Volume 9, Issue 11, December 2014

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

Table of Contents

Headquarters Updates
UCEA Announcements pp. 2-15

Research & Headlines
UCEA Publications Highlights pp. 16-18
Educational Leadership pp. 19-21
Federal Policy p. 22-23
State Policy pp. 23-24

UCEA Connections Editors
Amy Reynolds & Angel Nash, UCEA Headquarters
Editors
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.
Congratulations to the UCEA 2014 Award Winners!

Edwin M. Bridges Award
Joseph Murphy, Peabody College of Vanderbilt University

Jack A. Culbertson Award
Hollie J. Mackey, University of Oklahoma

The Jay D. Scribner Mentoring Award
Catherine A. Lugg, Rutgers

The Master Professor Award
Steven Jay Gross, Temple University

Roald F. Campbell Lifetime Achievement Award
Philip Hallinger, Chulalongkorn University, Thailand

The Paula Silver Case Award
Sally Zepeda, University of Georgia

R. Stewart Mayers, South Eastern Oklahoma State University

The Exemplary Educational Leadership Preparation Program Award
Ritchie Program for School Leaders, University of Denver
Northeast Leadership Academy, North Carolina State University

The UCEA Awards program is made possible by the thoughtful nominations of our members. Who do you know that deserves to be nominated? Watch for the call for nominations early in 2015!

2014 UCEA Convention at a Glance

Thank you to ALL for making this year’s convention a success!

1 City
2 Organizations (UCEA & ASHE)
3 Days
11 Countries Represented
27 Sponsorships
55 Individuals Gifts

Celebrating 60 Years!

99 Member Institutions
150+ Day on the Hill Participants
269 Sessions
410 Graduate Students
1126 Attendees (New record!!!)

Happy holidays from all of us at UCEA Headquarters! We look forward to seeing you in San Diego, CA next November!
2015 William L. Boyd National Education Politics Workshop

The Politics of Education Association and UCEA invite graduate students and recent doctoral graduates to a special 2 1/2-hour workshop. The William L. Boyd National Educational Politics Workshop, scheduled on the first afternoon of the AERA annual meeting, will give emerging scholars (students and new academics/researchers) the opportunity to learn about current and promising research in the politics of education field and interact with leading politics of education scholars.

Registration—Emerging Scholars: Click HERE

When/Where: The workshop will take place on April 16th, 2015 from 2:30-5:00 pm at a location convenient to the AERA conference hotels.

Eligibility: Students with an interest in educational politics and currently enrolled in graduate schools in the U.S. or abroad are welcome to attend as are educational researchers who earned their doctoral degrees after March 1, 2014. There is no fee to attend, but space is limited. Applicants whose research interests are not clearly tied to education politics will not be accepted. The opportunity to submit an application will end January 17, 2015 at 5:00 pm or when we reach maximum capacity.

Call for Mentors: If you are interested in serving as a mentor, please complete the electronic form found at the link below—even if you have served as a mentor at previous Boyd Workshops. Doing so confirms your willingness to serve as a mentor in Chicago in 2015.

https://docs.google.com/spreadsheet/viewform?formkey=dDBERUjDSWozetmtmXNjZ0owaUNBNWc6MQ

We thank you for your willingness to serve as a mentor.

If you have any questions, please contact Dr. W. Kyle Ingle at william.ingle@louisville.edu or Dr. Dana Mitra at dmitra@psu.edu

Welcome to Our Newest Member Institution!
Virginia Polytechnic Institute and State University
(Virginia Tech)

2015 David L. Clark National Graduate Student Research Seminar in Education Administration and Policy

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 in April 2015 in Chicago, prior to AERA. While students will be notified soon, we are pleased to announce this year’s distinguished faculty mentors:

UCEA
• Bradley Portin, University of Washington, Bothell
• Curtis Brewer, University of Texas, San Antonio
• Mark Gooden, University of Texas, Austin
• Jane Lindle, Clemson University

AERA - Division A
• Bonnie Fusarelli, North Carolina State University
• Diana Pounder, University of Central Arkansas
• Scott Bauer, George Mason University
• Don Hackmann, University of Illinois, Urbana-Champaign

AERA – Division L
• Betty Malen, University of Maryland
• Mark Berends, University of Notre Dame
• Tina Trujillo, University of California, Berkeley
• David Monk, Pennsylvania State University
The Ireland International Conference on Education (IICE-2015) is an international refereed conference dedicated to the advancement of the theory and practices in education. The IICE promotes collaborative excellence between academicians and professionals from Education. The aim of IICE is to provide an opportunity for academicians and professionals from various educational fields with cross-disciplinary interests to bridge the knowledge gap, promote research esteem and the evolution of pedagogy. The IICE 2015 invites research papers that encompass conceptual analysis, design implementation and performance evaluation.

All the accepted papers will appear in the proceedings and modified version of selected papers will be published in special issues peer reviewed journals.

**Topics:** The topics in IICE-2015 include but are not confined to the following areas:

- Academic Advising and Counselling
- Art Education
- Adult Education
- APD/Listening and Acoustics in Education Environment
- Business Education
- Counsellor Education
- Curriculum, Research and Development
- Competitive Skills
- Continuing Education
- Distance Education
- Early Childhood Education
- Education for Sustainable Development
- Educational Administration
- Educational Foundations
- Educational Psychology
- Educational Technology
- Education Policy and Leadership
- Elementary Education
- E-Learning
- E-Manufacturing
- ESL/TESL
- E-Society
- Geographical Education
- Geographic information systems
- Health Education
- Higher Education
- History
- Home Education
- Human Computer Interaction
- Human Resource Development
- Inclusive Education
- Indigenous Education
- ICT Education
- Internet technologies
- Imaginative Education
- Kinesiology and Leisure Science
- K12
- Language Education
- Mathematics Education
- Mobile Applications
- Multi-Virtual Environment
- Music Education
- Pedagogy
- Physical Education (PE)
- Reading Education
- Writing Education
- Religion and Education Studies
- Research Assessment Exercise (RAE)
- Rural Education
- Science Education
- Secondary Education
- Second life Educators
- Social Studies Education
- Special Education
- Student Affairs
- Teacher Education
- Cross-disciplinary areas of Education
- Ubiquitous Computing
- Virtual Reality
- Wireless applications
- Other Areas of Education

**Submission:**
- or email it to papers-2015april@iicedu.org

**Important Dates:**

- Abstract and Extended Abstract (Work in Progress) Submission Date: January 25, 2015
- Notification of Abstract and Extended Abstract (Work in Progress) Acceptance/Rejection Date: February 05, 2015
- Research Paper, Student Paper, Case Study, Report Submission Date: January 30, 2015
- Proposal for Workshops Submission Date: January 20, 2015
- Notification of Workshop Acceptance/Rejection Date: January 31, 2015
- Posters Proposal Submission Date: February 15, 2015
- Camera Ready Paper Due: March 01, 2015
- Early Bird Registration (Authors and Participants): December 30, 2014 - March 15, 2015
- Late Bird Registration Deadline (Authors only): March 16, 2015 - March 30, 2015
- Late Bird Registration Deadline (Participants only): March 16, 2015 - April 14, 2015
- Conference Dates: April 20-22, 2015

For further information please visit IICE-2015 at [www.iicedu.org](http://www.iicedu.org)
Announcing the Thirteenth Annual Emerging Scholar Manuscript Competition

International Journal of Leadership in Education

First Prize
- $500
- A year’s subscription to the International Journal of Leadership in Education
- Recognition at the IJLE’s Editorial Board meeting at AERA 2015
- Consideration of manuscript for publication

Finalist Early Faculty Category
- $300
- A year’s subscription to the IJLE
- Recognition at the IJLE’s Editorial Board meeting at AERA 2015
- Consideration of manuscript for publication

Finalist Graduate Student Category
- $300
- A year’s subscription to the IJLE
- Recognition at the IJLE’s Editorial Board meeting at AERA 2015
- Consideration of manuscript for publication

Criteria
All work must be the author’s original research on any aspect of education that incorporates a leadership perspective and must incorporate/reference at least two IJLE articles published during 2002-2014. Manuscript must be submitted while author is enrolled in a graduate program or within the first two years of completion. Any submitted manuscript will be subject to blind review and may be considered for publication at a later date.

Submission
All manuscripts must be submitted no later than January 16th, 2015. Manuscripts must be submitted electronically via http://mc.manuscriptcentral.com/tied and should be designated as an ‘Emerging Scholar Competition’ type of manuscript. Please contact IJLE at ijle@txstate.edu for more information or inquiries.

Call for Graduate Student Reviewers
In addition to feedback from the IJLE editorial team, manuscripts submitted for this competition will be sent to graduate students around the world. If you would like to serve as a reviewer, please send the following information electronically to Jeffry King, ijle@txstate.edu no later than December 8th, 2014 and agree to participate in a series of mini-lecturelettes on the review process during the month of December.

Please send:
- Current CV (email attachment)
- Name/email of a faculty member at your institution who would recommend you

- A statement to the effect that (a) you agree not to participate in the current competition yourself, and (b) you are available to read and respond to at least one manuscript submission by the end of February, 2015.
TRANSFORMING TOGETHER

COACHING AND MENTORING CONFERENCE

Kia honotahi te puawaitanga

8 – 10 April, 2015 | University of Waikato, Hamilton, New Zealand

**TRANSFORMING TOGETHER**

This conference supports the development of quality research and practice in coaching and mentoring across all fields. The conference theme, *Transforming Together*, seeks to provide a platform for researchers, practitioners and interested parties to connect and deepen their knowledge of coaching and mentoring.

**DISTINGUISHED SPEAKERS**

**DR TATIANA BACHKIROVA**

Oxford Brookes University, UK

Tatiana is a Chartered Occupational Psychologist and an Associate Fellow of the British Psychological Society. She is a Reader in Coaching Psychology at Oxford Brookes University, and a Visiting Professor in The National Research University ‘Higher School of Economics’ (HSE), Moscow. Tatiana’s recent books include: *The complete handbook of coaching* (2010, 2014), *Coaching and mentoring supervision: Theory and practice* (2011), and *Developmental coaching: Working with the Self* (2011).

**DR JAN ROBERTSON**

Institute of Professional Learning, University of Waikato, NZ

Jan is a senior researcher in the Institute of Professional Learning at the University of Waikato, New Zealand and academic director of New Zealand’s aspiring principals’ programme. She is the author of *Coaching leadership: Building educational leadership capacity through coaching partnerships* (2005) and co-editor of *Leadership and learning* (2011).

**IMPORTANT DATES**

**ABSTRACT SUBMISSIONS**

Close 14 November 2014

**NOTIFICATION OF PAPER ACCEPTANCE**

5 December 2014

**EARLY BIRD REGISTRATION**

($530.00 NZD)

Close 6 February 2015

**REGISTRATION ($595.00 NZD)**

Close 20 March 2015

**DAY REGISTRATION ($260.00 NZD)**

Close 20 March 2015

www.education.waikato.ac.nz/tt2015
New Book Information

From Policy to Practice: Sustainable Innovations in School Leadership Preparation and Development

Edited by Karen L. Sanzo, Old Dominion University

A volume in UCEA Leadership Series
Series Editor: Liz Hollingworth, The University of Iowa

The official book series of the University Council for Educational Administration (UCEA)

The School Leadership Program (SLP) is a federal grant sponsored by the United States Department of Education. A hallmark of the grant is the connectivity between various agencies to provide quality leadership preparation and development programs for aspiring and current school leaders. These collaborative efforts involve community and educational stakeholders including districts, universities, city agencies, not-for-profit entities, foundations, private academic organizations, and others involved in the development of school leaders. Since its inception in 2002, over one hundred grants have been funded. This edited book’s purpose is to share innovative, research-based practices from the federally funded grants that are sustainable after the life of the grant and are able to be used throughout the field for preparing and developing aspiring and current school leaders. This book features the work of current and past grantees around their innovative practices and lessons learned about school leadership preparation and development, especially around the issue of sustainability of these practices upon completion of the grant.

SLP Grantees share practical, usable lessons learned from their experiences with the grants, based on their research, project data, and practical experience.


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Paperback: $45.99
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Trim Size: 6.125 X 9.25
Page Count: 300

Subject: Education, Administration, School Leadership

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Preface to the Special Issue
By Casey Cobb
To celebrate the 60th anniversary of Brown, we invited a set of essays addressing the circumstances surrounding the Brown decisions, the consequences for schooling and society, and the directions we might take to break tenacious cycles of racism. The collection of essays and articles presented in this special issue provides a range of ways to think about segregation, desegregation, and how to better prepare and position educational leaders for their roles in desegregation. They challenge us to think systemically, as well as practically, about how such segregative trends might be mitigated and reversed.

Increasingly Segregated and Unequal Schools as Courts Reverse Policy
By Gary Orfield and Erica Frankenberg
School administrators and policy makers live in a complex, changing policy universe in which there are many competing demands and political pressures. Rarely is there much time to think about sensitive issues of long duration that are not part of the immediate demands they face. This article is about such an issue, a question that will deeply influence the future of schools and communities but which is usually ignored—the increasing separation of large sectors of our student bodies into intensely segregated schools with unequal educational opportunity. The data analyzed come from the National Center for Education Statistics, Public Elementary/Secondary School Universe, which contain demographic data about all public schools since the late 1980s. We rely on two measures of segregation, concentration and exposure/isolation index, to assess its current status and change over time in the nation’s public schools.

Who’s Segregated Now? Latinos, Language, and the Future of Integrated Schools
By Patricia C. Gándara & Ursula S. Aldana
Since the passage of Brown v. Board of Education in 1954, the demographic landscape of American schools has changed dramatically. By 2011, there were 12.4 million Latinos enrolled in prekindergarten to 12th-grade public schools, which constitutes 23.9% of the U.S. student population. A primary challenge that faces schools today is the increasing segregation of these Latinos, who are now the most segregated group of students in the West. Despite the Supreme Court decision to address the plight of segregation of Latino students, desegregation and language programming to assist English learners has been viewed as contradictory and competing with each other.

The Politics of Education in the Post-Brown Era: Race, Markets, and the Struggle for Equitable Schooling
By Janelle Scott & Rand Quinn
In this essay, we examine the racial politics of education in the six decades after Brown. We consider the state of educational policy in an era in which market reform advocates often invoke the spirit of the Brown decision even as the Supreme Court has largely vacated the legal framework provided by Brown to desegregate schools. Educational policy post-Brown has focused largely on expanding market reforms such as school choice, high-stakes testing, and federal and state accountability mechanisms in lieu of the radical shifts in the distribution of educational opportunities for which Brown called. We discuss these market-oriented trends in San Francisco and Philadelphia.

The Distorted Looking Glass: Examining How Housing Identity Privilege Obviates the Goals of Brown v. Board of Education at 60
By Mark A. Gooden & Dana N. Thompson Dorsey
In 1954, the Brown v. Board of Education case involved four states and their school segregation laws and policies. During that period, de jure and de facto segregation were a way of life in America. Sixty years later, as most schools across the country...
have resegregated, the authors ask the question of whether we should be focused on eradicating segregation? The purpose of this article is to propose the concept of housing identity privilege and explore how it impairs our ability to create a new vision for addressing school segregation.

*By Décoteau J. Irby*
In this article, I explore White racial purity desire as an underexamined ideology that might help us understand the compulsion of disciplinary violence against Black boys in U.S. public schools. By pointing to the dearth of research on sexual desire as a site of racial conflict and through revisiting Civil Rights–era fears about interracial intimacy between Black men and White women, I encourage readers to consider if and to what extent fears about sexual desires remain in the fabric of our school and social lives. I argue that in schools, White-supremacist patriarchy reproduces normative Whiteness through the continual surveillance, punishment, distancing, and removal of primarily heteronormative Black male bodies, locating its justification in protecting the bodily safety and academic achievement of heteronormative White girls. I suggest that in predominately White desegregated schools, disciplining heteronormative Black boys represents a new policy-based campaign of institutionalized violence and intimidation that reflects a subtle, but nonetheless pernicious, White male segregationist agenda.

**The Troublesome Legacy of Brown v. Board of Education**
*By Gerardo R. López & Rebeca Burciaga*
This article reflects on the 60th anniversary of the Brown v. Board of Education Supreme Court decision while discussing the significant lessons learned from this and subsequent court decisions. In this article, we posit that a fundamentally different conversation surrounding the legacy of Brown is needed if we are to critically understand the past, present, and future of race relations as a backdrop to issues of segregated schooling in this country. The troublesome legacy of Brown provides a unique opportunity to interrogate why we, as a country, continue to have faith in this particular court decision as a remedy for racial inequality. We invite readers to symbolically “let go” of Brown in order to imagine new possibilities for racial justice, educational opportunity, and social reform.

**Reciprocal Dialogue Between Educational Decision Makers and Students of Color: Opportunities and Obstacles**
*By Melanie Bertrand*
This article explores the possibilities for reciprocal dialogue between educational decision makers and Students of Color. Such dialogue—defined as interactions in which participants build on each other’s words—may provide the means to develop creative ways to address manifestations of systemic racism in education. The article uses the concept of Third Space to investigate how educational decision makers responded to a group of high school Students of Color advocating for change. The data for the article come from two studies investigating the influence of the students in the group, who were engaged in youth participatory action research. The analysis focuses on interviews conducted with decision makers who attended the group’s presentations. Findings: The analysis revealed that many educational decision makers responded to the group’s presentations in ways that limited the potential for future reciprocal dialogue with students. These decision makers’ responses most often focused on aspects of the students’ performance at presentations. In contrast, the responses that promoted reciprocal dialogue, which were rare, focused on the content of the presentations.

**Social Justice Leadership and Inclusion: Exploring Challenges in an Urban District Struggling to Address Inequities**
*By David DeMatthews & Hanne Mawhinney*
This cross case study describes the challenges that two principals working in one urban school district addressed while attempting to transform their school cultures to embrace an inclusion model. Analysis of interviews and observations in each school revealed the actions, values, and orientations of the individual leaders and the influences of conflicts and dilemmas that exist in social justice work. The article describes how two principals enacted social justice leadership by making decisions that addressed resistance and challenges to inclusion. Implications for administrator preparation, future research, and theory are presented.
**Journal of Cases in Educational Leadership**

*Co-Editors: William R. Black, Zorka Karanxha, Vonzell Agosto*

**December 2014; 17(4)**

**Turnaround, Transformational, or Transactional Leadership: An Ethical Dilemma in School Reform**

*By Ian M. Mette & Jay P. Scribner*

This case was written for school leaders, specifically building-level principals and central office administrators attempting to implement school turnaround reform efforts. Often, leaders who embark on this type of organizational change work in intense environments that produce high levels of pressure to demonstrate improvement in student achievement.

**Looks Like 10 Miles of Bad Road: Cheating, Gaming, Mistrust, and an Interim Principal in an Urban Texas High School**

*By David E. DeMatthews*

High-stakes accountability policies have brought about significant change in schools, but have also triggered instances of cheating and gaming at school and district levels. This undisguised case study involves the El Paso Independent School District, one of its high schools, and a popular principal accused of cheating.

**Fraud and Corruption Control at Education System Level: A Case Study of the Victorian Department of Education and Early Childhood Development in Australia**

*By Bandara Bandaranayake*

This case describes the implementation of a fraud and corruption control policy initiative within the Victorian Department of Education and Early Childhood Development (the Department) in Australia. The policy initiative was administered and carried out by a small team of fraud control officials, including the author of this article, in the Department. The policy context represents a large, devolved and fragmented governance and accountability system.

**Leadership for Social Justice: It Is a Matter of Trust**

*By Rosa L. Rivera-McCutchen & Terri N. Watson*

This case highlights the challenges faced by the principal of Forest Middle/Senior High School. In the surrounding school community, White middle-class families are increasingly opting to send their children to private schools. This case highlights critical junctures involving trust, race, ethnicity, and class, and examines how this particular leader promotes equity and social justice.

**Questions of Ethics and Loyalty: An Assistant Principal’s Tale**

*By Melissa A. Martinez*

Inspired by real-life events, this case describes the dilemma of a novice assistant principal who must balance her role as an administrator at her high school campus where a cousin’s son, Eddie, recently enrolled and is proving to be disruptive the first month of school.

**Using a Crisis to Redefine School Culture**

*By Lisa Huddleston*

This case involves a small town in the southwestern United States. As the community and school transition from a small ranching town into a bedroom community for the large city nearby, tensions related to race and wealth erupt in a confrontation on school grounds between students from the high school and a local doctor.

**Campus Crisis Response at Viberg College**

*By Rachel Eaker & Jamie Viars*

This fictional case study examines crisis response in higher education settings. Information about current crisis response procedures, plans, and trends was gathered from informational interviews, current crisis management literature, and multiple college and university websites.

**Adoption of a Learning Contract in Higher Education: Reconciling Administrative Policy and Academic Standards**

*By John J. Vitton & Nikolaus T. Butz*

This disguised case features a marketing major, Susan Lafleur, who presented Professor Higgins, the Department Chair, with a dilemma. She needed a petition signed to enroll in a capstone course while simultaneously taking a prerequisite course.

**A Feather in Her Cap**

*By Candace Head-Dylla & Susan Faircloth*

In this case, the authors explore the tensions that emerge when students exert their right to visibly demonstrate their cultural values and beliefs at school or school-sponsored activities and events. This case was designed for educational leadership courses dealing with diversity, pluralism, multiculturalism, and democratic values. Students should be encouraged to discuss pluralism and democratic education juxtaposed with multiculturalism.
Editor's Introduction: Developing the Praxis of Leadership

By Gail Furman

All leadership preparation programs, whether university-based or field-based, have a critical responsibility—to develop school leaders’ capacities to address the many challenges facing educators and students in today’s schools. The ongoing question for preparation programs is how best to do this; the mission of Journal of Research on Leadership Education (JRLE) is to be helpful in this regard by disseminating knowledge that helps programs design and deliver high quality programs. The two articles in this issue offer both conceptual arguments and programmatic examples that contribute to this knowledge base.

Transformational and Transformative Leadership in a Research-Informed Leadership Preparation Program

By Kimberly Kappler Hewitt, Ann W. Davis, & Carl Lashley

This article describes IMPACT V, a grant-funded preparation partnership among a community of institutions, and then considers whether such a partnership is a viable way to cultivate transformational and transformative sensibilities in building leaders. Methods included content analysis of baseline and summative student artifacts. Findings suggest that the program promoted elements of transformational leadership, as well as transformative leadership focused on liberation, democracy, equity, and justice. The program promoted school change and cultivated leadership and personal growth but suffered from unevenness in the program partnerships. Implications for leadership preparation are considered.

Organizational Theory and Leadership Navigation

By S. David Brazr, Sharon D. Kruse, & Sharon Conley

Teaching organizational theory in a way that bridges to leadership practice is vital to preparing deft educational leaders who understand the organizational behavior of schools and districts. Organizational theory guides understanding of the complexities of schools and districts and can be a basis for collaborative and effective decision making. This article suggests specific theory that could be taught, strategies for teaching it that are illuminated by examples of student work, and benefits that are likely to accrue.
THE ROLE OF THE SCHOOL LEADER

School Superintd: Vital or Irrelevant?
A recent report by the Brookings Institute explored the role of the superintendent in influencing student learning. The researchers found that typically the superintendent is only in the job for 3 to 5 years and that districts with high student achievement did not necessarily have superintendents serving longer terms. In addition, they suggested that hiring new superintendents did not influence achievement and that there was not a single instance of a superintendent having remarkable impact on student learning. Lastly, the researchers found that the district leader only accounts for a small and statistically significant portion of difference in achievement of .3%.

Are principals prepared to evaluate pre-K teachers?
In New York City, where pre-K is expanding and is now part of many elementary schools, principals will be asked to evaluate teachers whose practice they may not be as familiar with. While some districts, such as D.C., have created separate rubrics, that is not the intention in NYC.

RECENT RESEARCH

Facts Are More Important Than Novelty: Replication in the Education Sciences
A recent Educational Researcher feature article argues for the necessity of replication in the education field. They analyzed the publication history of the top 100 education journals and discovered that less than 1% of the studies were replication studies. Furthermore, most of those studies were able to replicate the original findings. Lastly, the authors suggest that there needs to be third-party, direct replications of key studies in order to improve the validity and reliability of the research base.

Review of the Productivity of Charter Schools
Gene Glass reviewed this cost-benefit analysis of charter schools, using NAEP data, which found that for each dollar spent charter schools were producing better achievement results. Focusing only on the achievement data, he found that the researchers directly compared traditional and charter schools without matching them on key demographic variables, such as poverty, that have been found to be highly correlated with NAEP scores.

To access the report directly:
The Productivity of Public Charter Schools

REFORM

Finn: Eight of the Toughest Challenges Schools Still Face
In this commentary by Chester Finn, a longtime education reformer, he suggests what he finds to be the biggest obstacles to school success. First he identifies what he sees as the two biggest gains: a focus on achievement data to measure success and an increase of school choice. The eight challenges are 1) governance (too many layers); 2) finance (an unfiltered mess); 3) leaders (not enough school-level authority); 4) curriculum and instruction (content matters); 5) high-ability students (not being challenged); 6) preparation (inadequate); 7) complacency (parents and reformers; and 8) greed (profit over children).
STUDENT LEARNING AND CURRICULUM

Keeping 9th Graders on Track Can Move Grad Rate, Research Finds

Recent research from the University of Chicago Consortium on Chicago School Research (CCSR) supported the idea that students who are on track to graduate at the end of the 9th grade are more likely to stay on track to graduate. Starting in 2007, Chicago Public Schools (CPS) focused on keeping 9th graders engaged, which researchers found was sustained in 10th and 11 grade.

To access the report directly:
On-Track Freshmen are Almost Four Times More Likely to Graduate High School Than Their Off-Track Peers

What Effective Schools Do

The website EducationNext summarizes a research project in Boston using a sample of 8th graders from 32 public schools, magnet schools, and charter schools. The researchers collected measures of fluid cognitive skills and found that they are predictors of academic performance but that attending a school with high achievement does not influence fluid cognitive skills. The authors suggest that this means effective schools encourage student achievement beyond their cognitive skills and that figuring out ways to increase these skills is necessary for school improvement.

Music Lessons Enhance Brain Function in Disadvantaged Kids

Citing evidence that poverty can lead to chronic stress and, as a result, hinder academic performance, this article reports on a study conducted with 6 to 9 year olds living in high-poverty, gang-prominent areas of LA. By comparing students enrolled in a free music program with those students deferred for a year, the neuroscience research found that the children who spent 2 years in a community music program had faster processing skills for hearing certain syllables.

Dispelling the Myth of Deferred Gratification

In an interesting commentary by Alfie Kohn for EdWeek, he suggests that the interpretation of the Stanford “marshmallow” study, often cited as evidence to the value of self-control and grit in education, is misrepresented. In fact, the question the researcher was trying to answer had to do with how the child spent their time while waiting, not if they waited, and follow up studies found that those who had waited did not have more willpower 10 years later. Also, the researchers felt that waiting may not always be the better choice. Additionally research also indicated that the influence of life experiences, such as broken promises, may guide the choice the child made.

See also:
'Grit' May Not Spur Creative Success, Scholars Say

Funding Doesn't Follow National Praise for Civic Education

There is an ongoing concern that schools have eliminated or reduced resources, such as time and money, for civic education. Although 40 states require government or civics, it is usually only for one semester. A recent survey found that only 36% of adults could name all three branches of government.

See also: The Civic Knowledge Survey

When schools can’t get online

While almost 70% of schools do not have adequate infrastructure, rural schools struggle to have the broadband capability to use technology effectively in the classroom. While the federal government intends to provide almost all schools with high speed internet by 2017, many schools are missing out on the opportunity to create interesting lessons, collaborate with others, and teach 21st century skills to their students.

See also: When Schools Can’t Get Online
TEACHERS

The huge problem with professional development for teachers

Alvin Crawford, the CEO of an online professional development site, writes about the concerns with professional development. While most researchers and practitioners believe it is important, most teachers do not feel that the training and support they get is effective. He suggests that we are throwing away half of the $6 billion yearly budget on ineffective training that is not improving student outcomes.

Teach for America shows it's learned a lesson about diversity: Now, what’s next?

TFA announced that 50% of the upcoming cohort identify as people of color, which is higher than the nationwide rate of 20%. TFA members tend to teach in high poverty schools and/or schools with large populations of students of color, which has often led to distrust of the largely white, middle class teachers. Andre Perry suggests in his column for the Hechinger Report that while this is a step in the right direction, it does not necessarily change how reform may be imposed on a community.

See also:

North Carolina District Breaks Ties With Teach For America

AND

Teach for America ad faced criticism for years.
New definition of homeless would give kids more help
A new bill being considered by the US Congress would expand the definition of homeless to include students who are staying in motels, cars, or with family, friends, or others. Currently, only students living in shelters are eligible for federally funded services, including assistance with food or mental health services.

Senate Education Panel Clears Education Research Bill
In mid-September, the Senate Education committee passed a bi-partisan education bill to support federal education research through IES. The bill also accounted for oversight by requiring outside evaluation of IES centers every three years. The bill changed the language to be more inclusive of research methods other than experimental research. Vote on the Senate floor is likely to take place in November.

NCLB Waivers Extended for Tennessee and D.C.
Waivers have been granted to Tennessee and D.C., both early adapters of teacher evaluation systems, without any additional requests.

Obama Education Policies Add Fuel to Lawsuit Bid
House Republicans intend to sue the president for overreaching his authority regarding the health care bill would likely directly impact some education initiatives, specifically the NCLB waivers.

A back-to-school conversation with teachers and school leaders
Arne Duncan posted a blog entry in August to respond to educators concerns regarding the federal governments stance on testing at the start of another school year. He claims to also share concerns that testing takes up too much time, that the current assessments should not be used for accountability, and that test focus on basic skills and not critical thinking.
**States and the (not so) new standards — where are they now?**

ECS released a brief in early September looking at the initial adoption of the Common Core and additional state legislative and executive action. Highlighting recent activity, they found that 9 governors have issued executive orders regarding standards. Two states have passed legislation to no longer adopt the standards. Four states are considering leaving. Information on the states affirming the standards is also included.

**50-State Look at How Common Core Playing Out in US**

The New York Times presents a state-by-state guide to the acceptance, rejection, and confusion around the Common Core.

**Common Core: yes or no? A debate.**

Recently an organization called Intelligence Squared U.S. held a debate between two pro-CCSS advocates, Carmel Martin, the former assistant secretary for planning, evaluation, and policy development at the DOE and VP at the Center for American Progress and Mike Petrilli, president of the Thomas B. Fordham Institute; and two anti-CCSS advocates, Carol Burris, 2013 New York principal of the year from NASSSP and blogger and Frederick Hess, director of educational policy studies at American Enterprise Institute.

The transcript of the debate can be found on here on *The Washington Post* website.

If you would like to listen to the debate, check out the following NPR broadcast:

**Debate: Should Schools Embrace The Common Core?**

**Common-Core Math Textbooks to Get Online Ratings**

The nonprofit organization EdReports.org intends to post a free website comparing textbooks and curriculum being marketed to align with the Common Core in order to encourage the market to meet the needs of educators and students. A team of 19 educators, including classroom teachers, will begin with reviews of 21 different options for K-8 math materials. There are three areas of evaluation: 1) focus and coherence, 2) rigor, and 3) support of learning and engagement. Each instructional series will be vetted by at least three reviewers who will share their findings with the whole group. The project is funded by the Gates Foundation.

**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.
Pennsylvania

**Education associations deploy corps to advocate for fair funding formula**

A coalition of veteran teachers backed by the Pennsylvania Association of School Business Officials are traveling throughout the state to try to get reform of a school funding formula that was developed in 1991. The group would like to eliminate the disparities in funding and provide districts with more assurance of funding from year to year.

Texas

**Science education group raises red flag about Texas textbooks**

The Texas Board of Education is in the process of selecting social studies textbooks that align with the new standards and critics are concerned over their emphasis on American's Christian heritage as well as their handling of global warning.

Indiana

**State board approves controversial changes to teacher certification rules**

Indiana has approved a change in state policy that will allow college graduates with a 3.0 GPA who pass a content knowledge exam to teacher in public schools, regardless of training in teaching skills.

Maryland

**Baltimore's Teacher-Pay Experiment Gains Foothold**

In conjunction with teachers unions, Baltimore schools have reformed the teacher-pay scale to focus on professional performance. The city developed a lead teacher role with a higher salary and time built into their schedule to mentor and coach other teachers. Also, teachers who do better on their teacher evaluation can be eligible for higher pay. Teachers chosen as lead or model teachers are selected by their colleagues through blind-review. Early research has been unable to link these pay increases to student learning, but participants are happy with the way teachers are taking ownership of their effectiveness.

New York

**The Battle for New York Schools: Eva Moskowitz vs. Mayor Bill de Blasio**

The *New York Times Magazine* published a story on the struggle for power in New York City between public schools and an ever-expanding charter presence. Eva Moskowitz runs the largest charter network in the city, which has found a high level of success at the elementary level as measured by state exams. Bill De Blasio is the newly elected mayor who ran on a campaign to stop the growth of charter schools. Both are concerned about the quality of education for NYC's poor and minority students.

California

**The LA School iPad Scandal: What You Need To Know**

This NPR Morning Edition story discusses what is happening in LA Unified School District. The district intended to buy 700,000 iPads for use by both teachers and student so that every student had access to technology. There has always been concern that this plan is expensive, but now it has been further halted by questions over the bidding process.

**California Lawmakers Approve Measure to Repeal Limits on Bilingual Education**

There is a 16 year old law that restricts the use of bilingual education in California schools and the California State Assembly voted to repeal the proposition and expand bilingual education.
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