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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.
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.

2014 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 1:00on. and will conclude Friday, November 20, 2015 at 12:00 p.m. 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. 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.

Watch for updates on the UCEA GSS website. Proposals are submitted through AllAcademic, all requirements set forth for the UCEA Convention CFP apply to GSS proposals.

We will begin accepting proposals on April 6, 2014. All proposals must be submitted electronically per the directions located at the UCEA GSS site. Proposals must be received by Friday, May 8, 2014.
Attention PSRs!

Call for Nominations for the Excellence in Educational Leadership Awards

The Excellence in Educational Leadership Award is an annual recognition for practicing school administrators who have made significant contributions to the improvement of administrator preparation. Each year, the UCEA Executive Committee invites member university faculties to select a distinguished school administrator who has an exemplary record of supporting school administrator preparation efforts. This is an unusual award in that it affords national recognition, but the recipients are selected by individual universities. It provides a unique mechanism for UCEA universities to build good will and recognize the contributions of practitioners to the preparation of junior professionals.

A call for award recipients is requested annually from member universities. UCEA PSRs should consult her/his colleagues and other constituencies designated by faculty to establish procedures leading to the identification of a worthy recipient at each university.

To nominate a recipient the PSR or Dean of the College of Education should submit the following by March 27th, 2015:

- A Letter of Nomination including information supporting your university’s selection of this individual and listing specific details about the nominee’s contributions to the professional preparation of school leaders, for which he/she is being honored (Word or .pdf formats only).
- A completed Nomination Form. Specific bio data will be required to complete the form.
- A Statement of Significant Contribution, entered in a field of the Nomination Form (1-3 sentences about the contributions to the nominating institution for which the nominee is being honored)

After March 1st, UCEA will provide official certificates of recognition to universities who have designated a recipient. UCEA will publish the names of the award recipients and their sponsoring university in the UCEA Review and place the recipient’s names on the UCEA mailing list for one year. If desired, UCEA also will provide a boilerplate press release for announcing the award recipient to news agencies; however, the university may choose to coordinate this announcement through its public relations office in order to include additional information about the award presentation.

Please note that Plenum Representatives, or their designees at each member university, are responsible for making the award presentation at an annual departmental, college, or university ceremony. If you have a award ceremony that is very close to or before the March deadline, please contact UCEA Headquarters for expedited processing of the award.

Funds to establish the Educational Leadership Award were originally donated to UCEA by the Network of University Community School Districts, a consortium of school districts in university towns. However, UCEA now fully funds this important initiative.

UCEA Convention 2015 Hotel Reservations

Manchester Grand Hyatt, San Diego CA

Room Rates are as follows:

- Single/Double: $160.00
- Triple/Quad: $185.00

The 2015 UCEA Annual Convention hotel is the Manchester Grand Hyatt, located in San Diego, CA. We encourage you to make your reservation early as space is tight. All reservations must be made by October 26, 2015 in order to receive rates listed above.
2015 David L. Clark National Graduate Student Research Seminar in Education Administration and Policy

Congratulations to the 2015 Clark Scholars! The David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy, sponsored by the University Council for Educational Administration (UCEA), Divisions A and L of the American Educational Research Association (AERA), and SAGE Publications, brings emerging educational administration and policy scholars and noted researchers together for two days of presentations, generative discussion, and professional growth. Many of the graduates of this seminar are now faculty members at major research institutions across the globe. The 2015 seminar will be held prior to AERA in Chicago on April 15-16, 2015.

2015 Clark Seminar Faculty

UCEA
Planning Committee: Michelle Young, University of Virginia

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

AERA Division A
Planning Committee: Bonnie Fusarelli, North Carolina State

Scott Bauer, George Mason University
Donald Hackmann, University of Illinois
Diana Pounder, University of Central Arkansas
Megan Tschannen-Moran, College of William and Mary

AERA Division L
Planning Committee: Jennifer Rice, University of Maryland

Mark Berends, University of Notre Dame
Luis Huerta, Teachers College, Columbia University
Betty Malen, University of Maryland
Tina Trujillo, University of California, Berkeley

2015 Clark Scholars

Erica Amorin, Florida State University
Jared Boyce, Teachers College, Columbia University
Stephanie Brown, Florida State University
Kevin Condon, University of Illinois, Chicago
Dionne Cowan, Georgia State University
F. Chris Curran, Vanderbilt University
Daniella Hall, Penn State University
Pakethia Harris, University of South Florida
Rodney Henderson, Howard University
Laura E. Hernandez, University of California, Berkeley
Alice Huguet, University of Southern California
Todd Hurst, University of Kentucky
Amy Illingworth, San Diego State University
Detra D. Johnson, Texas A&M University
Kierstyn Johnson, Virginia Commonwealth University
Mary F. Jones, University of Illinois at Chicago
Sarah Hale Keuseman, The University of Iowa
Jeffry King, Texas State University
Priya Goel La Londe, University of Illinois at Urbana-Champaign
Stuart Littlejohn, George Washington University
Hector D. Lopez, University of Texas at San Antonio
D. Gavin Luter, University at Buffalo, SUNY
Bryan A. Mann, Pennsylvania State University
Ashley E. McKinney, University of Utah
Kelly McMahon, University of Michigan
Erika Bernabei Middleton, New York University
Adam Miller, Florida Atlantic University
Jason P. Murphy, Rutgers
Miguel Ordenes, University of California, Berkeley
Karen O'Reilly-Diaz, University of Washington
Jada Phelps-Moultrie, Indiana University (IUPUI)
Lindsay Redd, University of Texas at Austin
Amy L. Reynolds, University of Virginia
Nicole Spencer, University of Missouri
Cameron Sublett, University of California Santa Barbara
Ariel Tichnor-Wagner, University of North Carolina at Chapel Hill
Nicole Vaux, University of Alabama
Jessica Wallenstein, Teachers College, Columbia University
Rachel White, Michigan State University
Rodney S. Whiteman, Indiana University
Leslie Wiggins, George Washington University
Sarah Jane Zuckerman, University at Albany, SUNY
**Remembrances Upon the Passings of UCEA Colleagues**

**Hanne Mawhinney, University of Maryland:** A significant scholar, dedicated mentor and model of servant leadership who made many contributions to the field, Hanne will be remembered fondly by family, friends, students, and colleagues. Hanne’s passing represents an enormous loss for the field. UCEA, in particular, has benefited from Hanne’s keen insight, strong leadership, and tireless commitment to organization. Hanne represented the University of Maryland on the UCEA Plenum from 1999-2013, when she was elected to the UCEA Executive Committee. As part of the UCEA Community, Hanne organized symposia, participated in panel discussions, reviewed proposals and presented over 35 papers at UCEA conferences. She published in, was a reviewer for, and served on the editorial board of EAQ and was a member of the UCEA publications committee. Hanne served as a faculty mentor for the Barbara L. Jackson Scholars program, for the William Boyd Politics of Education Seminar, as well as for the David L. Clark Graduate Student Research Seminar. She represented UCEA on the audit and steering committee of the Education Leadership Constituent Council (ELCC) for six years and attended many meetings in the Washington, DC area as a representative of UCEA headquarters. In 2011, Hanne received a service award from UCEA for her leadership in developing the 2011 ELCC Standards for School and District Leadership. Hanne was a unique combination of leader, scholar, mentor, follower and advocate. There is no one quite like her and she will be missed terribly.

Expressions of sympathy may be sent to her husband Jack and daughter Emily at 2748 Gingerview Lane, Annapolis, MD 21401. A Scholarship Fund is being established to honor Hanne’s work. Donations can be made payable to the UMCP Foundation (University of Maryland College Park Foundation), with the following specification: “For the Dean’s Initiatives Fund (Account #21-20025) In Memory of Dr. Hanne Mawhinney.” Checks can be sent to:

Sarah Davis  
Donor Relations Coordinator  
UMD College of Education  
1308 Benjamin Building  
College Park, MD 20742

Sincerely,  
Betty Malen, Catherine Lugg and Michelle Young

**Donald A. Erickson, University of Chicago and Emeritus Professor at UCLA:** Here is a remembrance for Prof. Donald A. Erickson, who passed away on January 1st, 2015, after years as a professor at the University of Chicago and Emeritus Professor at UCLA, and leadership in the U.S.A. of studies of American private and religious schools. The founder of Associates for Research on Private Education (ARPE), a Special Interest Group of AERA; and editor of the Private School Monitor, Dr. Erickson did much to validate and explore the important of private schooling to children of a wide range of religious beliefs, starting with the Catholics. He shall be missed and long appreciated by his colleagues and former students.

Bruce S. Cooper, Ph.D.  
Professor Emeritus,  
Fordham University, NYC  
January 4, 2015
National Invitational Conference:
Using Continuous Improvement to Integrate Design, Implementation, and Scale Up

October 8-9, 2015
Vanderbilt University
Nashville, TN
Deadline for Proposals: March 31, 2015

The National Center on Scaling Up Effective Schools (NCSU) announces its second national conference on the process of scaling up effective practices. In keeping with the center’s mission, which is to develop, implement, and evaluate processes to scale up effective high school practices, the purpose of the conference is to bring together research on research-practitioner partnerships to design, implement, and scale effective practices in schools and school systems. We are particularly interested in papers that present results from empirical investigations of such partnerships and report on lessons learned from applying continuous improvement research, design-based implementation research, or similar new approaches to bring effective practices to scale in school settings in general and high schools in particular.

Researchers working in the field are invited to electronically submit 2-3 page abstracts and one-paragraph bios by March 31, 2015. Abstracts should include: perspective/framework; background on school system context and partnership; data and methods; and results/outcomes. Abstracts, bios, and inquiries should be sent to: patricia.k.abelson@vanderbilt.edu. NCSU-affiliated scholars will review proposals and final papers.

Selection and notification will take place by May 15, 2015. Final papers will be due to discussants by September 15, 2015.

Authors of papers accepted for presentation will receive a $1,000 honorarium upon receipt of final papers, conference accommodations and reimbursed economy travel costs. A subset of papers from the conference will be reviewed for an edited book.
Call for Manuscripts

Diversity: A Journal of Educational Leadership and Policy Studies is an independent, refereed journal published by graduate students of the Educational Leadership and Policy Studies Department at the University of Oklahoma. It is the first and only student-run, peer-reviewed journal publishing on contemporary topics and issues related to diversity and education.

Mission

Our mission is to make a substantive contribution to the education literature through the publication of high-quality research studies, scholarly papers, and literature reviews in areas related to K-12, post-secondary, adult, and higher education.

Papers may be published on topics including (but not limited to):

- Race, Class, and/or Gender
- Sexualities
- Disability Issues
- Identity Development
- International Studies

Submission Guidelines:

- American Psychological Association (APA) format
- Double-spaced
- 12 point Times New Roman Font
- Abstract of 150 words or less
- Total word count of 9000 words (or 20 pages) including all tables, illustrations, graphs, and references
- File(s) sent must be de-identified for blind review

Please send manuscripts (or questions) to: diversityjournal.editor@gmail.com

Do you want to know what’s going on with Diversity? Check out our website! @ www.diversityjournal.org
The Canada International Conference on Education (CICE-2015) is an international refereed conference dedicated to the advancement of the theory and practices in education. The CICE promotes collaborative excellence between academicians and professionals from Education. The aim of CICE 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 CICE 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 CICE-2015 include but are not confined to the following areas (see conference website for full listing of topics):

- Art Education
- Adult Education
- Business Education
- Course Management
- Curriculum, Research and Development
- Educational Foundations
- Learning / Teaching Methodologies and Assessment
- Global Issues In Education and Research
- Pedagogy
- Research Management
- Ubiquitous Learning
- Ubiquitous Computing
- Research In Progress

**PhD/Doctorate Consortium:**

The idea of writing a research paper or developing a topic of research interest that can lead to a PhD / Doctorate degree or proposal is always an endless thinking of where, when, why, what and who. Therefore, becoming an experienced researcher and writer in any field or discipline takes a great deal of practice. The Consortium has the following objectives:

- Provide a supportive setting for feedback on current research that will stimulate exchange of ideas
- Guide on the future research directions
- Promote the development of a supportive community of scholars and a spirit of collaborative research
- Contribute to the conference goals through interaction with other researchers and conference events

**Submission:**

- You can submit your research paper at [http://www.ciceducation.org/Paper%20Submission.html](http://www.ciceducation.org/Paper%20Submission.html)
or email it to papers-2015@ciceducation.org

**Important dates:**

- Participant(s) Registration (Open): December 01, 2014 to June 15, 2015
- Early Bird Registration (Authors and Participants): January 30 to May 15, 2015
- Late Bird Registration (Authors only): May 16 to June 05, 2015
- Conference Dates: June 22-25, 2015

For further information please visit CICE-2015 at [www.ciceducation.org](http://www.ciceducation.org)
Call for Proposals

Judith J. Slater, Ruth Ravid, and R. Martin Reardon

are pleased to issue a call for proposals for a new edited volume titled

Building and Maintaining Collaborative Communities: Schools, University, and Community Organizations

for Information Age Publishing

This new volume seeks to explore and make explicit the tacit understandings that underpin the interaction and leadership for educational change among the three vertices of the university-school-community triad. The aim is to further understand how the collaborative endeavor can be advanced, and the conditions under which the goals and objectives of each of the collaborative partners can be reached. An enhanced understanding of the complexities of the resultant communities that lie at the heart of the collaborative context will sharpen the focus on serving the needs of children and families who deserve to have their educational prospects enhanced.

Slater and Ravid’s Collaboration in Education (2010) developed a model that depicts and analyses the notion that although sharing similar goals, universities and schools have different structures and little permeability among and between their structures, and they operate according to bureaucratic rules and regulations that delimit their collaboration. The meme of operation of each organization dictates the way each thinks and operates and limits the ability to share power and work together. There is an overriding structural component to every organization that establishes modes of operation that insulates them from other organizations even if they share goals.

Based on this seminal work and the global examples provided in the volume, there is the possibility to manage change and collaborate successfully if participants understand what the limitations of each level of collaboration entails. The Slater Matrix (Slater & Ravid, 2010) allowed contributors to analyze their collaborative project according to criteria of complexity in expectation that at the higher levels of the matrix there will be systemic change and that each organization will have made adjustments that allow them to reach out in future projects to use the talent, resources, and trust established to make future collaborations possible, effective and frequent.

This new volume expands on the Slater Matrix (Slater & Ravid, 2010) criteria: purpose; resources; mutuality; resistance to change; positives; and limitations.

The addition unique to this volume is that of community and it acknowledges that school-university collaborations are situated in specific national, political, and social contexts which become increasingly salient as schools face issues that are more global in scope.

The first issue is the question of student competitiveness in the world, second are questions of limited resources both monetary and personnel, and third are issues of leadership in managing change so that collaboration is a possibility.

Acknowledging community as a third partner in the analysis and discussion of projects that involve all three organizations (universities, schools, and community) adds depth to the complexity of analysis. Defining what is meant by community itself is two pronged. One prong references the public, governmental agencies (local, state, and federal) that interact with schools and universities. The second prong refers to the private interests and foundations that competitively fund specific initiatives in schools in light of the increase of charter schools and for profit organizations running schools.

Public community organizations include those that are directly funded by local, state, and federal agencies that act as overseers of the rules and regulations that govern each. There are union components, political implications, and chains of command that delimit such organization’s scope of operation, and their ability to effectively deal with their mandates and extend their realms of influence and enforcement. There is a multiplicity of agencies that may or may not collaborate among themselves. Further, agencies are vulnerable to reductions in funding or issues that result in their falling out of favor.

Private community organizations are dependent on donations and funding from foundations that is both competitive and issue driven (for example the Gates Foundation). Each competes, often with each other, for limited resources and funds. Many private community organizations are governed by a board whose members represent special interests that may be at odds with potential collaborating organizations. They also can rely on volunteers or paid employees whose personal agendas (perhaps inadvertently) filter organizational policies even as they are implemented.

Requirements for possible inclusion in the volume are a submission of intent and a brief opening statement describing the context of the collaboration that includes university, school and community involvement in the project. All three organizations must be evident as a partner. This should be followed by a brief analysis based on the six criteria: (1) Purpose; (2) Resources; (3) Mutuality; (4) Resistance to change; (5) Positives; (6) Limitations

The entire submission for inclusion should not exceed FIVE double-spaced pages.

Deadline for consideration is March 1, 2015

Please direct inquiries and send all proposals to each of the three editors listed below. Proposals will be evaluated collectively according to the criteria of inclusion of all three elements.

- Judith J. Slater, Professor Emeritus, Florida International University, slaterji@earthlink.net
- Ruth Ravid, Professor Emeritus, National-Louis University, RRavid@nl.edu
- R. Martin Reardon, Assistant Professor, Department of Educational Leadership, reardonr@ecu.edu
CALL FOR CHAPTERS

Book Title: Ed.D. Programs as Incubators of Social Justice Leadership
Sense Publishing, Rotterdam, The Netherlands
Book Series: Transgressions: Cultural Studies and Education
Series Editor: Dr. Shirley Steinberg
Editor: Dr. Antonio L. Ellis (ellisal2@cofc.edu)

Deadlines: Proposals are due on or before February 15, 2015. Completed chapters will be due on or before April 15, 2015. I anticipate high interest in this book and encourage early submissions to increase your chances of acceptance. Proposals will be reviewed in the order in which they are received.

Content: chapter title that reflects the book's overall focus, theoretical frame, methodology, significance (actual or anticipated), and from 4–12 References

Proposal Text: 300-400 words excluding references
Full Chapters: 15-20 pages including references
References: Please follow APA guidelines
Presentation: 1” margins, Times New Roman 10 pts., 1.5 spacing, left justified
Author Bio(s): 300 words per author, to be included at the end of the proposal.

Proposal Evaluation: This is a complicated challenge but I will attempt to review all proposals within 48 hours of receipt. You could greatly simplify the process if you would please structure your proposal with the following information:

Proposal Title (max. 12 words)
Author First Name and Last Name
Complete Institutional Affiliation, City, State, Country
Email address
Proposal Text
References
Author Bio(s)

Thank you for your interest in this book.
I look forward to welcoming you to the writing team.
Dr. Antonio L. Ellis (Editor)

Book Overview: This book will embody mostly North American voices on many interrelated topics that have not previously been linked in academic research. Our focus underpins a belief in the power of the Ed.D. to prepare highly competent social justice driven scholars for civic engagement. Among these future leaders we envision educators who head up not only public school boards, but private foundations, not-for-profit organizations, cultural institutions, and a broad array of community projects.

Outstanding features of this work will be a clear and compelling challenge to end inequities across genetic and economically constructed demographics such as race, gender, class, ability, and ethno-cultural heritage. This book will embody existing and emerging issues such as, but not limited to, candidate recruitment and admission policy; program funding, fees, and student expenses; academic support services; faculty recruitment, compensation, evaluation, and promotion; onsite/online instruction, internship policy, opportunities for graduate student employment, publishing, and conference engagement; student supervision protocols, and dissertation and capstone project parameters. Also of interest would be an exploration of cultural and socio-political contexts, public/private sector relationships, and the kinds of legislation that frame Ed.D. theory, policy and practice from a social justice perspective.
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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E-Book: 9781623967857

Paperback: $45.99
Hardcover: $85.99

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Subject: Education, Administration, School Leadership

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State and Federal Policies for School Facility Construction: A Comparison of Michigan and Ohio
By Thomas E. Davis
The Ohio School Facilities Commission was set up in response to litigation compelling the state to achieve a more equitable distribution in the quality of school facilities. The American Recovery and Reinvestment Act (ARRA) was a federal policy to stimulate the United States economy and support school facility construction. These two programs provide an opportunity to compare a state-run program to a federal one. This study analyzes the distribution of school and community resources across school districts in Michigan and Ohio, two otherwise similar states with very different policies to support school facilities. Using the year prior to the implementation of the ARRA as a baseline, this study then compares the allocation of Qualified School Construction Bonds (QSCB) provided under the ARRA.

A Network Perspective on Dropout Prevention in Two Cities
By Rebecca Wells, Elizabeth Gifford, Yu Bai, & Ashley Corra
This exploratory case study examines how school systems and other local organizations have been working within two major U.S. cities to improve high school graduation rates. Systematically assessing active interorganizational dropout prevention networks may reveal characteristics affecting communities’ capacity to support school completion. This study included the local affiliates within two U.S. cities of national partners in a dropout prevention initiative. A survey and follow-up interview probed for each organization’s cooperation with the other local organizations. Social network analyses revealed how school superintendents’ offices and other local agencies cooperated, as well as which organizations were most central within each city’s dropout prevention network.

The Interpersonal Challenges of Instructional Leadership: Principals’ Effectiveness in Conversations About Performance Issues
By Deidre M. Le Ferre & Viviane M. J. Robinson
Principals commonly struggle to have effective conversations about staff performance issues, tending to tolerate, protect, and work around such issues rather than effectively addressing them. This article evaluates principals’ effectiveness in having “difficult” conversations with parents and with teachers. This article reports a partial replication of a previous study in which the theoretical framework of Argyris and Schön was used to analyze the interpersonal effectiveness of newly appointed principals in a conversation with a parent. In this study, the results of these same 27 principals are compared with those gained in a second difficult conversation, this time with a teacher. The conversations were standardized by limiting each to 7 minutes and using the same actor to play the part of the parent complainant and teacher.

One Size Does Not Fit All: Differentiating Leadership to Support Teachers in School Reform
By Kristina Brezicha, Ulrika Bergmark, & Dana L. Mitra
Many of the predominant leadership models acknowledge the need to support teachers’ work, but these models rarely specify how to support teachers’ implementation process. This article studies the relationship between leadership support and teachers’ sensemaking processes. It brings together three divergent bodies of literature on educational leadership, teachers’ sensemaking and implementation of reforms to conceptualize leadership that specifically addresses how leaders can provide teachers differentiated support. This article uses case descriptions to illuminate the relationship between leadership support and three teachers’ sensemaking processes of implementing a new initiative. The empirical data consists of observations and interviews with teachers and principal in an U.S. elementary school.

Developing Organizational Capacity for Implementing Complex Education Reform Initiatives: Insights From a Multiyear Study of a Teacher Incentive Fund Program
By Betty Malen, Jennifer King Rice, Lauren K. B. Mattlach, Amanda Bowsber, Kathleen Multaney Hoyer, & Laura H. Hyde
This article seeks to enhance our understanding of the ever-present challenge of developing organizational capacity to implement complex education reform initiatives. We analyze the strategies in one large metropolitan education system used to address the district-level and site-level capacity challenges that surfaced as they implemented a multifaceted educator incentive pay program. We draw on the theoretical literature on organizational capacity and on data from documents, interviews, and observations collected as part of an in-depth, multiyear study of an educator incentive pay program. Throughout this research process, we incorporated broadly endorsed procedures to minimize bias and error in the collection, analysis, and interpretation of these data.
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 transformational 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 Brazer, 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.

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THE ROLE OF THE SCHOOL LEADER

Blogger, Principal Hatch Plan to Take High-Risk Students to Harvard

A determined principal at a New York City middle school has teamed up with a photography blogger to capture the reality of her students’ lives. Together they are raising money to send each six grade class to Harvard University at the beginning of the school year. Using crowdfunding campaigns, they are on track to successfully raise enough funds to support that goal, as well as a plan to provide summer academic enrichment for their students. Thus far, they have received enough money to sponsor the trips and the summer programs for the next 10 years.

Keywords: crowdsourcing, summer slide, college access, middle school

STUDENT LEARNING AND CURRICULUM

Local History Course Curriculum Now Available to All Oklahoma Schools

High schoolers in Oklahoma now have a unique opportunity to learn about their community’s history. Using a new text, “Every Place Has a Story A Guide for Teaching and Learning Local History in Oklahoma,” teachers are able to easily guide students to discover their own local history. The author explains that using the book simultaneously builds students’ pride in their own local heritage and individual self-esteem.

Keywords: local history, community exploration

TEACHERS

Report Claims Teacher Prep Programs Lack Rigor

The National Council on Teacher Quality reports that teacher preparation programs may lack rigor. The group also found that there may be issues with grade inflation in the programs, with students graduating at a higher rate than students in other majors.

Keywords: rigor, preparation standards

RECENT RESEARCH

A Fresh Approach to Ranking States on Education

The “State of the States” grading system uses a newly instituted review of the nation’s school systems, state by state. The leaner form focuses on outcomes as opposed to policy and processes. The three essential indicators used by the Education Week Research Center are the (a) Chance-for-Success Index, a measure of the education’s influence on outcomes throughout life, (b) school finance analysis – a examination of spending and equity, and (c) K-12 Achievement Index – a rating of current academic performance, as well as poverty-based gaps.

Keywords: state ratings, rankings, achievement index, school spending and finance

REFORM

Prince George’s Recognized for Principal Pipeline Program

The Wallace Foundation recognized six school districts nationwide, including Prince George’s County Public Schools (MD), for developing preparation programs to train highly effective principals. The report, “Building Stronger Principalship: Districts Taking Charge of the Principal Pipeline,” highlights PGCPS and five other school districts efforts to strengthen new administrators capabilities to improve instructional systems in their schools. This effort is a part of the Wallace Foundation’s $75 million Principal Pipeline Initiative.

Keywords: principal candidates, principal pipeline

Are you reading your UCEA Connections headlines? Let us know what you are interested in and we will look for articles related to specific topics. We want to feature the subjects you want to read.
U.S. Department of education Calls for NCLB Rewrite
U.S. Secretary of Education Arne Duncan is asking Congress to repeal and replace No Child Left Behind (NCLB), while maintaining essential components, such as annual student assessments. The law has been due for reauthorization since 2007. Duncan sees the need for the rewrite to include, among many elements, improved access to high-quality preschool, fair teacher evaluation, equal distribution of funds and technology, and improved support and pay for teachers.

Keywords: reauthorization of NCLB

U.S. Department of Education Closes 2014 with Prolific Guidance
The U.S. Department of Education issued a set of statements that provide overviews of the way the DOE interpret federal civil rights laws in schools. The topics addressed include (a) ensuring students have equal access to educational resources with regard to race, color, and national origin, (b) responding to bullying of students with disabilities, (c) equitable access to excellent educators, (d) effective communication for students with hearing, visions, and speech disabilities in secondary schools, (e) English learner students and limited English proficient parents, and others.

Keyword: DOE guidance, students with disabilities

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.
Colorado

**Testing task force report, recommendations released**

The Standards and Assessments Task Force presented recommendations to the House and Senate education committees on January 28, 2015. Their findings outline several values and uses of student assessments, however, they also explain the persistent demands on time, logistics, and finances. These stresses are causing obvious impacts on the teaching and learning processes in schools, thereby fueling ongoing criticism of the testing system. The Task Force’s Suggestions included modifications to the frequency, type, and use of tests at every school level.

**Keywords:** Task force, Senate, House, student assessment

North Carolina

**Teachers’ Group Makes Pitch to Win Back for All**

In recent months, some North Carolina teachers were granted access to tenure that would have been taken away as a part of new law. However, there is a still a part of the law that threatens to deny the opportunity for tenure to teachers who are on track to receive it. On behalf of the North Carolina Association of Educators, attorneys presented arguments to the Court of Appeals in an effort to secure the right to earn career status for all teachers. Representatives of the teachers association concluded that the state has a duty to fulfil its commitment to its educators. They stated that this decision will impact the way teachers view the security of the profession. The possibility of eliminating due process rights threatens the likelihood of some teachers staying in the profession. The NCAE brief explained, “Career status protections help attract and retain teachers despite the low salaries established by State salary schedules.”

**Keywords:** teacher tenure, due process right, salary schedules, career status teachers, educator commitment

Tennessee

**State Education Department Tweaks Assessment Tool Tied to Teacher Evaluations**

The Tennessee Department of Education plans to make changes to teacher evaluation scores. The proposed modifications to the Tennessee Value Added Assessment System (TVAAS) are in response to feedback from educators and district leaders. TVAAS uses up to five years of student scores on statewide assessment to determine teacher’s contributions to students’ academic progress. Both tenure and salary are associated with these scores.

**Keywords:** teacher assessment, tenure, re-estimation, evaluation

Utah

**Proposal Would Make State Board of Education Elections Nonpartisan**

A leader in the Utah House introduced a bill that proposed nonpartisan elections for the State Board of Education. The current selection method is viewed as bifurcated, and last year a judge ruled that the old method is unconstitutional. Utah’s Constitution says that the state must have an independent board overseeing its public schools. The bill includes a more inclusive candidate petition-gathering process that the proposer believes will result in a collection of more fair-minded candidates who will represent the needs of a wide range of constituents in the state.

**Keywords:** elected education officials, school board

Missouri

**ETS Launches Customized Performance Assessment for Missouri School Leaders**

The Educational Testing Service (ETS) created a customized, performance-based assessment for administration candidates who are pursuing school leadership certification. The Missouri School Leader performance Assessment (MoSLPA) will be used to pinpoint the instructional abilities of aspiring leaders.

**Keywords:** leadership performance assessment
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