Volume 10, Issue 6/7, Jul/Aug 2015

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

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Amy Reynolds & Angel Nash, UCEA Headquarters
Graduate Research Assistants

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

We fulfill this purpose by:
• Promoting, sponsoring, and disseminating research on the essential problems of schooling and leadership practice;
• Improving the preparation and professional development of educational leaders and professors; and,
• Positively influencing local, state, and national educational policy.
See the following pages for updates from UCEA Headquarters regarding the 2015 UCEA Convention!

Important Upcoming Dates for the 2015 UCEA Convention

- Friday, September 11 at 11:59 PM EST—Early bird registration ends
  - Tuesday, October 20—Advance registration ends
- Monday, October 26—Deadline to upload conference paper to AllAcademic
  - Thursday, November 5—Regular registration ends

UCEA Connections — July/August 2015 — 2
2015 UCEA Convention

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).

2015 UCEA Graduate Student Summit

The 2015 UCEA Graduate Student Summit (GSS) will be held at the Manchester Grand Hyatt in San Diego, California. The GSS will commence Thursday, November 19, 2015 at 1:00pm and will conclude Friday, November 20, 2015 at 12:00 pm. The purpose of the 2015 UCEA GSS is to provide graduate students a space to engage in authentic dialogue about their scholarly work. This summit will offer opportunities to meet and network with graduate students and faculty, to present your work and receive feedback on your research.

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

It will include:

- **Paper sessions**, in which you will share your research and receive constructive feedback;
- **Feedback sessions**, in which GSS student presenters will get direct feedback on a paper that you would like to publish, a proposal, or your dissertation research plan;
- **Networking sessions**, where you will have the chance to network with students from other UCEA institutions interested in similar research topics and talk with UCEA Executive Committee members and Plenum representatives;
- **Social gatherings**, where you will have the opportunity to meet and connect with other graduate students in a more casual setting.

Register for the 2015 UCEA Convention

Register soon to take advantage of early bird rates!

<table>
<thead>
<tr>
<th>Regrant/Event</th>
<th>Early Bird Ends 9/11</th>
<th>Advance Ends 10/20</th>
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</table>

**Graduate Student Summit** $35 (must add to regular registration to attend)
Headquarters Updates: 2015 Convention

2015 UCEA Convention Hotel Reservations

The UCEA Convention is being held at the Manchester Grand Hyatt in San Diego and rooms are filling quickly. Visit [here](#) to book your room now! When you book, remember that the Convention will begin at noon on Friday, November 20th and end on Monday, November 23rd.

Room rates:

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

Be a Volunteer at the UCEA Convention!

Interested in being more involved with UCEA? We are always looking for Convention volunteers and can offer discounted registration or complimentary registration based on volunteer hours. Send a message to make inquiries to uceaconvention@gmail.com for more information. It is a great way to support UCEA with your time, meet other members, and get to know the #UCEAwesome Headquarters staff!

Register for the 4th Annual International Summit

UCEA invites you to attend the 4th Annual International Summit at the 2015 Convention. Tickets are $20.00 and are available through registration. The International Summit will occur on Monday, November 23rd, beginning at 8:30 AM and closing at 12:30 PM. Session topics are focused on the theme, *Conversations on Transcultural and Transnational Leadership Practice and Preparation*. Visit the International Summit page for more details.

2015 UCEA Convention Sponsorship

Thank you to our early 2015 UCEA Convention sponsors! UCEA appreciates your support and looks forward to creating a wonderful experience for all Convention attendees. If you are interested in being a 2015 Convention sponsor, please email uceaconvention@gmail.com or check out our online sponsorship form [https://members.ucea.org/sponsor/events](https://members.ucea.org/sponsor/events). Every sponsor makes a difference!

**Early Sponsors for 2015**

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San Diego State University - Partner
Texas A&M University - Partner
University of Connecticut - Partner
High Tech High Graduate School of Education - Partner
University of Iowa - Contributor

[Join your colleagues in supporting UCEA by becoming a sponsor!](#)
Welcome to UCEA's New Associate Member

Texas Christian University

UCEA offers a warm welcome to our newest Associate Member, Texas Christian University. Located in Fort Worth, Texas, the mission of TCU’s Educational Leadership program is to develop teacher-scholar leaders who make a difference for the common good. We hope current members will join us in welcoming them at the 2015 UCEA Convention.

Call for UCEA Program Centers

The primary purpose of a UCEA Program Center is to pursue work in a targeted area of interest over a limited period of time (typically 3-6 years) through identifying and coalescing the faculty expertise and institutional resources of UCEA-member universities. The program center concept serves to promote collaboration and project development through leadership of faculty at both UCEA universities and at other educational institutions and agencies. The UCEA Executive Committee is committed to supporting and improving the consortium’s existing program centers, as well as establishing new centers to focus on important issues and questions.

UCEA member universities are individually, or in collaboration with another university, are invited to submit proposals to host this program center. The deadline for responding to this Request for Proposals is September 1, 2015. The Executive Committee will review and act on institutional proposals for the center during its Fall 2015 meeting.

The UCEA Program Center for the Study of Leadership in Urban Schools

The purpose of this center includes, but is not limited to the following: 1) Conducting empirical investigations of innovative practices in the preparation of urban school leaders, in particular studies that examine the possible connections between program practices and school and student outcomes; 2) securing funding through grant activity; 3) informing UCEA member institutions, non-UCEA institutions, professional organizations, and governmental agencies of the center’s work, findings, and recommendations for the innovative practice of preparing school leaders; and 4) contributing to policy discussions of factors needed to produce and encourage innovative and effective leader preparation programs that effect school outcomes and learning for all students.

The UCEA Program Center for the Study of Leadership and the Law

The Purpose of this center includes, but is not limited to the following: (1) Conducting empirical investigations of innovative practices in the preparation of school leaders, in particular studies that examine the possible connections between program practices and school and student outcomes; (2) securing funding through grant activity; (3) informing UCEA member institutions, non-UCEA institutions, professional organizations, and governmental agencies of the center’s work, findings, and recommendations for the innovative practice of preparing school leaders; and (4) contributing to policy discussions of factors needed to produce and encourage innovative and effective leader preparation programs that effect school outcomes and learning for all students.

A copy of the UCEA Program Center Policy and Procedures document, which details program center purposes and activities, the application process, mini-grant policies and procedures, and guidelines for the formative and summative reviews of established program centers, may be found at the UCEA website www.ucea.org. This document will be helpful in deciding whether to respond to this RFP and in developing the proposal to host the new program center. If there are questions about the hosting role or the proposal process, please contact Jayson W. Richardson, UCEA Associate Director (859.379.9097) Jayson.richardson@uky.edu
2015 UCEA Annual Banquet

Join us for the 2015 Banquet aboard the Admiral Hornblower! Cruise around the San Diego Bay while enjoying a complimentary glass of champagne, and then head below-deck for a sumptuous sunset dinner. Admiral sails from 5:30 PM until 8:30 PM.

Tickets are $60/person, and are available on Registration.
ED TALKS

The
In-Between
Spaces

PANELIST
Olympia Kyriakidis: Olympia consults with districts and states on immersion language learning and 21st century skills. Her focus is on working with principals to implement specialized programs. Olympia has presented at national and international conferences on language immersion. For the past seven years, she has served as principal of Riverview International Academy. During her tenure at Riverview, Olympia implemented a unique trilingual program, tripled student enrollment, and improved test scores by 110 API points to the highest in the district. This year Olympia is working with the San Diego County Office of Education’s Superintendent’s Task Force on Closing the Achievement Gap.

PANELIST
Miguel & Francisco Guajardo: Guajardo’s work has been informed by the local ecology and the values of equity, dignity, and democracy in cross-cultural settings. He has traveled to five continents and has engaged in conversations with indigenous leaders, teachers, and citizens on issues of education, development, citizenship and identity formation. His teaching, research and service agenda is grounded in a micro-macro integrative theory that is informed by practice. His work and life long commitment to Latino youth and communities informs his research and community development agenda. The work with the Llano Grande Center in South Texas has yield a number of innovative and effective strategies for educating Latino youth and families and has received national recognition.

PANELIST
Esther Yu-Hsi Lee: Esther is a reporter at ThinkProgress who reports on immigration issues, particularly border policing and children who are crossing without parents. She is a White House Champion of Change for her advocacy as a DACA beneficiary and immigration advocate.

MODERATOR
Lee Francis: Lee is an educator, activist and poet with over fifteen years of experience teaching and conducting workshops with minority populations, especially in and around Indigenous and Native American communities in North America. His primary focus has always been on positive youth development and student success, with an eye towards the arts and exploring creativity in all aspects of education. He currently serves as the National Director of a Native American community-youth development organization, Wordcraft Circle, Inc., that focuses on promoting stories as a means of local development and cultural sustainability.
<table>
<thead>
<tr>
<th>Stage in Program</th>
<th>UCEA GSC Events at UCEA</th>
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<tr>
<td>Coursework &amp; Developing Expertise</td>
<td>• Graduate Student Summit (GSS) — network with other graduate students and learn about research (11/19-11/20)</td>
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<td>*GSS registration required</td>
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<td>Networking &amp; Mentoring</td>
<td>• Plenum and GSS reception (11/19)*</td>
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<td>• GSS Graduate Student Social (11/19)*</td>
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<td>• GSS Presenters Mentor Feedback Sessions (11/20, closed)*</td>
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<td>• Graduate Students of Color Mentoring Session (11/21)</td>
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<td>• Continuing Conversations for Clark Scholar Alumni (closed session) (11/21)</td>
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<td>• Graduate Student Closing Session (11/22)</td>
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<td>Writing and Publishing</td>
<td>• AERA Divisions A &amp; L Graduate Student Breakfast: Publish and “Live”: Taking the Fear out of Publishing (11/21)</td>
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<td>• Jigsawing Puzzles While Traveling in a Maze: Simplifying the Complexity of Writing a Literature Review (11/22)</td>
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<tr>
<td>Preparing a CV</td>
<td>• Dissecting the curriculum vitae (CV) for job winning success (11/20)</td>
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<td>Job Search</td>
<td>• Demystifying the Academic Job Search: Tips and Resources for Those Considering the Professoriate (11/20)</td>
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<td>• Demystifying the Academic Job Search, Part II: The Nuts and Bolts Workshop (11/21)</td>
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<td>• Overcoming the ”Tyranny of the OR” in Post-PhD Career Planning: How to Remain Engaged in the Worlds of Research</td>
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<td>and Practice (11/21)</td>
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<td>Preparing for Your First</td>
<td>• “Shoulda, Coulda, Woulda . . .”: What We Wish We Had Known Before Becoming a Professor: The Remix (11/22)</td>
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<td>Post-PhD/EdD Job</td>
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All dates are tentative. See the final program for final dates and times.
SPECIAL ISSUE
CALL FOR MANUSCRIPTS

Preparing Practitioner-Scholars for Education Research: Conceptualizations, Approaches, and New Directions

Special Issue Editors:
Chad Lochmiller, Indiana University
Jessica Nina Lester, Indiana University

Theme of the Special Issue

The purpose of this special issue of the Journal of Research on Leadership Education (JRLE) is to bring together methodological, theoretical, and empirical discussions that illuminate the unique challenges and possibilities of preparing practitioner-scholars for educational research. For this issue, practitioner-scholars refer to graduate students who are pursuing their Ed.D. or Ph.D. and are primarily interested in returning to their roles as classroom teachers, teacher leaders, school administrators, and district executives after completing their graduate programs.

The special issue is designed to appeal to both faculty and graduate students who are engaged in methods training, independent research, and scholarship that focuses on educational leadership. The guest editors are particularly interested in manuscripts that provide examples of concrete pedagogical strategies that faculty or students found helpful when working with practitioner-scholars; however, theoretical and empirical manuscripts are welcome.

Topically, the special issue will include articles that describe one or more of the following:

- Discussing pedagogical strategies that work well with practitioner-scholars and relate to Action Research, Qualitative Research, Quantitative Research, and Mixed Methods Research
- Conceptualizing practitioner-scholarship as a distinct and emerging research field
- Describing the process of designing education research
- Examining the possibilities or challenges of mentoring practitioner-scholars as independent researchers
- Describing issues related to positionality, reflexivity, power, and privilege in the research process

For questions about this special issue, please contact Chad Lochmiller, guest editor, at clochmll@indiana.edu or (812) 856-0895
Educational Administration Quarterly

Educational Administration Quarterly

Color-Blind Leadership: A Critical Race Theory Analysis of the ISLLC and ELCC Standards

By Bradley W. Davis, Mark A. Gooden, & Donna J. Misbeaux

Working from the driving research question—is the explicit consideration of race present in the ISLLC and ELCC standards?—this article explores the implications of a school leadership landscape reliant on a collection of color-blind leadership standards to guide the preparation and practice of school leaders. In doing so, we analyze the language of the Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leaders Constituent Council (ELCC) standards and their accompanying reports using a critical race theory framework. In our analysis of the ISLLC and ELCC standards, we performed a multistep review of these standards’ leadership domains and their components. Our hybrid methodology employs empirical and theoretical elements of content and textual analysis. Drawing on the tenets of critical race theory, we provide an analysis of the extent to which the standards’ language addresses, or fail to address, issues of race, racism, and culture.

Radical Recentering: Equity in Educational Leadership Standards

By Mollie K. Galloway & Ann M. Ishimaru

The widely adopted Interstate School Leaders Licensure Consortium standards are designed to guide the preparation and professional development of educational leaders. However, the standards’ limited mention of race, class, ethnicity, ability, gender, sexuality, or other marginalized identities suggests that addressing persistent inequities need not be a central concern of preparation programs and leaders in P-12 schools. In this article, we put forth a new set of standards with equity at the core. We seek to advance the conversation about why standards centered on equity are needed—particularly in light of a proposed standards refresh—and what implications would follow from equity-focused standards. To this end, we offer 10 high-leverage equitable leadership practices, identified through research and the extant literature as those most likely to mitigate disparities for students who have not been well served due to their race, class, ethnicity, home language, and/or ability. We discuss how a set of equity-focused leadership standards would facilitate radical changes in leadership preparation programs, professional development, and evaluation.

Principal Turnover: Upheaval and Uncertainty in Charter Schools?

By Yongmei Ni, Min Sun, & Andrea Rorrer

Informed by literature on labor market and school choice, this study aims to examine the dynamics of principal career movements in charter schools by comparing principal turnover rates and patterns between charter schools and traditional public schools. This study uses longitudinal data on Utah principals and schools from 2004 to 2011. The Aalen-Johansen estimator and discrete-time competing risk models are used to analyze principal turnover rates and transition patterns in charter schools in relation to those in traditional schools. We also explore the extent to which school contextual and principal background factors contribute to principal turnover.

Designing School Systems to Encourage Data Use and Instructional Improvement: A Comparison of School Districts and Charter Management Organizations

By Caitlin C. Farrell

As state and federal accountability systems have increased demands for evidence of student achievement, the use of data to inform practice has become more prevalent. More research is needed to understand not only what organizational factors shape data-use efforts but also how these factors enable or constrain educators’ use of data for instructional improvement. This article addresses this gap by examining how two types of education systems—school districts and charter management organizations (CMOs)—use data and allocate their organizational resources to this end. Data were collected from six secondary schools in two districts and two CMOs during the 2010-2011 school year. Over 70 interviews were conducted with teachers and school and system leaders. Patterns from within and across school systems are presented.

Discretion in Student Discipline: Insight Into Elementary Principals’ Decision Making

By Nora M. Findlay

Little research exists that examines the exercise of discretion by principals in their disciplinary decision making. This study sought to understand the application of values by principals as they engage in student disciplinary decision making within legally fixed parameters of their administrative discretion. This qualitative methodology used semi-structured in-depth interviews of 10 urban elementary school principals in western Canada. Data were analyzed through coding into data segments and then by grouping segments into categories, patterns, and themes.
“What Do You Do All Day?!”: Navigating the Challenges of School Leadership as an Early Career Principal

By Michael P. O’Malley, Tanya A. Long, & Jeffrey King

Multiple and complex issues simultaneously present themselves for the principal’s attention. Learning how to identify, prioritize, synthesize, and act in relation to these issues poses a particular challenge to early career principals. This case study engages aspiring and current school leaders in critical reflection upon leadership opportunities and practices in a simulated setting that elicits challenges commonly experienced by early career principals. Discussion questions integrate educational leadership research specific to the case issues. Activity suggestions focus on use of the case as a collaborative assessment in an educational leadership admissions process, midpoint review, or course; as a self-assessment; and in supervision of principals.

When Police Intervene: Race, Gender, and Discipline of Black Male Students at an Urban High School

By Dorothy Hines-Datiri

Courtney and Dennis, two African American male students at McDowell High, were arrested at school for throwing water balloons during senior prank week. The principal assigned two police officers to the magnet school to oversee the implementation of a new discipline protocol. However, several members of the school staff were ill-informed about the policy, and the use of security officers in disciplining students. This case considers the punitive consequences two Black male students encountered at an urban high school by examining how an administrator, teachers, and two police officers observed, interpreted, and instituted a discipline protocol on the front lines.

Data System Implementation: A Leader Navigates People Problems Around Technology and Data Use

By Vincent Cho, Jo Beth Jimerson, & Jeffrey C. Wayman

Computer data systems have become a lynchpin to supporting school data use. However, successfully implementing such systems is no easy task. In this case, readers explore the ways in which “technology problems” and “people problems” can be intertwined. The case follows Dr. Molly Winters as she encounters social and organizational challenges relating to district vision, tensions around data use, and tensions involving technology implementation. Her exploration of these issues spans both the school and district levels. Her goal is to analyze and provide recommendations regarding how to support data system use and school improvement throughout her district.

Winning Is Everything: The Intersection of Academics and Athletics at Prestige University

By Ashley B. Clayton, Ashley Grantham, Daniel P. McGurrin, Paul Paparella, & Lauren N. Pellegrino

For years, football and basketball players at Prestige University were earning college credit for classes that never existed. The students were enrolled in fake courses, known as “ghost classes,” with no formal instruction or required meeting times and requiring only a single term paper. Faculty, staff, and administrators were complicit in quietly providing student athletes in revenue-generating sports academic credit for coursework they did not complete. However, the scandal became nationwide news, forcing Prestige to reconsider its key values and mission and placing the integrity of the university’s academic and athletics programs in jeopardy.

What’s Under Your Bed? A Fundraising Fiasco

By Cynthia L. Carver, C. Suzanne Klein, & Maria A. Gistinger

Student clubs and sports often struggle to raise funds. With limited revenue streams, coaches or advisors and parents routinely find themselves managing candy sales, car washes, raffles, and ticketed fundraisers to support programming. In this case of a swim team fundraiser, school leaders see the range of problems that can occur when a routine practice—extracurricular fundraising—goes awry. With Cressey’s fraud triangle as a backdrop, readers learn to deter and prevent financial mismanagement and fraud through the development of internal operating procedures and oversight.

Are You Leaving? A Case of Succession in the Willow Tree Charter School

By Marytza A. Gawlik

This case study asks readers to contemplate what leadership practices may facilitate leadership succession at charter schools. The case narrative is followed by an activity designed for students in principal preparation programs. In this activity, students develop an exit strategy for the departing leader, a hiring plan for the charter school leadership, and an entry plan for the charter school’s successor, each of which outlines the knowledge and skills necessary to navigate change and maintain the charter school’s ongoing success.

Dilemmas of a Newly Recruited Academic Qualified Professor: A Case

By Anand Agrawal

This case describes the situation of a newly recruited academic professor who volunteered to teach a course on Research Methods to first-term MBA students in a practitioner-oriented case method Business School. Research Methods is a unique course due to its relevance not only in business but also across all graduate programs. Instructional and managerial concerns highlighted in the case relate to new faculty member orientation, course allocation, and contrary teaching philosophies of different professors in a school that are relevant for educational leaders. The need to analyze this case from the perspectives of both the professor and the dean makes it not only interesting but also useful for management teams in higher education institutes that are responsible for change management.
UCEA Publications Highlights

Special Issue: Exemplary Leadership Preparation Programs: UCEA Award Winners

Special Issue Introduction: Effective Leadership Preparation: We Know What It Looks Like and What It Can Do

By Michelle Young

The changing conditions of schools, school populations, and standards-based accountability for student achievement, as well as the expanding knowledge base on effective leadership have created unique new challenges for leadership practice. As researchers have sought to understand these challenges and their implications for leadership practice, significant attention has also been focused on increasing the quality of leadership preparation programs (Jackson & Kel- ley, 2002; Milstein, 1993; Orr, 2006; U.S. Department of Education [USDOE], 2005; Young, 2004; Young, Crow, Murphy, & Ogawa, 2009).

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

Cultivating Exemplary School Leadership Preparation at a Research Intensive University

By Shelby Cosner, Steve Tozer, Paul Zavitkovsky, & Samuel P. Whalen

In 2013, the University Council for Educational Administration (UCEA) in its inaugural “Exemplary Educational Leadership Preparation” (EELP) program competition recognized University of Illinois at Chicago’s (UIC) Doctorate in Urban Education Leadership as one of two EELP pro-
THE ROLE OF THE SCHOOL LEADER

In the District with the Most 'Renewal' Schools, a Leader Sets Out to Fix Them

A dedicated Superintendent in southwest Bronx, New York City’s Leticia Rodríguez-Rosario leads in a district in which eight schools are required to take part in a high-profile improvement program. She sees the Renewal program as an opportunity to have access to more school resources. Also, a recently-implemented restructuring program granted Superintendent Rodriguez-Rosario greater authority regarding turning schools around.

Keywords: school restructuring, superintendent

STUDENT LEARNING AND CURRICULUM

A System for Using Student Academic Growth in the Evaluation of Teaching Effectiveness in the Non-Tested Subjects and Grades

Policy makers and teacher evaluators can use research results from instruments that measure student academic growth to measure teaching effectiveness in non-tested subject and grades. Non-tested subject and grades are those that do not have state-mandated assessment associated with them. The political contexts, challenges, and options related to teacher evaluation require school districts to thoroughly weigh the pros and cons of solely using one type of assessment to measure how effective teachers are at their jobs. The report proposes a system that approaches the task in different ways.

Keywords: teacher effectiveness, teacher evaluation, student testing

TEACHERS

SoCal Schools May See More Interns, Substitutes in Classrooms as Teacher Shortage Grows

Districts are beginning to feel the effects of a surge of retiring that is taking place across the country. This resulting shortages are being exacerbated by the decrease in the number of students enrolling in teacher preparation programs. A recently released California report found that the number of candidates in teacher credentialing programs declined for the 12th consecutive year. In an effort to remedy this challenge, some states are beginning to offer more funding to attract and keep newly hired educators.

Keywords: teacher shortage, teacher credentialing

RECENT RESEARCH

Is School Funding Fair? A National Report Card

The recently released report on the fairness of school funding is the fourth edition of a national report on inequitable funding systems across the country. The disparities in the resources that public school systems spend on students range from just over $18,000 per student in New York, to just over $6,000 per student in Idaho. Key findings indicated that most states do not offer additional financial resources to low-income districts. Unfair funding results in loss of educational opportunities.

Keywords: disinvestment, per student funding

REFORM

Redefining the School District in America

Although the federal government has granted more than $5.7 billion to school improvement, there is very little progress to show for the resources. Resulting data from 2013 showed that two-thirds of school improvement grantees only made incremental student academic gains while one-third disappointingly worsened in student performance. The research in this report explains a range of turnaround efforts that states have implemented and the lessons they have learned in the process.

Keywords: turnaround, state districts
FEDERAL POLICY

Arne Duncan on Accountability in ESEA Reauthorization

Secretary of Education Arne Duncan candidly shared his thoughts about the reauthorization of the Elementary and Secondary Education Act. He stressed the importance of school leaders working to correct the challenges that students are facing in response to their apparent needs. Secretary Duncan stressed the need for accountability measures to reflect the unique needs of states, which he believes allows educational leaders to innovate.

Keywords: ESEA reauthorization, accountability
**MICHIGAN**

**New Campaign to Highlight Skilled Trade Opportunities for Students**

In an effort to lessen the state’s talent gap, Michigan Gov. Rick Snyder announced a partnership with the Michigan Economic Development Corporation, Michigan’s Talent Investment Agency, and two TV hosts to produce 11 videos that will address misperceptions about skilled trades. The productions will also pinpoint career options and motivate Michigan’s K-12 students to explore the interest in different fields. The highlighted industries include healthcare, information technology, construction, design and art, STEM, and manufacturing.

*Keywords: job readiness, training*

**MISSISSIPPI**

**Mississippi College-and Career-Ready Standards**

The Mississippi Department of Education has developed a feedback forum that allows users to review the Common Core standards. Public comment will be allowed through mid-September. Mississippi educators will review the comments. This interactive way of collecting comments allows constituents to participate in the reform of school policy and affect curriculum. New considerations of any proposed comments could possibly go into effect as early as the 2016-17 school year.

*Keywords: Common Core, constituent feedback*

**VIRGINIA**

**Virginia Department of Education to Pilot Virtual Virginia Full-Time High School**

Virginia is piloting a full-time virtual high school that will open for the 2015-2016 school year. Enrollment will be offered to 100 students on a first-come, first-served basis. Students will have the opportunity to choose from over 54 required core academic classes, academic electives, world languages, and Advanced Placement courses. The web-based environment will offer rigorous online instruction to students across the state.

*Keywords: virtual curriculum, instructional technology, school innovation*

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Want to find more on a specific state?

See Education Week’s regularly updated States News page for headlines and stats by state.

See the ECS State Education Policy Database for legislative updates by date and topic.
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