Volume 10, Issue 3, April 2015

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

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Amy Reynolds & Angel Nash, 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.

Arizona State University
Auburn University
Australian Catholic University
Bank Street College
Bowling Green State University
Brigham Young University
Clemson University
College of William and Mary
Duquesne University
Florida Atlantic University
Florida State University
Fordham University
Georgia State University
Howard University
Illinois State University
Indiana University
Iowa State University
Kansas State University
Kent State University
Lehigh University
Louisiana State University
Loyola Marymount University
Miami University
Michigan State University
New Mexico State University
New York University
Nipissing University
North Carolina State University
Northern Illinois University
Ohio State University
Ohio Wesleyan University
Pennsylvania State University
Portland State University
Rutgers University
St. John’s University
St. Louis University
Sam Houston State University
San Diego State University
Stephen F. Austin State University
Southern Methodist University
Temple University
Tennessee State University
Texas A&M University
Texas State University—San Marcos
Texas Woman’s University
University at Buffalo/SUNY
University of Alabama

University of Arizona
University of Arkansas
University of Central Arkansas
University of Cincinnati
University of Connecticut
University of Dayton
University of Denver
University of Florida
University of Georgia
University of Houston
University of Illinois–Chicago
University of Illinois–Urbana-Champaign
University of Iowa
University of Kansas
University of Kentucky
University of Louisville
University of Maryland
University of Massachusetts–Boston
University of Michigan
University of Minnesota
University of Missouri–Columbia
University of Nebraska–Lincoln
University of New Mexico
University of North Carolina–Chapel Hill
University of North Carolina–Charlotte
University of North Carolina–Greensboro
University of North Texas
University of Northern Colorado
University of Oklahoma
University of Oregon
University of Pennsylvania
University of Pittsburgh
University of San Diego
University of Tennessee–Knoxville
University of Texas–Austin
University of Texas–El Paso
University of Texas–Pan American
University of Texas–San Antonio
University of Toledo
University of Utah
University of Virginia
University of Washington
University of Wisconsin–Madison
University of Wisconsin–Milwaukee
Virginia Commonwealth University
Virginia Tech
Washington State University
Wayne State University
See the following pages for updates from UCEA Headquarters regarding the 2015 UCEA Convention!

**Important Upcoming Dates for the 2015 UCEA Convention**

- Monday, April 6, 2015—All Academic opens for proposal submissions
  - Friday, May 8, 2015—Proposals due, All Academic closes
- Monday, June 1, 2015—Registration opens (take advantage of early bird registration rates!)
2015 UCEA Convention Call for Proposals

UCEA is pleased to release the 2015 UCEA Convention Call for Proposals. The 29th Annual UCEA Convention theme, *Re-Imagining the Frontiers of Education: Leadership With/In Transnational & Transcultural Spaces*, highlights the Convention location near the California-Mexico border and intends to draw attention to the border spaces that exist within our field, between both scholars and practitioners and among communities present in and around schools. Collectively, we can identify new ways to engage in research and dialogue and to recognize the strength of the multiple—often disparate—voices contributing to the future of education.

The 29th annual UCEA Convention will be held at the Manchester Grand Hyatt in San Diego, California. The Convention will open at 8:00am Friday, November 20 and will close at 1:00pm on Monday, November 23. The purpose of the 2015 UCEA Convention is to engage participants in discussions about research, policy, and practice in education with a specific focus on educational leadership. Members of the 2015 Convention Program Committee are Mónica Byrne-Jiménez (Hofstra University), Holley Mackie (University of Oklahoma), Cheryl Ward (San Diego State University), and Irene Yoon (University of Utah).

The site for submitting proposals will open on **April 6, 2015**. All proposals must be received by May 8, 2015, and must adhere to the requirements in the Call for Proposals.

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2015 UCEA Graduate Student Summit Call for Proposals

The 2015 UCEA Graduate Student Summit (GSS) will be held at the Manchester Grand Hyatt in San Diego, California. The GSS will commence Thursday, November 19, 2015 at 1:00pm and will conclude Friday, November 20, 2015 at 12:00 pm. The purpose of the 2015 UCEA GSS 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.

The UCEA Graduate Student Summit is an extension of the UCEA Convention. In keeping with the UCEA Convention, students should demonstrate how their proposals for the GSS address the UCEA Convention theme, “Re-Imagining the Frontiers of Education: Leadership With/In Transnational & Transcultural Spaces.” Please refer to the 2015 Call for Proposals for a full discussion of the 2015 Convention theme.

It will include:

- **Paper sessions**, in which you will share your research and receive constructive feedback;
- **Feedback sessions**, in which GSS student presenters 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;
- **Social gatherings**, where you will have the opportunity to meet and connect with other graduate students in a more casual setting.

The full call for proposals, overview of submitting proposals, and FAQs for the GSS are all available on the **UCEA GSS website**! Proposals are submitted through All Academic, all requirements set forth for the UCEA Convention CFP apply to GSS proposals.

We will begin accepting proposals on **April 6, 2015**. All proposals must be submitted electronically per the directions located at the UCEA GSS site. Proposals must be received by **Friday, May 8, 2015**.
UCEA Call for Awards Nominations

Thank you for your commitment to and support of UCEA in advancing the preparation and practice of educational leaders for the benefit of schools and children. In order to recognize those individuals who have made significant contributions toward this goal, we encourage you to nominate individuals for the following awards who you believe deserve recognition for their efforts and excellence within the educational leadership community. You may also access more detailed information on each award by clicking on the name of the award below, or by visiting our website http://www.ucea.org/opportunity_category/awards/ and selecting a specific award from the Awards page. The following awards (except the last) have a deadline of June 1, 2015:

- **Edwin M. Bridges Award**, given by UCEA annually for original, outstanding work in the area of research and/or development that contributes to our knowledge and understanding of how best to prepare and support future generations of educational leaders.
- **The Roald F. Campbell Award**, given to senior colleague recognizing a lifetime of excellent achievement.
- **The Jack A. Culbertson Award**, given to a professor in the first six years of his or her career for some outstanding accomplishment.
- **The Master Professor Award**, given to an individual faculty member whose record is so distinguished that UCEA must recognize this individual in a significant and timely manner.
- **The Jay D. Scribner Mentoring Award**, given to an educational leadership faculty who have made substantive contribution to the field by mentoring the next generation of students into roles as university research professors, while also recognizing the important role(s) mentors play in supporting and advising junior faculty.
- **Exemplary Educational Leadership Preparation**, given by UCEA to a program within colleges and departments of education that demonstrates exemplary educational leadership preparation. The award is inspired by UCEA’s core mission to advance the preparation and practice of educational leaders for the benefit of all children and schools, and the recipient(s) will be given a significant cash award. Please visit the specific award page for more information as the nomination requirements for this award differ from the others listed below. **Letter of Intent to Apply Deadline: May 22, 2015; Materials Submission Deadline: June 26, 2015**

Nominations for these awards are welcome from faculty member(s) of UCEA member institutions and partner institutions. Please note that the requirements for the “Exemplary Educational Leadership Preparation Award” are different and more extensive given the nature of the award, see the web link provided to access the list of these requirements. All other awards should include electronic submissions which include: the candidate’s curriculum vitae; a letter addressing the contributions of the nominee relative to one or more of the selection criteria; support letters from individuals who have been directly mentored by the nominee, and/or individuals who can attest to the nominee’s mentoring strengths, are strongly encouraged.

The deadline for submissions (other than the EELP Award) is June 1, 2015.

A UCEA committee appointed by Executive Director Michelle Young will review and evaluate the nominees. This committee will reserve the right to present this award to multiple candidates on any given year, or conversely, not to present this award should nominees not fully meet the selection criteria.

Please send nominations electronically to ucea@virginia.edu.

Questions? Please call UCEA Headquarters at (434) 243-1041 or email us at ucea@virginia.edu
Call for Applications
2015-2017 UCEA Graduate Student Council Representatives

UCEA invites applications for new Graduate Student Representatives to serve for two years as members of the UCEA Graduate Student Council (GSC). The GSC is a student-led body whose purpose is to increase the presence and the voice of graduate students in UCEA. To do so, the eight members of the GSC work to generate opportunities for graduate student development within UCEA, develop student-led seminars, forums and workshops at the UCEA Convention, and maintain and contribute to the UCEA graduate student webpage and graduate student columns in the UCEA Review.

Being a member of the GSC offers a unique opportunity to work closely with members of the UCEA leadership team to shape opportunities for graduate student involvement and development within UCEA. Other benefits of the position include working with a dynamic group of graduate students, connecting with a talented group of scholars from around the world, and honing leadership skills.

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.

GSC representatives are expected to attend and assist at the Graduate Student Summit and the Convention each fall. Representatives receive a travel stipend to support their travel to the Convention and are provided complimentary convention registration.

Graduate students who are interested in applying for the position should submit the following materials by June 1st, 2015.

1. A one-page statement of interest that explains why the applicant is interested in serving, describes relevant prior experience, and details specifically what the applicant can contribute to the GSC
2. Current curriculum vitae
3. Letter of support from your institution's PSR (see below)

In addition, applicants will need to request a letter from an institutional representative, such as a department chair or plenary session representative (PSR), which recommends the applicant and ensures financial support for travel to the convention. All documents should be submitted electronically to uceagradconnex@gmail.com under the subject "GSC APP".

The current GSC members will review applications and make a recommendation to the UCEA Executive Director, who will collaboratively select the new GSC representatives. The appointment will be made by June 26, 2015, and all applicants will be notified via e-mail by this date. Please contact Kristina Brezicha (kfb126@psu.edu) with any questions. Thank you for your consideration of this call.
Apply for the UCEA Graduate Student Fellowship (Summer 2015)

The UCEA Graduate Student Fellowship aims to provide research, mentoring, and career development opportunities for two outstanding graduate students who are enrolled in an UCEA member educational leadership program and intend to enter the professoriate. The UCEA Graduate Student Fellow will receive a stipend of $5,000. The fellows will be eligible to be in residence for six to eight weeks during the summer at one of the current UCEA programs centers (contingent upon acceptance from individual centers ability to host a student):

- UCEA Joint Program Center for the Study of the Superintendency and District Governance
- UCEA Center for Educational Leadership and Social Justice
- UCEA Center for the Study of Leadership in Urban Schools
- UCEA Center for the Advanced Study of Technology Leadership in Education (CASTLE)
- UCEA Center for the Study of Leadership & Ethics
- UCEA Center for the Study of Academic Leadership
- UCEA Center for the International Study of School Leadership
- The National Center for the Evaluation of Educational Leadership Preparation and Practice
- UCEA Center for Leadership in Law

The UCEA Graduate Student Fellowship will commence in June of 2015 and continue through the end of July 2015. This timeframe can be re-arranged for another time during calendar year 2015 if mutually agreed upon between the Program Center and fellow.

Application Process

Application materials from each student must include four statements of no more than 500 words each (total of 2000 words) addressing the following:

- Describe your academic and personal experiences that you consider relevant to UCEA Graduate Student Fellowship
- Describe your short-range and long-range career goals
- Detail your research experience
- How does a summer fellowship at a UCEA program center align with your pursuit of the professoriate?

Send your application to:
Jayson W. Richardson, Ph.D.
UCEA Associate Director of Program Centers
University of Kentucky
Jayson.richardson@uky.edu

Please type in the subject line: UCEA Graduate Student Fellowship: Your name

Deadline: April 15, 2015
Call for Applications
UCEA Associate Director for Publications

UCEA is pleased to announce a call for applications for the position of UCEA Associate Director for Publications (ADP). For over 50 years, the University Council for Educational Administration (UCEA) has sponsored journals, monographs and books focused on important educational leadership issues. Currently, UCEA works with three talented editorial teams and SAGE publications to publish three peer-reviewed journals (Educational Administration Quarterly, Journal of Cases in Educational Leadership, Journal of Research on Leadership Education) and offers the field a number of other resources, such as the UCEA Review, UCEA Research Utilization Briefs, the UCEA Book Series. The primary purpose of UCEA’s publication efforts is to advance knowledge and knowledge utilization in the field.

Responsibilities:

The Associate Director for Publications (ADP) plays an important leadership role within the consortium, providing leadership and guidance to UCEA’s publication efforts. The ADP is a service leadership position. The ADP works with the UCEA Executive Director as a member of UCEA headquarters staff. The ADP chairs the UCEA publications committee, which is responsible for crafting a UCEA publications vision, reviewing book proposals, advising the UCEA Executive Board on the quality of journal hosting proposals, and advising UCEA on how to increase the reach and impact of UCEA publications. The ADP serves as an ex-officio board member for of UCEA’s journals, attends annual editorial board meetings, ensures effective communication between UCEA’s editorial teams and UCEA headquarters, and submits bi-annual reports on the publication efforts of the consortium.

UCEA Associate Directors:

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. UCEA Associate Directors gain valuable leadership experience, grow their professional networks, and make significant contributions to the consortium. These are voluntary leadership positions with a term of appointment of three years renewable. The positions include an annual travel stipend.

Applications:

Review of formal applications will begin April 24, 2015. A final decision regarding this position is scheduled by the end of June, 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 6, 2015.

These materials should be sent to the attention of: UCEA Executive Director Michelle D. Young, UCEA Headquarters at the following email address: ucea@virginia.edu

For more information about the Associate Director for Publications Position, please contact UCEA Headquarters: email: ucea@virginia.edu; telephone: 434.243.1041. Information on UCEA’s Publications can also be found on the UCEA webpage: www.ucea.org.
Call for Submissions for the 2015 UCEA Film Festival

The 2015 UCEA Convention will play host to the 4th annual UCEA Film Festival! UCEA has opened an opportunity for submissions of 5-minute videos that explore broadly the landscape of quality leadership preparation, including our research and engaged scholarship, our preparation program designs and improvement efforts, our policy work, and the practice of educational leaders.

Please email Jennifer Friend with questions at friendji@umkc.edu. Additional details are posted on the UCEA website: www.ucea.org

To view films selected for the 2012 through 2014 UCEA Conventions, visit the UCEA website:

http://ucealee.squarespace.com/ucea-2012-film-festival/


Video Submission Guidelines:

· Videos may be produced by Graduate Students and/or Faculty in educational administration.

· Video Running Time - 5 minutes or less

· Deadline for video submissions – July 31, 2015

· Video Quality – Filmmakers are encouraged to create the videos using High-Definition (HD) video.

· Audio Quality – Filmmakers are recommended to use a high quality microphone to capture sound, such as a lapel or lavalier mic for individual speakers or a microphone on a boom pole to record group interviews or classroom instruction.

· Rights & Clearances – Filmmakers must secure all rights, licenses, clearances and releases necessary for participants, music, and locations for conference exhibition and web streaming.

· Filmmakers will be notified of the videos selected for the 2015 UCEA Convention by September 1, 2015. Video submission materials will NOT be returned.

· Note: In order to create a video with high production value (professional filming, clear audio, editing and post-production), we suggest partnering with the film studies program at your institution or with students in specialized high school film production programs.

· Videos can submitted in three ways: (1) posted online as an .mp4 file available to download, (2) emailed via file sharing (i.e. Dropbox), or (3) mailed on a DVD formatted in MPEG video Region 1/North America. Video submissions must be accompanied by a completed Submission Form. Submit via email or mail DVD and Submission Form by July 31, 2015 to:

  Jennifer Friend, Ph.D.  Email: friendji@umkc.edu  
  Assistant Dean, School of Graduate Studies  |  University of Missouri-Kansas City  
  300F Administrative Center  |  5115 Oak Street  |  Kansas City, Missouri 64110
UCEA Sponsored Events at the 2015 AERA Conference

2015 David L. Clark National Graduate Student Research Seminar in Educational Leadership & Policy
   April 15th-16th
   Hyatt Regency Chicago

Barbara L. Jackson Scholars Workshop
   April 16th
   Hyatt Regency Chicago

William C. Boyd National Educational Politics Workshop
   April 16th
   Fairmont Chicago
   Millennium Park

UCEA, AERA Division A & Division L, SAGE Publications Joint Reception
   April 18th
   Swissotel

Presentation of the EAQ-William J. Davis Award at the Division A Business Meeting
   April 18th
   Swissotel
AERA 2015 Division A GSC Events

Division A Graduate Student Research Dialogic Forum
Thursday, April 16, 8:00 to 10:00 am
Hyatt, West Tower – Bronze Level, Water Tower
Session Type: Graduate Student Seminar

Getting Connected: AERA’s Multiple Offerings
Graduate Student Edition
Thursday, April 16, 2:15 to 3:45 pm

Division A Fireside Chat
Strengthening School Leaders’ Understandings of the Intersections of Identity, Culture, Language, Heritage, and Justice Conceptualization
Friday April 17, 2:15 to 3:45 pm
Swissotel, Lucerne Level, Lucerne III

- Dr. Gloria Ladson-Billings, University of Wisconsin at Madison
- Dr. Jean Patterson, Wichita State University
- Dr. Robert Teranishi, University of California at Los Angeles
- Dr. Anjale Welton, University of Illinois at Urbana-Champaign

UCEA, Division A, Division L, and SAGE Publications Joint Reception
Saturday, April 18, 8:00 to 10:00 pm
Swissotel, Event Centre First Level, Zurich

GSC attendees will need to be prepared to engage in robust dialogue during the events and encourage enthusiasm amongst fellow participants.

Visit us online: http://www.aera.net/EventsMeetings/AnnualMeeting/GradStudentresources.
Special Issues of the *Journal of School Leadership*

Proposal Deadline: May 1, 2015

Submission Guidelines

Each year, the *Journal of School Leadership* publishes at least one Special Issue for which guest editors assume responsibility for conceptualizing, assembling, and editing the issue. Each paper is subject to the same protocols and procedures that the JSL Editorial Board has established in its Submission Guidelines although the process is adapted for Special Issues. Guest Editors of Special Issues are supported by a designated member of the JSL Editorial Leadership Team (The Editor, Associate Editors, and or Editorial Review Board Member), along with the Assistant Editor, in steering and developing Special Issue editions.

Selection Criteria for Special Issue Themes

The main criteria for the selection of themes are the advancement of knowledge within a specifically focused area of school leadership, conceived broadly. JSL is particularly interested in Special Issues that explore the relationship between leadership and the following:

- Teaching, curriculum, and instruction
- Student learning, development, and achievement
- Whole school renewal and change
- Equity, justice, spirituality, and other moral and ethical issues
- Social and cultural contexts of schooling
- Individual and institutional accountability
- Diversity with respect to race, class, gender, gender identity, sexual orientation, ethnicity, and learning styles
- Law, finance, and personnel issues in education
- Pre-service preparation and in-service professional development of educational leaders
- Libraries and information technology

Another important criterion is that the issue must be in concordance with the aims and purpose of JSL. The choice of themes in previous Special Issues represents the goals and scope of JSL (see
Leadership for Increasingly Diverse Schools

By George Theoharis and Martin Scanlan

HB: 978-1-13-878592-2: $160.00/$128.00

For more information visit:
www.routledge.com/books/details/9781138785993

This is first textbook to publish in our new Educational Leadership for Equity and Diversity series edited by Colleen Capper.

"Scholars and practitioners of educational leadership and administration have needed this book for such a long time. Theoharis and Scanlan and their contributing authors, at last, have provided us with a comprehensive book that brings together in one place current research, tested strategies, useful tools, and high-leverage leadership practices for schools serving diverse students, families, and communities." --Linda Skrla, Professor and Department Chair of Educational Administration and Leadership, University of the Pacific

Leadership for Increasingly Diverse Schools provides both practicing and aspiring leaders with the theory, research, and practical guidance to lead socially just schools. Today’s schools are growing more pluralistic and diverse, and leadership is central to reversing long-standing trends of educational inequities, exclusion, and disparate school outcomes. This book helps readers sharpen their awareness of how multiple dimensions of diversity intersect as well as develop strategies for working with students of all socioeconomic statuses, races, religions, sexual orientations, languages, and special needs. Leadership for Increasingly Diverse Schools provides school leaders the tools to foster teaching and learning environments that promote educational equity and excellence for all students.

Special Features:

- Each chapter focuses on a specific dimension of diversity and discusses intersectionality across other areas of difference, including ability/disability, linguistic diversity, race, socioeconomic status, sexual orientation, gender, religion, and social frontiers.
- Chapters synthesize literature, provide practical strategies and tools, and include school-level and district-level cases illustrating inclusive leadership.
- End-of-chapter resources point readers toward further discussion of conceptual elements, practice connections, and research applications.
- A companion website features modifiable downloads and further resources for each chapter.

George Theoharis is Chair of the Teaching and Leadership Department and Associate Professor in Educational Leadership and Inclusive Elementary Education at Syracuse University.

Martin Scanlan is Associate Professor in Educational Policy and Leadership at Marquette University.
6th Annual Expanding the Circle Summer Institute

Advancing LGBTQ Initiatives in Higher Education, from the Classroom to the Campus Quad

Dates: June 10-13, 2015
Location: California Institute of Integral Studies
1453 Mission Street, San Francisco, CA, 94103

Description/Themes:
Throughout the three-day Institute, our nationally acclaimed faculty will address the following topics and themes:

- **Curriculum Development** - queering existing syllabi and courses, overhauling and establishing LGBTQ Studies or Queer Studies majors, minors, or tracks in existing academic programs
- **Faculty Development** - creative inquiry and intellectual engagement, teaching and learning resources, career building, retention, and faculty leadership
- **Queer Theory & LGBTQ Scholarship** - includes renowned and emerging scholars - highlights working across academic divisions, research collaborations, and new models for praxis
- **Student Engagement, Co-Curricular Activities & Community Building** - academy/community relations on/off campus, lecture series, educational outreach, internships, alumni mentorship programs
- **Student Life, Student Services & Role of LGBTQ Resource Centers** - building and enhancing LGBTQ student experiences, responding to needs, interests, health & lifestyle
- **LGBTQ Social Justice** - activism, intersectional identity, intergenerational, alliance building within community - Focus topics include: Transgender, LGBT POC, Religion & Spirituality

Join colleagues from across the country and academic spectrum for our 6th annual gathering that includes plenary sessions, half day and full day interactive workshops, and networking.

**Partnering Organization:**

[Image of Partnering Organization]
Call for Book Chapter Proposals from International Scholars

Rowman & Littlefield Publishers has issued a contract for the 2016 publication of

*International Perspectives on Women In Educational Leadership*

International scholars and practitioners whose work reflects a broad range of perspectives on women in educational leadership are invited to submit chapter proposals. Elizabeth C. Reilly, Professor of Educational Leadership at Loyola Marymount University and Diane E. Reed, Associate Professor at St. John Fisher College, will co-edit the book.

The tentative themes of each section are as follows, but the editors and publisher are open to others:

- Philosophical and Theoretical Perspectives on Women in Educational Leadership
- Cultural, Social, and Political Factors Affecting Women in Educational Leadership
- Recruiting, Preparing, and Mentoring Women Leaders
- Resilient and Persistent Women Leaders
- Untold Challenges Facing Women Educational Leaders
- Re-imagining Women in Educational Leadership

Please send a proposal of no more than 2,000 words (excluding references) that addresses the following:

1. Overview of Chapter: Include the proposed title, a brief description of the theme you are addressing or proposing, and any other relevant information to set the context.
2. Preliminary Outline: Include an outline of the proposed chapter.
3. References: Provide selected references that you may include in the chapter.
4. Discussion of Expertise: Include brief biographies of each proposed author and their selected, recent publications. (The last 2-5 years are sufficient.)

The proposal submission is due May 15, 2015, and notification of acceptance will be June 15, 2015. Tentative deadline for accepted and completed book chapters is November 15, 2015.

Send inquiries and completed proposals to Elizabeth C. Reilly at elizabeth.reilly@lmu.edu.
Moral Literacy and Ethical Leadership  
From the Local to the Global  
October 15 - 17, 2015  
The Nittany Lion Inn, University Park, Pennsylvania, USA

We invite you to join us for the 20th Annual Consortium for the Study of Leadership and Ethics in Education (CSLEE) Values and Leadership Conference hosted this year by the Rock Ethics Institute at The Pennsylvania State University. The conference will be held at the historic Nittany Lion Inn on Penn State’s University Park Campus, located in central Pennsylvania.

We encourage you to help promote the conference by sharing this flyer with all interested colleagues and students. The Rock Ethics Institute is also sponsoring a limited number of Graduate Student Scholarships that can be applied to the conference registration fee. More information about the program, featured presenters, registration, travel, and the Graduate Student Scholarship can be found at: www.csleevaluesandleadership.org.

The Call for Papers and guidelines for proposal submissions are posted on the conference website. Submit proposals by June 14, 2015 using the online submission form found at http://bit.ly/CSLEEProposal. Any questions you have about the conference may be addressed to the conference planning team using the contact form on the conference website.

The 2015 Values and Leadership Conference will consider moral literacy and ethical leadership through a variety of subthemes including:

- From policy to classrooms: diverse manifestations of ethics and ethical leadership in education
- Developing moral leaders: models of ethical development and ethical leadership
- Intersections of ethical leadership and moral literacy
- Ethical leadership, education, and social justice
- The future of ethical leadership: pressing concerns and new possibilities
- Education, ethics, and multiple literacies, including the intersection of ecological and moral literacy
- The juxtaposition of local and global perspectives on education, ethics, and leadership

Featured Speakers:
Dr. Davin Carr-Chellman, The Pennsylvania State University
Dr. Moses Davis, The Pennsylvania State University
Dr. Crystal Sanders, The Pennsylvania State University
Dr. Joan Poliner Shapiro, Temple University
Dr. Megan Tschannen-Moran, College of William and Mary
Call for Proposals

Series Title: Advances in Race and Ethnicity in Education

Volume Title: The School to Prison Pipeline. The Role of Culture & Discipline in School

Volume Editors Affiliations:

- Nathern Okilwa, Assistant Professor of Educational Leadership and Policy Studies, The University of Texas at San Antonio
- Muhammad Khalifa, Assistant Professor of Educational Administration, Michigan State University.
- Felecia Briscoe, Associate Professor of Educational Leadership and Policy Studies, The University of Texas at San Antonio

Brief synopsis of the proposed volume (under contract):

This edited volume will focus on the role that school climate and disciplinary practices have on the educational and social experiences of students of colour. Drawing from quantitative, qualitative, and theoretical studies, this edited volume will bring to bear a number of topics related to the school-to-prison pipeline, such as racialized school experiences of students of colour; criminology, discursive deviance, and punishment and carceral studies; urban studies; school administration and leadership, and a number of critical theorist frameworks. We hope to have a mix of empirical and theoretical chapters, and to have chapters that address both school-based and community-based praxis. The provisional organization of the chapters will be as follows:

Section 1: Carceral Schools? School discipline, climate, and the school-to-prison pipeline

Section 2: (Re-)Structuring schools for inclusionary practice: school leadership; classroom practice

Section 3: Theoretical and Research Based Explorations of School Discipline: Resisting Oppression

This edited volume will offer up-to-date scholarly understandings of this school-to-prison phenomenon as well as provide practical insights to administrators, teachers, school counsellors, and other school and non-school based professionals on how they might address not only disparities in school discipline but also create and promote an inclusionary, affirming positive school culture and climate. Based on the collective chapters, it is expected that the edited volume will advance new theoretical concepts that can be used in disciplinary studies and criminology, leadership studies, Critical Race Theory, and other critical frameworks. The chapters will be peer-reviewed.

Submission Procedure:

Researchers and practitioners are invited to submit empirical or theoretical chapter proposal, on or before May 1, 2015, 2 pages (double spaced), clearly explaining the relevant aspects of their proposed chapter. Proposals should be submitted through email to editedbook2015@gmail.com. Authors of submitted proposals will be notified by June 1, 2015 about the status of their proposals. Full chapters (15-30 pages long) are expected to be submitted by September 30, 2015.

Contact Person: Nathern Okilwa: nathern.okilwa@utsa.edu; 210-458-7394
How Labor Management Relations and Human Resource Policies Affect the Process of Teacher Assignment in Urban School Districts

By Peter Youngs, Ben Pogodzinski, & Sarah Galey

This study examined how labor–management relations between school districts and teacher associations affect the process of teacher assignment and contract provisions. The study took place in five urban districts in a Midwestern state. In each district, we interviewed the human resource director and teacher association president, surveyed novice teachers in Grades 1 to 8, and examined the district’s collective bargaining agreement (CBA). We used district case reports to identify linkages between labor–management relations and contract provisions regarding teacher assignment. We drew on survey data to examine how these factors affected beginning teachers’ perceptions of their work environments.

School Crisis Management: A Model of Dynamic Responsiveness to Crisis Life Cycle

By Yi-Hwa Liou

This study aims to analyze a school’s crisis management and explore emerging aspects of its response to a school crisis. Traditional linear modes of analysis often fail to address complex crisis situations. The present study applied a dynamic crisis life cycle model that draws on chaos and complexity theory to a crisis management case, and further imbibed the dynamic model with core aspects emerging from the school’s crisis response to understand crisis management. The study was conducted at one Midwestern PK-12 school. A combination of case study design to guide data collection in a systemic manner and grounded theory to guide data analysis was administered. Multiple data sources were collected through semistructured interviews, focus group discussion, and review of crisis plan from members of the crisis management team and selected non–team members. Open coding, axial coding, and selective coding strategies were employed to allow for emerging themes which a constant comparative analysis was used to compare against existing theoretical frame. Strategies for enhancing trustworthiness were discussed.

A Measure of the Quality of Educational Leadership Programs for Social Justice: Integrating LGBTIQ Identities Into Principal Preparation

By Michael P. O’Malley & Colleen A. Capper

The purpose of this study is to investigate how aspiring principals in the United States are prepared for social justice leadership, by focusing particular attention on equitable leadership for lesbian, gay, bisexual, transgender, intersex, and questioning (LGBTIQ) persons as a measure of the preparation program’s commitment to social justice. The research design involved a cross-sectional survey instrument completed by 218 full-time faculty teaching in 53 different University Council for Educational Administration university principal preparation programs. We performed descriptive analysis of Likert-type scale responses with cross-tabulation of selected survey questions and constant comparative analysis of open-ended questions. The descriptive analysis provides a one-moment-in-time snapshot of the perceptions of particular education leadership faculty. As such, the data are illustrative of certain patterns evident across the national sample rather than definitive of these programs.
Beyond “Autopsy Data”: Bolstering Teacher Leadership, Morale, and School Improvement

By William Sterrett & Eric Irizarry

Teacher working conditions surveys provide biennial, comprehensive data regarding school leadership. This case describes how a Title I middle school principal proactively addresses end-of-year data to address identified needs and growth areas in a collaborative manner in her middle school. The principal works in a concerted manner with an assistant principal, district liaison, and teacher leaders to make a collaborative correction in her school to foster time in collaboration, increased teacher leadership, and enhanced professional development.

Separate and Unequal at Hillsborough High: A Principal’s Challenges in Integrating “Academic” and Career and Technical Education Coursework

By Joel R. Malin & Donald G. Hackmann

Dr. Edward White, Hillsborough High School principal, has decided to allocate faculty in-service time to address an unproductive chasm between academic and career and technical education programming within the school, which has created tensions among the faculty. On returning to his office after the professional development session, which was generally positive, he is confronted by his associate principal for curriculum, who is upset because she was excluded from the process. This case provides an opportunity for students to explore the importance of developing a college- and career-readiness curriculum, as well as to strategize mechanisms to resolve conflicts among colleagues.

Site-Based Management Versus Systems-Based Thinking: The Impact of Data-Driven Accountability and Reform

By Ian M. Mette & Ed Bengtson

This case was written to help prepare building-level and central office administrators who are expected to effectively lead schools and systems in an often tumultuous world of educational accountability and reform. The intent of this case study is to allow educators to examine the impact data management has on the types of thinking required when leading school systems, particularly in larger school districts. Educators studying this case should examine the strengths and weaknesses of site-based management as well as systems-based thinking—specifically how both can play a role in how schools and school systems are led in the age of accountability and reform.

Data-Based Personnel Decisions & Baker Middle’s Intensive Support List

By Kimberly Kappler Hewitt & Scarlet Lilian Chopin

Focused on the use of teacher evaluation data, this case was designed for use in two principal licensure courses, one on data literacy and the other on supervision and personnel. The principal of Baker Middle School has been instructed by the superintendent to use data from the state’s new teacher evaluation system to determine which teachers should be placed on the district’s Intensive Support List (ISL). Those on the list receive additional support but are subject to termination proceedings if they do not evidence sufficient growth. Students must analyze available data, identify which teachers should be on the ISL, and defend their decisions or alternatively craft an advocacy plan in objection to the ISL.

Florida Senate Bill 1108: A Case Study and Analysis of Implications and Impact

By Michael R. P. Bailey & Kate Bauer-Jones

In the summer of 2013, the State of Florida passed legislation that, among other things, gave parents of students with significant cognitive disabilities the right to refuse a separate curriculum and/or school for their child. This case frames the legal ramifications of Florida Senate Bill 1108 through the lens of the landmark Supreme Court case Schaffer v. Weast. In doing so, it will explore how one family’s struggle to navigate the special education system has taken on a new life in light of this legislation.

“Who Has Time for This?” Negotiating Roles in Instructional Supervision and Evaluation

By Chris Willis & W. Kyle Ingle

This case examines how school leaders manage the increased demands of a new state-mandated teacher evaluation process. Subject to negotiations, districts and their local teacher unions can allow for teachers to be credentialed and serve as evaluators within their own schools. The challenge is examined through both the opportunity costs of this new evaluation system and the cultural capacities of the administrators and teachers to foster trust and professionalism in a unionized educational environment.

Standing at the Crossroads: The Pedagogical Intersection Between Standards and Relationships

By Jeffry King

The purpose of this case is to examine the connection between the pedagogical practices of standards and relationships. Although research supports the importance of both practices, current efforts often construct a situation where educators must choose between the two. This perception pits one practice against the other, demanding educators choose a side without first reflecting on the validity of the dichotomy. Instead of forcing a choice between standards and relationships, this case explores alternatives for administrators and teachers to construct a more holistic pedagogical approach to learning that begins at the intersection of the two practices.

Diversity and Inclusion in Social Media: A Case Study of Student Behavior

By Debra Daugird, Marlena Everett, Mary Jones, Lisa Lewis, & Angela White

A freshman student posts on her social media account remarks that reflect intolerance and bigotry. Fellow students and faculty are upset, and disciplinary action follows. Was the student’s right to free speech ignored or were the rights of others to a welcoming and inclusive environment infringed upon? This case guides the reader through some of the issues associated with the currently confusing world of social media as it intersects with diversity issues. Discussion prompts and activities will prepare faculty and administrators to consider institutional culture, professionalism, and equity issues in an educational setting.
Special Issue Introduction: Effective Leadership Preparation: We Know What It Looks Like and What It Can Do
By Michelle Young
The changing conditions of schools, school populations, and standards-based accountability for student achievement, as well as the expanding knowledge base on effective leadership have created unique new challenges for leadership practice. As researchers have sought to understand these challenges and their implications for leadership practice, significant attention has also been focused on increasing the quality of leadership preparation programs (Jackson & Kelley, 2002; Milstein, 1993; Orr, 2006; U.S. Department of Education [USDOE], 2005; Young, 2004; Young, Crow, Murphy, & Ogawa, 2009).

Researchers have learned that quality leadership matters. Specifically, educational leaders are influenced by the quality of their leadership preparation and development opportunities. The University Council for Educational Administration (UCEA) has played a significant role in supporting both research and research utilization in this area, in an effort to support educational leaders and foster quality educational leadership preparation. The Exemplary Educational Leadership Preparation (EELP) award is one example of such efforts.

Cultivating Exemplary School Leadership Preparation at a Research Intensive University
By Shelby Cosner, Steve Tozer, Paul Zavitkovsky, & Samuel P. Whalen
In 2013, the University Council for Educational Administration (UCEA) in its inaugural “Exemplary Educational Leadership Preparation” (EELP) program competition recognized University of Illinois at Chicago’s (UIC) Doctorate in Urban Education Leadership as one of two EELP programs in the United States. This article provides information about (a) the initial design of this program, (b) the program’s key features as of 2014 following informal and formal program improvement, (c) key work routines and processes that have been introduced and used to support program redesign and ongoing program improvement, (d) key challenges faced in the work to sustain and enhance the program and approaches for addressing these challenges, and (e) recent key program evaluation results.

The Urban School Leaders Collaborative: Twelve Years of Promoting Leadership for Social Justice
By Betty Merchant & Encarnación Garza
The purpose of this study was to analyze and report on a “different” model of leadership preparation that was customized to prepare school leaders to practice in schools where the student population is predominantly Latino and in an urban school setting. It is a preparation program designed to advance interactive collaboration between students, professors, and school district administrators. The Urban School Leaders Collaborative (USLC), now in its 12th year, is a cohort-based principal preparation program dedicated to developing leadership capacity within San Antonio Independent School District (SAISD), the third largest school district in the city.

Special Issue Concluding Article: What Makes a Leadership Preparation Program Exemplary?
By Stephen Jacobson, Martha McCarthy, & Diana Pounder

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THE ROLE OF THE SCHOOL LEADER

With Fewer New Teachers, Why Do Some Stick Around?

A recent report regarding the drop in enrollment at teacher training programs in several large states was bad news, however, it was not surprising to many in the field. The combination of unpopular pay rates, test-centered decision-making constraints, and demanding time requirements, has resulted in a jolting drop in interest and commitment to the field. A survey of more than 10,000 public school teachers showed that 68% of those surveyed reported that support from school administrators was absolutely essential to retention. Researchers report that teachers quit when they do not feel that they are experiencing a lack of classroom autonomy. Principals are an important factor in establishing that type of school culture.

Keywords: retention, autonomy, teacher training enrollment drop

STUDENT LEARNING AND CURRICULUM

New 5-year high school will offer graduates an associate’s degree

In the Columbus, Ohio, the STEM first high school will expand next school year to offer students the option to graduate in five years with a two-year associate degree or technical certifications to help ensure that they are ready to enter the work force in specialized fields. The associate degree will empower students with an early start on their bachelors degree while the technical certification will give the students industry credentials that they can use to enter a field, and work while attaining their four-year degree if they choose to do so. The new venture is a partnership between the high school, a local university, a local community college, and a local nonprofit research and development organization that focuses on science and technology.

Keywords: high school curriculum, science, technology, math, engineering

TEACHERS

Experts: New Teachers Can’t Hide Behind Steep Learning Curve

Researchers at the American Association of Colleges for Teacher Education delivered presentations regarding the need for teachers to be prepared to effectively teach students from diverse backgrounds by being culturally competent educators. Schools of education and teacher preparation programs should be held accountable for readying teachers with skills they will need in classrooms from their very first day on the job.

Keywords: culturally competent teaching, teacher education, accountability

RECENT RESEARCH

Researchers Explore What’s Missing from Debate on Standards, Testing

Researchers from Vanderbilt University’s Peabody College of Education believe that uniform standards such as the Common Core can result in increased creative teaching, more in-depth learning, and better assessments if educators and policymakers can compromise regarding the purpose of tests. They state that tests should be broadened to include open-ended qualitative questions that give insight into students’ ability to reason. In contrast, the researchers are wary when assessment results are used to make decisions about teacher hiring and firing or school closures.

Keywords: testing, student insight, accountability consequences

NEA Rankings and Estimates States Book Released

The National Education Association has published its most recent book of state rankings for 2014, as well as the estimates for school statistics for 2015. Highlights of the book include significant developments in public school statistics, and school district finance reports, and ten-year trends. The measured trends include number of school districts, average daily attendance, numbers of instructional staff and classroom teachers, average annual salaries, revenues, government contribution, and expenditures.

Keywords: state statistics, statewide education trends, revenues, expenditures, salaries

REFORM


The U.S. Department of Education awarded six new grants through the Charter Schools Program (CSP) National Leadership Activities program. The funds will help the selected charter networks and charter school authorizers continue their effective work with students, as well as improve their capacity to serve students with disabilities and English learners. The grantees will also share their success by providing technical assistance and training with charter schools throughout the nation. They will also use the grants for professional development and coaching for teachers.

Keywords: charter schools, national leadership grants
U.S. Department of Education Approves ESEA Flexibility Renewal for Five States through Expedited Decision Process

The U. S. Department of Education granted five states four-year renewal for flexibility from provisions of the Elementary and Secondary Education Act (ESEA). Congress is overhauling ESEA, which was due for reauthorization in 2007. The four-year renewals provide Kentucky, Minnesota, New Mexico, North Carolina, and Virginia with stability as they continue developing and using innovative educational practices. The flexibility has resulted in increased focus on college and career readiness for all students. States implemented a range of strategies including extensive professional development and revamped accountability systems.

Keywords: ESEA reauthorization, state renewal
ARKANSAS

**Arkansas’s Hutchinson Signs Computer Science Bill**

Newly elected Arkansas Governor Asa Hutchinson recently signed a law that all public and charter high schools to offer courses in computer science. The law, House Bill 1183, also established an entity that will assess ways to increase computer literacy in the state. The Governor acknowledged that computer science instruction has been inconsistent while STEM jobs remain unfilled. He believes that this law will help create a bridge between the two realities and serve as a foundation for future success for the state.

Keywords: computer science literacy, STEM jobs

HAWAII

**Hawaii Gets Glowing Report from Feds for No Child Left Behind Waiver**

The state of Hawaii earned a remarkable progress report on its educational transformation from the U.S. Department of Education. U.S. Secretary Arne Duncan complimented the state on its turn-around efforts for low-performing schools which included initiating afterschool and summer academic enrichment programs. Hawaii also improved support of its teachers in an effort to prepare schools for a new educator evaluation system and higher student standards.

Keywords: school improvement, state assessment, U.S. Department of Education report

MINNESOTA

**Legislators Want Minnesota’s Education Programs to Publicly Disclose How Well They’re Preparing Future Teachers**

In the state of Minnesota, a bill, House File 244, that would require teacher training programs to make information about their effectiveness public, is up for consideration. Publicized information would include the number of students that graduate from the program, as well as the number of students who were granted licenses and transitioned into teaching positions thereafter. The programs would have to release data on students studying to be teachers as well as those studying to be administrators.

Keywords: teacher and administrator program data, training effectiveness

NEW MEXICO

**How New Mexico’s Education Industry is Attacking a Teacher Shortage**

The University of New Mexico and Central New Mexico Community College have taken a new approach to fulfilling the teacher shortage in Albuquerque Public Schools and across the state. UNM’s College of Education has partnered with the public school system and the Woodrow Wilson National Fellowship Foundation to offer a one-year Accelerated Alternative Licensure STEM program. The cohort model offers STEM professionals and military veterans to earn their license in one year. Cohort members are paired in the field with teachers in schools, with whom they co-teach, as they also complete coursework.

Keywords: teacher alternative licensure, teacher shortage

VERMONT

**New Report Shows Small Schools Are a Financial Drain on the Education System**

Vermont’s Agency of Education released a new report detailing the effects of smaller sized school districts and small schools on the state’s finances. The report offers information about how must more costly smaller schools are to the state’s budget. Results of these findings include a newly proposed legislation that calls for the consolidation of school districts throughout the state. The cost of the school districts is financially unstable, prompting policy makers to take a data-driven look at the ways students may suffer as a result. These consequences include a lack of academic offerings.

Keywords: per-pupil costs, small school districts, enrollment decline

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