monthly educational administration e-newsletter, keeping you linked and us green.

Table of Contents

Headquarters Updates
UCEA Announcements pp. 2-7

Research & Headlines
UCEA Publications Highlights pp. 8-10
Educational Leadership pp. 11-12
Federal Policy p. 13
State Policy pp. 14-15

UCEA Connections Editors
Erin Anderson & Amy Reynolds, UCEA Headquarters
Graduate Research Assistants

UCEA Mission Statement
UCEA is a consortium of higher education institutions committed to advancing the preparation and practice of educational leaders for the benefit of schools and children.

We fulfill this purpose by:
• Promoting, sponsoring, and disseminating research on the essential problems of schooling and leadership practice;
• Improving the preparation and professional development of educational leaders and professors; and,
• Positively influencing local, state, and national educational policy.
2014 UCEA Convention Call for Proposals

UCEA is pleased to release the 2014 UCEA Convention Call for Proposals. The 28th Annual UCEA Convention theme, "Righting Civil Wrongs: Education for Racial Justice and Human Rights" is intended as an occasion to talk, meet, think, and organize for a renewed vision and renewed coalition-building on the role of education and educational leadership in fostering intentional purpose and action for racial justice and human rights. We encourage proposals addressing P-20 issues of racial justice and human rights that engage scholars attending ASHE and other scholars from areas of study including, but not exclusive to, fields such as social foundations, law, public policy, history, cultural studies, global and international studies, and economics. Please keep in mind that UCEA will be celebrating its 60th anniversary along with other milestones: Brown v. Board of Education (60th), ESEA (50th), Civil Rights Act (50th), Miliken v. Bradley (40th), and Lau v. Nichols (40th).

The 28th Annual UCEA Convention will be held in Washington, D.C. at the Washington Hilton. The Convention will commence on Thursday, November 20th, and will conclude on Sunday, November 23rd.

The site for submitting your proposals will officially open on April 7th, 2014. Proposals must be submitted by May 5th, 2014. All proposals should be submitted electronically at the link provided on the UCEA Convention homepage. Should you find you have trouble submitting your proposal, you must notify UCEA 48 hours in advance of the deadline, or risk not having your proposal submitted. Click Here to view the Call for Proposals in full.

2014 UCEA Graduate Student Summit Call for Proposals

Theme: “The Power of Graduate Students: Tackling Inequities through Educational Leadership”

The 2014 UCEA Graduate Student Summit (GSS) will be held at the Washington Hilton hotel in Washington, District of Columbia. The summit will be held on Thursday, Nov. 20th from 8 am to noon, with feedback sessions in the afternoon [NOTE: change in time to accommodate UCEA Day on the Hill activities this year which we strongly encourage grad students to attend!].

The purpose of the 2014 UCEA Graduate Student Summit is to provide graduate students a space to engage in authentic dialogue about their scholarly work. This summit will offer opportunities to meet and network with graduate students and faculty, to present your work and receive feedback on your research. It will include:

• Paper sessions, in which you will share your research and receive constructive feedback;
• Workshop sessions, in which you will get direct feedback on a paper that you would like to publish, a proposal, or your dissertation research plan;
• Networking sessions, where you will have the chance to network with students from other UCEA institutions interested in similar research topics and talk with UCEA Executive Committee members and Plenum representatives.

To access the full Call for Proposals, please visit the following link: http://ucea.org/ucea-gssummit/

We will begin accepting proposals on April 7, 2014. All proposals must be submitted electronically per the directions located at the UCEA GSS site. Proposals must be received by Monday, May 5, 2014.
2014 David L. Clark National Graduate Student Research Seminar in Education Administration and Policy

We are pleased to share that this year there were 106 proposals submitted for the 2014 David L. Clark Seminar, which is a nearly 50% increase from the number received last year. A special thanks to all of our reviewers who have worked diligently to carefully review this year’s submissions. Applicants will receive notification of their acceptance status in mid-December, and we will announce the 2014 Clark Scholars publicly in January. The Clark Seminar is co-sponsored by UCEA, Divisions A & L of AERA, and SAGE publications. It brings together promising graduate students and distinguished faculty for two days of generative academic dialogue. This year, it will be held April 2-3, 2014 in Philadelphia, prior to AERA.

This year, distinguished faculty include:

UCEA
• Karen Seashore, University of Minnesota
• Julian Vasquez Heilig, University of Texas, Austin
• Jonathan Supovitz, University of Pennsylvania
• Cindy Reed, Auburn University
• Steve Gross, Temple University

AERA – Division L
• Brian Rowan, University of Michigan
• Geofffrey Borman, University of Wisconsin
• Drew Gitomer, Rutgers University
• Bridget Terry Long, Harvard University
• Laura Desimone, University of Pennsylvania

AERA – Division A
• Alex Bowers, Teachers College Columbia University
• Bonnie Fusarelli, North Carolina State University
• Sonya Horsford, George Mason University
• Tricia Browne-Ferrigno, University of Kentucky

Congratulations to the 2014 Clark Scholars!
Erin Anderson, University of Virginia
Matias Arellano, Florida Atlantic University
Patricia Baumer, Southern Methodist University
Risha Berry, Virginia Commonwealth University
David Brackett, University of Nevada – Reno
Kristina Brezicha, Pennsylvania State University
Joshua Childs, University of Pittsburgh
Wonseok Choi, University of Minnesota
Seacne Chong, University of California – Berkeley
Elizabeth Chu, Teachers College Columbia University
Colleen Cleary, University of Missouri
Kevin Crouse, Rutgers University
Matthew Della Sala, Clemson University
Amanda Dillon, Rutgers University
Jeffrey DiScala, University of Maryland
Anna Egalite, University of Arkansas
Erica Fernández, Indiana University – Bloomington
Lindsay Granger, New York University
Tara Haley, University of North Florida
Christopher Harrison, University of North Carolina – Chapel Hill
Katie Higginbottom, University of Toronto – OISE
Kirsten Hill, University of Pennsylvania
Anne Hoisington Hutchinson, University of Illinois - Chicago
Marie Hurt, Ohio State University
Tonja Jarrell, , University of California - Berkeley
Kala Lougheed, Montana State University
Yanira Madrigal-Garcia, , University of California – Davis
Joel Malin, University of Illinois – Urbana-Champaign
Monica Mansor, Bowling Green State University
Rebecca Miner, Washington State University
Chase Nordengren, University of Washington
Steve Ortiz, California State University – Long Beach
Robert Przybylski, University of Alabama
Robyn Read, University of Toronto - OISE
Kenya Reese, Clemson University
Kailey Spencer, , University of Pennsylvania
Elizabeth Leisy Stosich, Harvard Graduate School of Education
Ruirui Sun, University at Albany - SUNY
Margaret Vecchio-Smith, , University of Minnesota
Terry Wilkinson, York University - Toronto
Rebecca Wolf, , University of Maryland
P. Brett Xiang, , University of Missouri - Columbia

UCEA Connections – April 2014 - 3
Opportunities for Graduate Students

Call for UCEA Review submission & Call for UCEA GSC Reviewers

UCEA Graduate Student Council (GSC) is inviting doctoral students to submit scholarly work to the UCEA Review. The Review is published three times a year, available in both print and electronic formats. Your scholarly work must:

- be original work;
- authored by doctoral students (if co-authored, all authors should be doctoral students);
- raise and address critical issues in educational administration and leadership; and
- be under 1,000 words.

To view examples of submission, please go to UCEA GSC Graduate Student Column or click here http://ucea.org/graduate-student-column/

Submission guidelines:
Manuscripts should be written in accordance with APA 6th edition guidelines, and submitted electronically to uceagradconnex@gmail.com. The first author should send two copies of the manuscript to uceagradconnex@gmail.com separately. The first copy includes a title page with all authors’ names and affiliation, body of text, and references. The second copy must be blinded. Specifically, all references to the authors' names, institutional affiliation, and any other identifying information must be blinded. Failing to adequately blind a manuscript will result in an automatic rejection.

Submission deadlines are March 15th, July 15th, and November 15th.
All submissions will be submitted for blind peer review.

Call for UCEA GSC Reviewers

If you are interested in serving as a volunteer reviewer for UCEA Review Graduate Student section, please submit the following information to uceagradconnex@gmail.com

- Email Subject: Reviewer Application
- Message Body: Your name; Email address; Name of your institution; Name of your Department or Program; Which year you are in your doctoral program; and Research interests

Call for 2014-2016 UCEA Graduate Student Council Representatives Applications

UCEA GSC is seeking applicants to serve as representatives for 2014-2016!

Are you (or do you know) a dynamic graduate student?

Do you want to be the voice for graduate students inside UCEA?

Are you driven, and motivated to be involved?

Would you like to commit two years to make a lasting impact?

If you answered yes to any of these questions, then you should consider applying for the UCEA Graduate Student Council. As a member of the GSC you will:

- Plan and execute the Graduate Student Summit in conjunction with the UCEA Annual Convention;
- plan and execute graduate student programming during the UCEA annual convention and throughout the year;
- support the transition from graduate student to faculty and practitioner positions;
- foster a community of emerging educational leadership, policy, and evaluation scholars; and
- develop graduate students’ capacity in research, teaching, and service.

If you are interested in applying, please visit the UCEA Graduate Student website (http://ucea.org/call-for-gsc-rep-applications/) to view the complete call for applications (to be posted by March 10th). All applications are due electronically on or before April 18th, 2014 by 5:00pm PST.

To be considered, applicants must be:

- A graduate student at a UCEA member institution for the two-year period beyond appointment to the GSC;
- Able to demonstrate leadership skills;
- Thoughtful, creative and critical thinkers; and
- Willing to dedicate time to the GSC.
Call for Applications: UCEA Associate Director for Program Centers

UCEA is pleased to announce a call for applications for the position of UCEA Associate Director for Program Centers (ADPC). For over 20 years, the University Council for Educational Administration (UCEA) has sponsored program centers focused on important educational leadership issues. The primary purpose of UCEA Program Centers is to advance knowledge, through inquiry, in the targeted area of interest. UCEA currently sponsors nine program centers focused on educational law, ethical educational leadership, school site leadership, school technology leadership, social justice leadership, the evaluation of leadership preparation, academic leadership, urban leadership, and district-wide leadership and governance.

Responsibilities:
The ADPC plays an important leadership role within the consortium, serving as an ex-officio board member for each program center, chair of the program center advisory board (PCAB), and liaison to the UCEA Executive Director and the UCEA governance body. Given the primary purpose of UCEA’s Program Centers—to work in a targeted area of interest over a substantial period of time through identifying and coalescing the interests and resources of UCEA-member and non-member institutions, school districts, and governmental agencies—the responsibilities of the ADPC include: (1) supporting communication between UCEA program centers’ and headquarter’s leadership, (2) highlighting the work of UCEA Centers through UCEA media outlets and convenings, (3) chairing the work of the PCAB (e.g., mini-grant proposal competition, graduate student fellowship competition, program center reviews), and (4) working with the UCEA Center and Headquarters leaders to identify and implement strategies for increasing the relevance and impact of the UCEA Program Centers.

UCEA Associate Directors work with the UCEA Executive Director and the UCEA headquarters staff to support the mission of the UCEA Consortium and to build international visibility and connections supporting the focal area of responsibility. The position is a voluntary leadership position with a term of appointment of three years renewable. The position includes an annual travel stipend.

Applications:
Review of formal applications will begin April 25, 2014. We intend to have a final decision made regarding this position by the end of May, 2014. Applicants should submit a letter addressing their interest in the position, qualifications, a full curriculum vita, and the names, addresses and phone numbers of one or more individuals who may serve as a reference. Completed applications must also include letters of support from the applicant’s department chair and/or dean. UCEA also requests that interested individuals submit a letter of intent to apply by April 11, 2014.

These materials should be sent to:
UCEA Executive Director Michelle D. Young (C/O Kiran Lakshman) at UCEA Headquarters. Please submit all materials electronically to the following email address: ucea@virginia.edu
UCEA Sponsored Events
AERA 2014

David L. Clark Graduate Student Research Seminar in Educational Leadership and Policy (CLOSED Session), Sponsored by UCEA, Divisions A & L of AERA, and SAGE publications, April 2-3 2014, Pennsylvania Convention Center, 100 Level (see Clark Seminar program for detailed information on rooms and times).

Barbara L. Jackson Scholars Workshop (Closed Session), Sponsored by UCEA and Division A of AERA, April 3, 8:00 AM – 12:00 PM, Pennsylvania Convention Center, 100 Level, Room 103B.

William L. Boyd National Educational Policy Workshop, Sponsored by UCEA and the Politics of Education Association, April 3, 2:30 – 5:00 PM, Pennsylvania Convention Center, 100 Level, 122B.

William J. Davis Award for the Best Article Published in Volume 48 of the Educational Administration Quarterly will be presented on Monday evening during the Division A Business Meeting in Philadelphia, April 5, 6:30 – 8:00 PM, Philadelphia Marriott Downtown, Fifth Level, Grand Ballroom H.

The UCEA, Division A and L, and SAGE Publications Joint Reception, April 5, 8:00 – 10:00 PM, Philadelphia Marriott Downtown, Third Level, Liberty AB.
New Book Information

Challenges and Opportunities of Educational Leadership Research and Practice:
The State of the Field and Its Multiple Futures

Volume 6 in the International Research on School Leadership Book Series

Co-Editors:
Alex J. Bowers, Teachers College, Columbia University; bowers@tc.edu;
Alan R. Shoho, The University of Texas at San Antonio; alan.shoho@utsa.edu;
Bruce G. Barnett, The University of Texas at San Antonio; bruce.barnett@utsa.edu;

The sixth book in the International Research on School Leadership series considers the history, challenges and opportunities of the field of research and practice in educational leadership and administration in schools and districts. Ten years after the work of Firestone and Riehl (2005) and their contributing authors, in this call for manuscripts for the present volume our aim is to summarize and update the work of the field, and provide a space to consider the multiple futures of educational leadership in schools and districts, as both challenges and opportunities. The first decade of the twenty-first century brought significant critiques, challenges, and competition to the research and practice of training leaders and administrators of schools and districts around the world. Congruently, the field experienced significant growth and change, as multiple new sub-domains flourished and were founded. Thus, in this open call for manuscripts, we are particularly interested in receiving manuscripts that consider the duality of the challenges and opportunities of:

- The work of the field of educational leadership and administration research to date.
- The preparation of educational leaders: What we have learned, and what’s left to be done.
- What are emerging trends in the professional development of school leaders? What are promising areas for future professional development? What evidence do we have that professional development is making a difference on the thinking and actions of educational leaders?
- The opportunities and or challenges of new visions of leadership in schools.
- The evolving state of research evidence in educational leadership “best practices” and the increasing sophistication of multiple methodologies, including qualitative research, quantitative modeling, the ability to test theory, and the increasing opportunities brought on by the intersection of data, research, and practice.
- The impact of policy and politics on research, theory and practice, such as accountability and competition policies.
- The inclusion of a larger variety of voices, perspectives and nationalities as the field moves forward.
- What are the “big burning questions” that face educational leadership research? What questions are “answered” so-to-speak, and in answering these questions, what new questions have arisen that are in need of research?
- What educational leadership research is being conducted outside Western/English-speaking countries? What are we learning about cultural influences on leadership?

Submission Guidelines:

We encourage manuscript submissions to be empirically grounded and situated within the current scholarly research literature in the domain. We also are interested in relevant and timely manuscripts that may provide a review of the state of the field and research literature, develop or extend specific theories within the domain, or provide unique perspectives grounded in the research literature that can provide a useful touchstone for future research, or provide a guidepost in an emerging or under-researched domain within the field.

Manuscripts must be submitted by August 8, 2014 to be considered for publication. The length of manuscripts should not exceed 7500 words, excluding references. Please e-mail manuscripts to Alex Bowers (bowers@tc.edu). Contact may also be made via Teachers College, Columbia University, 525 West 120th Street, Box 67, New York, NY 10027 or by telephone: (212) 678-7466.

Important Dates:

August 8, 2014 - Submit manuscript electronically for consideration.
September 26, 2014 - Authors receive feedback from book series editors_reviewers and decisions are made to determine which manuscripts are still under consideration.
December 12, 2014 - Authors submit revised manuscripts to book series editors.

Series URL: http://infoagepub.com/series/International-Research-on-School-Leadership

IAP - Information Age Publishing, PO Box 79049, Charlotte, NC 28271
tel: 704-752-9125  fax: 704-752-9113  URL: www.infoagepub.com
This book is designed to show administrators how technology could help them with jobs they have to do. It is not intended to be a book touting the wonders of technology, urging administrators to re-think their roles. Instead it is meant to use the latest technology to solve the myriad of problems that administrators must deal with on a daily basis. In this open call for proposals, reviewers will be particularly interested in receiving proposals regarding the complex roles administrators play in their positions and the contrasting challenges and opportunities inherent in those positions. Further, proposals should offer up-to-date knowledge of technology and concrete applications of it to educational leadership.

We want to produce a book that is readable, accessible, and full of practical advice, one that introduces practicing administrators to new technologies and gives them enough specific details that readers can make an informed judgment as to whether knowledge of this technology might help them do their jobs better. We are framing chapters around tasks that school administrators have to do. We have gleaned these from published lists of standards for educational leaders. We want chapter proposals to show understanding of both up-to-date technology applications and specifically how they might apply to current roles of Pk-12 education administrators. We are seeking chapters that are substantial in their knowledge of education and technology, but are couched in language friendly for practitioners.

Our goal in the review process is to secure chapter proposals that are directed at the concerns and issues with which principals and other administrators deal and that are relevant to school administrators’ interests. To that end, reviewers will include active administrators in the field and the co-editors of the book. Chapters might address, but not be limited to the following:

- Enhancing communication vertically and horizontally (including teachers, students, other administrators, parents, other stakeholders)
- Monitoring and responding to legislative and policy developments
- Meeting and networking with administrators with similar roles
- Analyzing and displaying data
- Taking advantage of software for classroom observation
- Enhancing instruction
- Budgeting for resources
- Using spreadsheets to facilitate better budget decision-making
- Planning and scheduling your work and that of others
- Enhancing student voice/global connections
- Fostering learning with management systems/anytime learning.
- Promoting learning through student gaming/coding/digital media/cameras/graphic design
- Understanding legal issues about technology
- Making the most of personal devices
- Providing effective professional development
- Staying current on trends and issues

Submission Guidelines:

We encourage proposals that address the topics listed above. Other proposals will be considered as long as they adhere strictly to the goals of the book. Proposal submissions should be two pages long (single spaced), excluding references and title page. Reviewers will read blind submissions, so no reference to the author(s) should be made in the body of the proposal.

Proposals must be submitted by Monday, May 5, 2014 to be considered for a chapter publication. Authors will receive publication decisions and/or feedback from the reviewers and co-editors by Tuesday, July 15. If your proposal is chosen for a chapter, it will be due by Monday, December 1.

Please email proposals to danachri@nmsu.edu. If you have any questions, you may contact us at 575-646-7330 (Dana Christman) or 575-646-6842 (Gary Ivory).
The National Rural Education Association seeks presentation proposals from rural school teachers, administrators, researchers, and others interested in the future of rural education. This year’s conference theme is “Imagine.” We are seeking presenters to share innovative practice or research related to the changing needs of rural students and the changing face of rural education. Areas of particular interest include: Rural School Innovations, Advancing Learning Through Technology, Rural School Reform, Meeting Common Core Standards, Technology Applications for School Leaders, Redesigning Learning for 21st Century Skills, Rural School Partnerships, Policy Implications for Rural Schools, and Evaluating Effects of Rural Schools.

Three types of presentations are sought:

**Workshop:** 30-minute presentations about current or promising practices in rural schools. Tell your story about innovations in teaching, learning, and leadership in rural schools.

**Research Symposium:** 15-20 minute presentations regarding research pertinent to rural schools.

**Ignite Session:** A cluster of four or five presentations on a similar topic or theme, where each presenter gives a five-minute Power Point presentation. Ignite sessions are intended to stimulate informal, lively discussions and spark interest and awareness of multiple yet similar topics.

**DEADLINE FOR PROPOSALS:** May 15, 2014

Submittal Materials are Available [Here](#)
Emerald HETL Education Outstanding Doctoral Research Award

International recognition for the best doctoral research in education

Emerald Group Publishing and the International Higher Education Teaching and Learning Association (HETL) are delighted to offer a grant award for a doctoral research project in the field of education. The award recognizes excellence in research in the field of education.

How to apply

Researchers must apply online using the application form at:
http://www2.emeraldinsight.com/awards/hetl.htm

Full details of submission criteria and application requirements can be viewed online at:
http://www.emeraldinsight.com/research/awards/hetl.htm

Prize

The winner will receive a cash prize of $1,500, an award certificate, free registration to a HETL conference where they will have the option to present their paper, and one free copy of an Emerald/HETL book. In addition to the research award it is also hoped that the findings of the research can be published in the Journal of Applied Research in Higher Education (JARHE).

Two Highly Commended Doctoral Research Awards will also be bestowed. Each winner will receive an award certificate and one free copy of an Emerald/HETL book.

Awards topics

The dissertation topic must be in the areas of higher education, management, policy, development, research, technology, internationalization, teacher preparation, counselling, etc. See Journal of Applied Research in Higher Education for topic examples.

Eligibility

Global submissions are encouraged.

To be eligible for the award, the research must address an issue or topic that is innovative, original, meaningful, and potentially highly impactful to the field of education.

The award is open to those who have completed all doctoral degree requirements (e.g. coursework, examinations, dissertation) and have been awarded a doctoral degree (e.g. EdD, PhD) or will do so between 1 August 2011 and 1 August 2014.

Key dates

Deadline for Submissions: 1 August 2014

Further details

For any additional information, please contact:

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Emerald Group Publishing Limited
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www.emeraldinsight.com
19th Annual Values and Leadership Conference
Towards Transformational Leadership: Values and Ethics for Educational Advancement and Sustainability

September 18 - 20, 2014
Deerhurst Resort, Huntsville, Ontario, Canada

Please join us for the 19th Annual Values and Leadership Conference. The Annual Conference of the International Consortium for the Study of Leadership and Ethics in Education (CSLEE) is hosted this year by Nipissing University. The Conference will be held at the world class Deerhurst Resort in the heart of the Muskoka Lakes District, about 2 hours north of Toronto by car or coach.

We encourage you to help promote the conference by sharing this flyer with all interested colleagues and students. More detailed information about the program, featured presenters, and registration is available on the Conference website: http://cslee19.nipissingu.ca/.

The Call for Papers will be posted on the Conference website in early January 2014. The deadline for proposals will be May 15, 2014. Please submit your proposal or any questions you may have about the conference to the Conference Planning Team at: valuesandleadership@nipissingu.ca.

The Conference theme will be explored through a variety of lenses including:

- The power of emerging media and technology
- The development of participatory cultures
- The juxtaposition of local and global perspectives
- The centrality of relationships and communities
- The pressures from political interests

Featured Speakers:
- Dr. Paul Begley, Nipissing University (retired)
- Dr. Charles Burford, Australian Catholic University
- Dr. Steven Jay Gross, Temple University
- Dr. Kathy Hibbert, Western University
- Dr. Pauline Leonard, Louisiana Tech University
- Dr. Anthony Normore, California State University
- Dr. Jackie Stefkovich, Pennsylvania State University
New Titles from UCEA with Routledge

NEW: 
**The New Instructional Leadership**  
ISLLC Standard Two
Edited by Rose M. Ylimaki

Co-published with UCEA, this exciting new textbook is the first to tackle the ISLLC Standard 2—Instructional Leadership. In light of recent curriculum reforms, accountability policies, and changing demographics, today’s leaders must not only have expertise in culture building and supervision skills, but also in adult learning, cultural funds of knowledge, curriculum, and the role of politics. The New Instructional Leadership helps aspiring school leaders examine their beliefs and practices about instructional leadership in relation to ISLLC Standard 2 and provides the theory, learning experiences, and analytical tools for effective leadership in today’s world. Chapters cover issues of collaboration, curricular programming, motivation, supervision, accountability, capacity building, use of technology, monitoring, and evaluation.

Special Features:
- **Case Studies**—encourage readers to reflect and actively engage with instructional leadership beliefs and practices.
- **Fieldwork and Extended Reflections**—a range of inquiry activities provide students with opportunities to consider problems of practice related to the standard.
- **Strategies for Leaders**—offers students practical and accessible ideas in order to transform their practice to address the complex challenges facing contemporary schools.

Theoretically grounded and research-based, this unique volume will help aspiring and current leaders to understand instructional leadership and help them to sustain strong curricular and instructional programs in their increasingly diverse schools and communities.

PB: 978-0-415-53518-2 - $49.95
HB: 978-0-415-53517-5 - $150.00

Forthcoming Title: **Political Contexts of Educational Leadership**  
ISLLC Standard Six
Edited by Jane Lindle

Co-published with UCEA, this exciting new textbook is the first to tackle the ISLLC Standard #6—the political context of education. This unique volume helps aspiring school leaders understand the dynamics of educational policy in multiple arenas at the local, state, and federal levels. Leaders are responsible for promoting the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural contexts in which education and learning reside. By presenting problem-posing cases, theoretical grounding, relevant research, and implications for practice, this book provides aspiring leaders with the background, learning experiences, and analytical tools to successfully promote student success in their contexts.

Special features:
- **Case studies** - provide an authentic illustration of the political dynamics that emanate from individual, social, economic, and cultural issues surrounding all schools.
- **Suggested activities** - further aspiring school leaders’ understanding of political issues through experiences

**Companion website** – includes shared resources relevant to all ISLLC standards, along with particular activities for ISLLC Standard #6

PB: 978-0-415-82382-1 - $49.95 (Available 2/24/14)
HB: 978-0-415-82381-4 - $150.00 (Available 2/24/14)

For more information on the series visit: 
**ISLLC Leadership Preparation Series**
Edited by Michelle D. Young, Margaret Terry Orr
The Potential Impact of Social Science Research on Legal Issues Surrounding Single-Sex Classrooms and Schools  
By Suzanne Elizabeth Eckes & Stephanie D. McCall  
This article examines the role social science has played in litigation involving public single-sex educational programs. It also explores a body of social science research related to gender and education that we believe could assist the courts and school leaders in better examining the possibilities and the limitations of single-sex programs in the public sector. Specifically, we want to show how a particular set of social science research at the intersection of gender and education, from a range of theoretical frameworks, could assist school leaders in demonstrating to the courts that a justification for single-sex programs may exist in current empirical research.

The Rise of Neurotics: Social Networks, Leadership, and Efficacy in District Reform  
Alan J. Daly, Yi-Hwa Lion, Natalie A. Tran, Frank Cornelissen, & Vicki Park  
Increasing evidence suggests the importance of relationships between district and site leaders. However, there is limited empirical evidence regarding the social infrastructure between and among leaders especially as related to the exchange of advice related to reform. Moreover, we have limited understanding regarding the mechanisms that are associated with how certain leaders occupy influential social positions. Using social network data from district and site leaders, we conducted social network analysis and regression models to examine the relationship between a leader’s network position measured by incoming, outgoing, and close ties; personality traits; and leader self-efficacy controlling for demographics.

Principals as Bricoleurs: Making Sense and Making Do in an Era of Accountability  
By Jill Koyama  
The study investigates the ways in which principals engage with, and attend to, the data-driven accountability measures of No Child Left Behind (NCLB) and local mandates. The study is framed with the notion of assemblage, a term often associated with actor-network theory (ANT)—a theory that focuses analytic attention on how disparate actors, material, and discursive practices come together to form dynamic associations. Within the assemblage, principals are situated as bricoleurs. Data for analysis come from interviews conducted with 45 New York City principals between June 2005 and October 2008 as part of a larger ethnographic study examining NCLB, and a series of interviews with 12 of the 45 principals, conducted annually through March 2012. District surveys, various documents, and field notes of participant observation also inform the study.

How School and District Leaders Support Classroom Teachers’ Work With English Language Learners  
Ana M. Elfers & Tom Stritikus  
This study examines the ways in which school and district leaders create systems of support for classroom teachers who work with linguistically diverse students. We attempt to uncover the intentional supports leaders put in place for classroom teachers and how this may be part of a broader teaching and learning effort. Through a qualitative case study of four districts serving different populations of English Learner (EL) students, we examine school and district leadership actions aimed at helping teachers provide instruction that is responsive to EL learning needs. In each of the four districts, three schools were chosen for in-depth analysis. Through interviews, classroom observations, and document analyses, we highlight the efforts of school and district leaders to bring about instructional change.
**Transgender Policy: What Is Fair for All Students?**
By Matthew M. Kaiser, Keshia M. Seitz, & Elizabeth A. Walters

Ritha Smith, assistant superintendent, and Seth Hanson, principal, are faced with a difficult decision. Taylor Harper is a transgender student who identifies as male and is openly attracted to females. Taylor's parents, Lane and Morgan Harper, are lesbians; they are fully supportive of their child's identification and are well versed in their legal rights. Madison Booth is in Physical Education [PE] class and shares a locker room with Taylor. She and her parents question her safety and security in the locker room. Ritha and Seth must consider the policy and rights for transgender, homosexual, and heterosexual students. This case poses discussions, questions, and activities about ethical and moral standings, policies, critical theory and queer theory, and legal frameworks. The case also presents ways to use literature and media to further enlighten the discussion.

**Deconstructing Systems of Segregation: Leadership Challenges in an Urban School**
By David DeMatthews

Special education policies can create structures of segregation and inequality. School leaders are often tasked with dismantling these structures while meeting expectations related to accountability policies. This case study involves a new principal at an urban school in a district with a long history of segregation reassigned to work at one of the more challenging schools in the district. The district had just begun making special education reforms across the district to increase the amount of access students with disabilities have in the general education classroom. The new principal was directed to raise student scores on state-mandated tests and to increase the inclusivity of the school. The case explores issues related to special education law, social justice leadership, response to intervention, school administration, and developing school culture.

**Facilitating Democracy in a Testing Culture: Challenges and Opportunities for School Leaders**
By Ulrika Bergmark, Michelle Sälöpek, Roi Kawai, & Jennifer Lane-Myler

In 2010, Principal Kirk introduced Small Group Meeting (SGM) at Hillcrest Elementary. SGMs are multiage student groupings who meet with school faculty once a month to work on community building, service-learning projects, and advising. Many teachers liked the SGMs, some felt they needed more time to prepare, and others felt it was a waste of time. The case raises the questions: How can school leaders facilitate teacher autonomy and help push the learning community toward a common vision? The case targets graduate classes in educational leadership and administration as well as professional development of leaders of different educational settings.

**The Wall Between Church and State Begins to Crumble: One Small Community’s Struggle With Sectarian Influence in the Public School**
By Brett A. Geier

A small community in southwest Michigan has been witness to a significant cultural divide within its school system. An influential church has permeated school leadership and in many cases has overstepped the proverbial “wall separating church and state.” A fairly high-profile case saw the Sixth Circuit Court enjoin the district to remove a portrait of Jesus. Community members were divided on this issue, which led to mistrust between the two factions. This case provides a practical examination of First Amendment practices in the public school and the opportunity to assess decision making through various organizational and ethical lenses.

**Latina Students, an Early College High School, and Educational Opportunity: A Case Study**
By Leslie Ann Locke, Luke J. Stedrak, & Daniel Eadens

This case traces the involvement of a principal of an Early College High School (ECHS) and her understanding of performance of Latina students attending the school. Latina students are the lowest academic performers in the ECHS, despite the school obtaining high accolades in terms of accountability. To best understand the phenomena of underperformance of Latina students, the principal hires a consultant. The consultant discovers aspects of the ECHS and aspects of schooling as experienced by the Latina students that contribute to underperformance. The case raises important issues for aspiring leaders, making it an excellent example of the complexities embedded in student achievement.

**Walking the Line Between Employee and Intern: Conflict in an Administrative Internship**
By Chad R. Lochmiller

The case positions the reader as a faculty member who must advise a student who is struggling in his administrative internship. The case walks the reader through a set of internship experiences that place the intern in an increasingly uncomfortable position with his internship sponsor. These experiences encourage the reader to reflect on the responsibilities of the intern and the conflict that emerges when these responsibilities are not clear. The case is suitable for use in K-12 educational leadership programs, as well as in professional development for internship supervisors, for principals hosting administrative interns, or for faculty contemplating effective internship experiences for novice administrators.
Editor's Introduction:
**Business as Usual or Disrupting What and How We Do Our Work**
By Michele Acker-Hocevar

**Managing Adaptive Challenges: Learning With Principals in Bermuda and Florida**
By Eleanor Drago-Severson, Patricia Maślin-Ostrowski, Alexander M. Hoffman, & Justin Barbaro

We interviewed eight principals from Bermuda and Florida about how they identify and manage their most pressing challenges. Their challenges are composed of both adaptive and technical work, requiring leaders to learn to diagnose and manage them. Challenges focused on change and were traced to accountability contexts, yet accountability was not the driving force for all principals. Neither external demands nor principals themselves dictated whether the problem was technical or adaptive; instead, it was the nature of the problem itself. Leadership preparation programs are encouraged to provide a framework to address managing phases of adaptive, technical, and mixed challenges.

**The Hidden Curriculum: Candidate Diversity in Educational Leadership Preparation**
By Zorka Karanxha, Vonzell Agosto, & Aarti P. Bellara

The authors describe a process of self-assessment attuned to equity and justice in the policies and practices that affect student diversity, namely, those associated with the selection of candidates. The disproportionate rate of rejection for applicants from underrepresented groups and the unsystematic process of applicant selection operated as hidden curriculum affecting the opportunities for the program to enhance meaningful relationships among diverse groups of students. The authors describe institutional and sociopolitical conditions, and individual actions reflecting a faculty's will to policy. Faculty efforts supported and challenged systemic change to increase racial and ethnic diversity among aspiring educational administrators.

**Leadership Coaching in an Induction Program for Novice Principals: A 3-Year Study**
By Chad R. Lochmiller

This article presents results from a study of leadership coaches who worked with novice principals in a university-based induction program for a 3-year period. The qualitative case study describes how the support the coaches provided to the novice principals changed over time. The study reveals that coaches adapted their leadership coaching practice in response to the principal's needs and shifted their coaching strategies as a result. The article concludes with a discussion of the findings in relation to existing research on leadership coaching for K-12 school leaders and offers suggestions for future research.

**Action Research in EdD Programs in Educational Leadership**
By Karen Osterman, Gail Furman, & Kathleen Sernak

This exploratory study gathered information about the use of action research within doctor of education programs in educational leadership and explored faculty understanding of and perspectives on action research. Survey data established that action research is used infrequently to meet dissertation requirements. Contributing factors include lack of clarity regarding the nature of action research (AR) and concerns about methodological legitimacy. Because the development of collaborative leadership skills and the pursuit of social justice objectives are inherent to the action research process, these results call for additional discussion regarding this distinctive methodology and its role in the preparation of educational leaders at the doctoral level.

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REFORM

Teach for America tests out more training
In response to concerns over the current Teach for America (TFA) model, which only includes 5 weeks of pre-service training, the organization is launching a pilot program that will provide college juniors with a one year training program. This new model would include classes on pedagogy and theory as well as experience in a classroom setting. As of now, TFA applicants are down 12%.

Teachers union cites Common Core in decision to cut Gates funding
The American Federation of Teachers (AFT), under the direction of Randi Weingarten has decided to no longer accept money from the Bill and Melinda Gates Foundation for the Innovation Fund. This decision was in reaction to repeated concerns by union members and increasing distrust of Gates intentions for reform.

To read the original Politico story: Exclusive: AFT shuns Gates funding

Reading, Writing and Renewal (the Urban Kind)
In Baltimore, a major urban renewal effort is being designed around the school- a campus including a community center, library, auditorium, and gym- as part of a $1.8 billion plan including retail development and mixed-use housing. The school is operated by Johns Hopkins University and Morgan State University and serves 720 students, with age groups divided into separate “houses” each with a commons area and traditional classrooms. The space is bright with easy access to outdoor space. The school opened in January of 2014.

What Americans Keep Ignoring About Finland's School Success
The answer is equity. Pasi Sahlberg, director of the Finnish Ministry of Education's Center for International Mobility visited New York City this month and spoke about some of the key elements of the success of Finnish schools. He emphasized several practices that run counter to current reform efforts in the US, such as a lack of standardized tests, high prestige for teachers, a focus on cooperation not competition, and a reform effort focused in equity.

How billionaire-funded ‘ed reform’ groups push charters, vouchers
A recent article in the Washington Post discusses the pattern of campaign contributions emerging since a 2010 decision that allows for organizations to give donations to political campaigns and tax rules that limits the public’s access to information on who is funding political campaigns. Using information from the Center for Public Integrity, the articles outlines the contributions of StudentsFirst and other reform organizations with wealthy donors and the influence those donations have on local and state elections.

To access the Center for Public Integrity’s original article: Education groups battle teachers unions in state races
TESTING

Testing Skeptics Aim to Build Support for Opt-Out Strategy

In response to a school system guided by policies that increase the accountability of both teachers and students, a coalition known as the Testing Resistance and Reform Spring is organizing rallies and meetings to encourage parents to push back against the high-stakes testing by opting out. Currently, the policies around opting out are vague and vary across states.

A New SAT Aims to Realign With Schoolwork

The College Board has decided to revamp the SAT to more closely align with students’ knowledge base, eliminating the mandatory essay, changing scoring, and restructuring the vocabulary section.

SCHOOL CULTURE AND CLIMATE

Socialization technique helps in academic achievement, trial study finds

A recent randomly controlled trial study compared 13 schools in the state of Virginia that used the Responsive Classroom method to 11 schools that did not. The study was unique in that it looked at how this socio-emotionally based intervention influenced academic success, finding positive learning gains.

How Educators Can Eradicate Disparities in School Discipline: A Briefing Paper on School-Based Interventions

This brief from the Research-to-Practice Collaborative explores discipline policies in schools. They suggest moving away from more punitive measures towards conflict prevention and conflict intervention. In order to prevent conflict, schools should focus on academic rigor, supportive relationships, culturally relevant and responsive teaching, bias-free classrooms and respectful school environments.

Seeing Past the “Colorblind” Myth of Education Policy: Addressing Racial and Ethnic Inequality and Supporting Culturally Diverse School

A recent National Education Policy Center (NEPC) policy brief suggests that even policies that presume to be “colorblind” interact with residential patterns, which determine school funding, and school systems, which have differing resources and curriculum, resulting in a perpetuation of racial inequities. The authors focus specifically on how accountability and school choice, while couched in a post-racial mindset, are not independent of the realities of a society that is still heavily segregated. They make the following policy recommendations: 1) Support and sustain diverse districts and communities; 2) Foster cross-district collaboration; 3) Encourage inter-district transfers to support diversity; 4) Expand legal challenges based on the educational benefits of diversity; 5) Tap into the common core’s potential to support diversity; and 6) Place less emphasis on standardized tests.

For a more personal account of the role of schools in perpetuating racial inequity:

Colonizing the Black Natives: Reflections from a former NOLA Charter School Dean of Students

Black Preschoolers More Likely to Face Suspension

According to a recent report from the Education Department, Black and Hispanic preschool students make up 50% and 20% of all preschoolers who are suspended more than once. To put this in perspective, only 6% of preschools report suspending any students one or more times. These disparities continue throughout school, with black students at all grade levels being suspended three times as much as their white peers.

See Also:

School Data Finds Pattern of Inequality Along Racial Lines
Obama Budget Pitches Race to Top for Equity, New Money for Ed Tech

President Obama released his budget for 2015, which includes a 1.3 billion dollar increase over the previous year. Funding will back Title 1 grants to districts but will also be allocated through several new competitive grants for programming that specifically helps to close the achievement gap. $300 million in grants are available to districts that develop data systems tracking leader, teacher, and student success. The money would also be used to support teacher retention, school culture, non-cognitive factors, and extended learning time. $200 million dollars will be used to improve professional development through technology. Another $150 million would be used to reform high schools and provide more work experience to students. Title 1, Special Education Grants, SIG, and charter schools would be funded at 2014 levels.

Race to Top Reports Detail Winners' Progress, Challenges

As the four-year implementation of Race to the Top draws to a close, Delaware, Hawaii, North Carolina, and Tennessee lead the way on the Race to the Top effort. D.C., Florida, Georgia, and Maryland have struggled with implementing the necessary changes. Twelve states in total received grants in 2010.

What Happens If a State Loses Its NCLB Waiver?

Washington may be the first state to not meet the requirements set forth in the waiver since the legislature stills uses local tests instead of the required state tests. The federal government has not decided whether Washington would restart the NCLB clock or receive sanctions. There are also concerns over money.
Governor's Top Education Issues: State-of-the-States 2014

ECS released a summary of the education issues mentioned in 42 states and D.C. during the state-of-the-states addresses. The following topics were mentioned consistently: career and technical education; dual enrollment; early learning; economic and workforce development; higher education; K-12 finance; and teacher compensation. The paper goes on to report highlights from various states for each of these topics.

COMMON CORE

Feds Approve California Switch To Computer-Based Standardized Testing For K-12

California has resisted administering tests to students during the transformation to common core standards. The federal government pushed back and threatened to take away $1.5 billion dollars of funding. Arne Duncan decided to grant a one year waiver from reporting requirements of NCLB, and California agreed to have students sit for the Smarter Balance computer-based tests.

Assembly approves a Common Core delay

The New York State Assembly voted to halt some of the reforms associated with the common core standards, including removing test scores from teacher evaluations for two years. Also, they prohibited the department of education from sharing student information with third party vendors, a hotly contested topic in the state.

See Also:

Whalen: NY must adhere to federal education efforts or will lose funding

Common Core in the Districts: An Early Look at Early Implementers

In a recent report by the Thomas Fordham Institute, the researchers presented four district case studies (KY, NV, TN, IL) of the implementation process. The key findings include: 1) Teachers and principals are the primary faces and voices of the common core in their communities; 2) Implementation gains traction when district and school leaders lock into the Common Core standards as the linchpin of instruction, professional learning, and accountability; 3) In the absence of externally vetted, high-quality Common Core materials, districts are striving- with mixed success- to devise their own; 4) The scramble to deliver quality CCSS-aligned professional development to all who need it is both as crucial and (so far) as patchy as the quest for suitable instructional materials; and 5) The lack of aligned assessments will make effective implementation of the Common Core difficult for another year.

Track News & Policy State-by-State using…

EdWeek State News

Click on the state of interest on the interactive map to see current state education news.

Education Commission of the States, 2013 State Policy Database

An up-to-date collection of state policies and activities enacted in 2013, sorted by topic.
IOWA

**39 Iowa school districts chosen to launch teacher leadership systems**

Iowa is launching a teacher leadership system in which selected teachers would be given the opportunity to collaborate with each other and to develop professional skills. The program is beginning with 29 districts out of the 146 applicants across the state and represent a mix of urban, rural, and suburban districts.

KANSAS

**Kansas Supreme Court: Change school aid formula and study whether to spend more**

The Kansas Supreme Court made a decision in the much anticipated case regarding the constitutionality of school funding. While they did not rule on whether Kansas had enough funding to educate students properly, they did concede that the budget cuts created an imbalance between rich and poor schools, requiring lawmakers to allocate $129 million to help close the gap between schools.

See Also:

Brownback: ‘Significant new funding’ needed to address equity issues for schools

LOUISIANA

**Bill to enhance authority of principals approved**

Louisiana state Senate passed a bill that gives “highly effective” principals the right to declare their school as an “empowered community school” giving them the authority to make decisions about budgets personnel, curriculum, and contracts. The Louisiana Federation of Teachers, the Louisiana Association of Educators, the Louisiana School Boards Association and the Louisiana Association of School Principals are all opposed.

TENNESSEE

**State Senate Approves Legislation To Block Federal Intrusion Into Tennessee’s Curriculum**

The Tennessee State Senate approved three separate bills that limit federal intrusion into education polity, reform the selection of textbooks, and help to prevent data-mining of student information. The passing of these bills was in response to inquiry by the Education Commission into the common core standards and the use of questionable language in textbooks.
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