Volume 9, Issue 6/7, July/August 2014

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

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Graduate Research Assistants

UCEA Mission Statement

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

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

The 28th annual UCEA Convention will be held November 20-23, 2014 at the Washington Hilton in Washington, DC. The purpose of the 2014 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 2014 Convention Program Committee are Noelle Witherspoon Arnold (University of Missouri-Columbia), Sarah Diem (University of Missouri-Columbia); Azadeh Osanloo (New Mexico State University); and Michael Dumas (New York University).

The 28th Annual UCEA Convention theme, Righting Civil Wrongs: Education for Racial Justice and Human Rights is intended as an occasion to talk, meet, think, and organize for a renewed vision and renewed coalition-building on the role of education and educational leadership in fostering intentional purpose and action for racial justice and human rights. Education has been identified as fundamental civil and human right, essential for the exercise of all other human rights. Yet millions of children and adults remain deprived of educational opportunities, many as a result of racial injustice and poverty.

Book your hotel now!

Reservations: To make your reservations online, please visit the UCEA Annual Convention booking site with the Washington Hilton. To make your reservations by phone, please call the hotel’s toll-free number: 1-800-HILTONS (445-8667) or local number: 1-202-483-3000.

Availability is limited, so we encourage attendees to book their rooms as soon as possible. For more information on hotel accommodations, click here.

Room Rates:
- Single/Double - $209.00 per night
- Triple - $234.00 per night
- Quad - $259.00 per night

Join us in Washington DC for the UCEA 60th Anniversary as a Sponsor!

SPONSORS gain visibility, interface, and recognition by supporting the 2014 UCEA convention.

SPONSORS connect with 800-900 conference attendees including faculty, graduate students, school and district leaders, as well as College of Education Deans.

SPONSORS tap into UCEA’s array of national and international networks that influence and expand into school districts and classrooms, including educational administration networks focused on improving the field.

HOW? Click here for details!

2014 UCEA Graduate Student Summit

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

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

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

Registration for the UCEA Convention is required to register for the GSS. Participants are encouraged to take advantage of the Graduate Student Package to participate in both the GSS and Day on the Hill events. See the next page and RegOnline for more information.
2014 UCEA Convention Registration Opens on July 1st – Plan Now to Take Advantage of Early Bird Registration Rates!

Registration for the 2014 UCEA Convention will open on RegOnline beginning July 1, 2014 after 9:00 AM EST. Those who register by September 12th will be able to take advantage of early bird registration rates! Any registrations after 11/5 will be considered onsite.

<table>
<thead>
<tr>
<th>Registrant/ event</th>
<th>Early Bird (7/1-9/12)</th>
<th>Regular (9/13-10/19)</th>
<th>Late (10/20-11/5)</th>
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<tr>
<td>UCEA Member Faculty</td>
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<td>Practitioner</td>
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<td>$280</td>
<td>$300</td>
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<tr>
<td>Other</td>
<td>$220</td>
<td>$270</td>
<td>$290</td>
</tr>
<tr>
<td>Onsite general/ graduate (after 11/5)</td>
<td>$310/ $150 (All registrations made after 11/5 are considered onsite!)</td>
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</tbody>
</table>

Day on the Hill – Policy Advocacy Event
Wednesday, November 19th
9:00AM – 7:30 PM (final schedule pending)
Registration required: $20.00

Graduate Student Summit
Thursday, November 20th
8:00AM – 12:00 PM (final schedule pending)
Registration required: $30.00
Get the Graduate Student Package to participate in Day on the Hill and the Graduate Student Summit for $35!

Awards Luncheon
Thursday, November 20th
12:00 PM-2:00 PM
Registration required: $22.00

UCEA/ASHE Joint Reception
Friday, November 21st
8:00 PM – 9:00 PM

UCEA Banquet
Saturday, November 22nd
7:00 PM – 8:45 PM
Registration required: $45.00

UCEA 60th Anniversary Gala
Saturday, November 22nd
9:15 PM – 11:00PM

Special Events Highlights at the 60th Anniversary UCEA Annual Convention
UCEA is hosting a series of events at the UCEA Convention to commemorate our 60th anniversary. Please consider registering for the following events when you register for the UCEA Annual Convention.

UCEA 2014 Convention Film Festival: Call for Video Submissions & Video Stories

The 2014 UCEA Convention will play host to the third annual UCEA Film Festival! UCEA has opened an opportunity for submissions of 5-minute videos that explore broadly the landscape of quality leadership preparation, including our research and engaged scholarship, our preparation program designs and improvement efforts, our policy work, and the practice of educational leaders.

The 2014 Convention will also include a “Righting Civil Wrongs” Video Recording Booth where attendees will be invited to share their stories related to the 60th Anniversary of the Brown v. Board of Education decision and the Convention theme. These brief stories will be edited into video segments that will be shared through the UCEA website and other venues after the Convention.

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

To download the application form, please visit the UCEA website:


To view films selected for the 2012 and 2013 UCEA Conventions, visit the UCEA website:

http://www.ucea.org/ucea-2012-film-festival/

Save the Date for the 3rd Annual UCEA International Summit!

If you are planning to attend the 2014 UCEA Convention, we hope that you will join us for the 3rd annual International Summit to be held on Sunday, November 23, 2014 from 8:30 am -12:30 at the Washington Hilton in Washington D.C.

This year’s planning committee: Stephen Jacobson (UCEA Associate Director of International Initiatives), Bruce Barnett, (University of Texas at San Antonio) and RC Saravanabhavan (Howard University) have organized two exciting sessions involving scholars from around the world sharing their perspectives on policies and research addressing leadership development, preparation and practice. The first session will address Successful and Effective School Leadership: International Perspectives from Africa, Asia, Australia, the Caribbean Europe, North and South America, while the second will focus on National Educational Policies Addressing Equity and Equality: Experiences of Europe, USA, India, New Zealand and Brazil. We believe this will be a wonderful opportunity to learn and share with colleagues from across the world. Please join us!
UCEA Welcomes New Member: University of South Florida

UCEA is pleased to welcome the University of South Florida (USF) as a full member institution. USF currently serves as the host institution for JCEL. The USF Department of Educational Leadership and Policy Studies (DELPS) strives to be among the nation’s premier departments of graduate study for the administration and management of educational organizations. And as such, faculty and staff prepare educational leaders who will develop innovative, efficacious, and equitable educational policy solutions through collaborative research activities. In addition, DELPS faculty and staff continuously maintain - and pursue - mutually beneficial school, district, legislative, and corporate partnerships to improve educational environments for all students.

The Summer 2014 UCEA Review is Available Online!

Highlights include:
• Survey of EdD and PhD Educational Leadership Programs
• How Standards Matter in Leadership Preparation
• Online and Blended Delivery in Educational Leadership Preparation Programs
• UCEA Program Study Visit to the University of Denver
• First Annual Dr. Barbara L. Jackson Memorial Lecture

Visit the new and improved UCEA website!
New Principal Preparation Resources from the Wallace Foundation: “The Principal Story,” Learning Guide

School leadership matters. During the past decade, there has been a growing recognition among educators and policymakers that school principals must be instructional leaders who ensure that high-quality teaching occurs in every classroom. This view is backed up by a solid body of evidence showing that leadership places second only to teaching among school-related influences on learning.

The Principal Story Learning Guide takes clips from The Principal Story – a documentary that follows two determined principals in difficult schools over the course of a year – to illustrate five practices of effective school principals.

The videos are coupled with readings, discussion prompts and a range of other activities that can be completed by individuals or groups.

The guide was developed with Wallace Foundation support by Learning Forward, an association that promotes professional development for educators.

Please be sure to let us know what you think of the guide – and all our knowledge products. Contact us at: Emailalerts@wallacefoundation.org.

Call for UCEA Review submission & Call for UCEA GSC Reviewers

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

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

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

Submission guidelines:

Manuscripts should be written in accordance with APA 6th edition guidelines, and submitted electronically to uceagradconnex@gmail.com.

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

Submission deadlines are March 15th, July 15th, and November 15th.

All submissions will be submitted for blind peer review.

Call for UCEA GSC Reviewers

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

- **Email Subject:** Reviewer Application
- **Message Body:** Your name; Email address; Name of your institution; Name of your Department or Program; Which year you are in your doctoral program; and Research interests
Request for Proposals to Edit and Host the

**JOURNAL OF RESEARCH ON LEADERSHIP EDUCATION**

http://www.ucea.org/jrle  http://jrl.sagepub.com

The University Council for Educational Administration (UCEA) requests proposals to host the editorial functions of its influential Journal of Research on Leadership (JRLE). Established in 2005, JRLE is a peer refereed electronic journal (e-journal) published three times a year as part of the SAGE Education Bundle. The journal publishes the latest developments and research on leadership preparation and professional development, serving as an increasingly important source for innovative program ideas and program improvement research and regularly publishing special issues related to important current topics in the field. This is an exciting opportunity for the new editor, with potential for taking the journal to its next phase of progressive growth. JRLE has continued to expand its reach, fast becoming the go-to journal for educational leadership faculty to learn from each other. Host responsibilities will begin in Summer 2015.

JRLE’s mission is to promote and disseminate rigorous scholarship and provide an international venue across multiple disciplines and contexts to inform the field of educational leadership. JRLE strongly encourages submissions related to:

- Innovative approaches and techniques for leadership preparation pedagogy, programs, and professional development;
- Research on leadership preparation pedagogy, programs, and professional development, including evaluation of impacts and outcomes (e.g., student learning);
- Analysis of current policy trends influencing leadership preparation and development (e.g., political and contextual issues that impact leadership education such as state changes in teacher and principal evaluation systems, impact of Common Core Standards on programs, and/or other timely and relevant policy topics); and
- International and comparative studies of leadership preparation pedagogy, programs, and professional development.

### CRITERIA FOR HOST UNIVERSITY

1. UCEA member;
2. Strong commitment to the purposes of JRLE, its development, and expansion; and
3. Willingness and dedicated resources required to host JRLE for at least 4 years.

### JRLE EDITOR QUALIFICATIONS

1. Intense interest in being Editor;
2. Expertise in educational leadership preparation;
3. A strong record of scholarly publication;
4. Experience in English, editing, publishing, or journalism; and
5. Expertise within the field of educational administration and relevant topics.

### JRLE EDITOR RESPONSIBILITIES

1. Oversee management of the publication (e.g., quality & timeliness);
2. Directly supervise the Managing Editor and other personnel;
3. Recruit and supervise a diverse Editorial Board and reviewer pool;
4. Conduct the JRLE Annual Editorial Board Meeting; and
5. Prepare JRLE Annual Report for UCEA Executive Committee.

### Host Contributions

1. Release time for Editor and release time or equivalent compensation for Associate Editors (2-4);
2. At least one 12-month doctoral graduate assistantship committed to working 20-30 hours a week as the Managing Editor;
3. Travel to UCEA Convention for the annual JRLE Editorial Board Meeting; and
4. Equipment and materials:
   - Office space, furniture and supplies
   - Computers, printer, e-mail, word processing, scanner
   - Telephone and high speed data lines

### UCEA CONTRIBUTION

UCEA provides an annual editorial stipend to support the work of the editorial team.

### DEADLINE:

Sept. 30, 2014
SUBMISSION OF PROPOSALS

Please answer the key questions below. It is particularly important that the UCEA Executive Committee be provided a clear description of the resources available within your institution to support JRLE’s editorial offices. If you have any questions, please call the UCEA headquarters at (434) 243-1041 or e-mail Associate Director for Publications Liz Hollingworth at liz-hollingworth@virginia.edu.

1. As a host university and editorial team, what is your vision for the JRLE, how does it align with UCEA’s mission, and how will you fulfill it?
2. As a host university and editorial team, how does JRLE align with your institutional mission?
3. Who are the proposed editor and associate editor(s) for JRLE? How will responsibilities be allocated to the various editorial positions?
4. What qualifications make the proposed JRLE editor and associate editor(s) strong candidates? (Attach current vita of members of proposed editorial team.)
5. Will there be release time for the editor(s) to ensure effective performance of their editorial responsibilities? Explain.
6. What other resources will the university be able to provide?

Submit letters of intent by the August 30, 2014 and proposals (preferably electronically) are due by September 30, 2014 to UCEA Executive Director Michelle Young, ucea@virginia.edu, and Associate Director for Publications Liz Hollingworth, liz-hollingworth@uiowa.edu

SELECTION OF JRLE EDITOR AND HOST UNIVERSITY

1. All UCEA full-member universities will have equal access to the selection procedures.
2. The UCEA Executive Committee will select the new host university for JRLE.
3. The new host university will be responsible for JRLE beginning the summer of 2015.
4. Changes in the editorial policy must be made in consultation with the UCEA Executive Director.
5. All major changes in executive editorial personnel that occur during term must be made in consultation with the UCEA Executive Director. Changes will not take effect until approved by the UCEA Executive Committee.

CURRENT JRLE STRUCTURE AND OPERATIONS

* JRLE is an electronic, peer-reviewed journal published three times a year by SAGE (April, August, December).
* Each issue is approximately 96 published pages (3-5 articles per issue).
* Submitted manuscripts undergo a rigorous, blind review process by qualified scholars, and SAGE provides final copy-editing for accepted manuscripts.
* Accepted articles are posted on SAGE’s online first system for early access and citation.
* The JRLE Editorial Board consists of 42 members serving staggered 3-year terms, with an additional Reviewer Pool of 40+ scholars.

RFP TIMELINE

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Letters of Intent</td>
<td>Aug. 1, 2014</td>
</tr>
<tr>
<td>Proposal Due Date</td>
<td>Sept. 30, 2014</td>
</tr>
<tr>
<td>Initial review by UCEA EC</td>
<td>Oct. 2014</td>
</tr>
<tr>
<td>Communication with Candidates</td>
<td>Nov. 2014</td>
</tr>
<tr>
<td>Final Decision</td>
<td>Dec. 2014</td>
</tr>
<tr>
<td>Transition Process Begins</td>
<td>Spring 2015</td>
</tr>
<tr>
<td>JRLE Relocation Complete</td>
<td>Summer 2015</td>
</tr>
</tbody>
</table>
What are the Standards?

The model standards are:

- The Interstate School Leaders Licensure Consortium (ISLLC) standards, which are the standards for practicing education leaders. They were last revised in 2008.
- The Educational Leadership Constituent Council (ELCC) standards, which describe expectations for aspiring leaders and are used by programs that prepare school leaders. They were last revised in 2011.

The standards are voluntary. States, districts, schools and university and nonprofit leadership preparation programs use the standards to guide preparation, practice, support and evaluations for district and school leaders, including superintendents, central-office administrators, principals, assistant principals, and teacher leaders. Most states adapt them to local needs as they set expectations for education leaders and leadership preparation programs.

Why are the Standards Being Refreshed?

The responsibilities of principals and superintendents have changed since the original leader standards were released in 1996, especially in the six years since the standards were last revised. Reform measures across the country set higher expectations for student growth and achievement and place new demands on district and school leaders to ensure all students are learning. Many states and districts are taking steps that demand a rethinking of education leadership, such as implementing principal support and evaluations and clarifying and strengthening roles, such as that of principal supervisors and teacher leaders. In addition, principals in most states are implementing higher learning standards to prepare all students for college, careers and life.

Not only have expectations for school leaders increased, but research also has produced new knowledge. For example, evidence links education leadership with student performance. After teaching, it's the biggest school-based contributor to a teacher's primary reason to stay in a school.

How is the Work Occurring and When Will it Be Done?

More than 70 principals, superintendents, state education department chiefs, education professors, and others are working to develop the new principal supervisor standards and refresh the leadership standards in a process led by CCSSO and NPBEA. Drafts will be shared to get feedback from stakeholders. The standards will be completed in October 2014.
Call for Papers

Student Growth Measures: Where Policy Meets Practice

Co-Editors:

1. Dr. Audrey Amrein-Beardsley—is currently Associate Professor of educational policy and research methods in the Mary Lou Fulton Teachers College at Arizona State University. Her research interests include educational policy, educational measurement, research methods, and more specifically, high-stakes tests and value-added methodologies and systems. She is author of over 50 peer- and editorially-reviewed journal articles and most recently an academic book titled Rethinking Value-Added Models in Education Critical Perspectives on Tests and Assessment-Based Accountability (Routledge, 2014). She can be reached via email at audrey.beardsley@asu.edu

2. Dr. Kimberly Kappler Hewitt—is currently Assistant Professor of educational leadership at the University of North Carolina Greensboro. Her research interests include the ethical and efficacious use of educational data, from instructional leadership and policy perspectives. She also conducts research on implementing and sustaining reform. She is the author of Differentiation is an Expectation: A School Leader’s Guide to Building a Culture of Differentiation (Routledge, 2011) and editor of Postcards from the Schoolhouse: Practitioner Scholars Examine Contemporary Issues in Instructional Leadership (NCPEA Press, 2013). She can be reached via email at kkhewitt@uncg.edu.

Intended Publisher: Palgrave Macmillan

Abstract:
The use of student growth measures (SGMs)—including value-added models (VAMs) and student growth models (SGMs) for increased accountability purposes might be the most momentous change in educational accountability policy since the passage of No Child Left Behind (NCLB) in 2002. Incentivized by the federal government, and more specifically by $4.5 billion in federal Race-to-the-Top funds and NCLB waivers granted to states agreeing to hold educators accountable for student learning using SGMs, all but ten states have currently adopted some form of an SGM for educator evaluation. In both houses of Congress, the use of SGMs for increased educator accountability purposes also appears in legislation regarding the reauthorization of the Elementary and Secondary Education Act (ESEA).

However, while much is known about SGMs in and of themselves (e.g., about their statistical properties and limitations, and the limitations that continue to inhibit SGMs’ intended uses), very little is known about the impact of such policies on the realities of those at their receiving ends. This is hugely important as this information should also feed information back into that which is known about SGMs’ intended uses, and in particular SGMs’ intended and unintended consequences. Hence, it is the goal here to examine the intersection of policy and practice with regards to the use of SGMs for educator evaluation and their associated low- and high-stakes decisions.

The purpose of this edited book is to better illuminate these realities—the realities capturing how educators (including teachers and administrators) respond to these policies in practice. Here practice is conceived broadly to encompass implications for teaching and learning, educator recruitment and retention, legal matters, leadership, the use of data for change and reform, and the like.

Intended Audience:
The intended audience for this book includes educational scholars and researchers; district, state and national policymakers; K-12 school board members, administrators, practitioners; graduate students; and others interested in the topic of increased educator accountability in America’s public schools.

Organization of book:
The book will be organized into thematic sections (e.g., teachers, leadership and administration, legal, etc.). Each section will conclude with a chapter written by a national expert on SGMs who will provide a synthesis and research-based commentary on the chapters in each section.

Timeline:

August 15, 2014: Chapter abstracts due
December 30, 2014: Submission decisions made, after which authors will be notified
March 1, 2015: Draft chapters due
July 1, 2015: Authors receive editorial/substantive feedback from editors
September 1, 2015: Chapter revisions submitted to editors
June 1, 2016: Target publication date

Submission Information:

By August 15, 2014, prospective authors must submit a file that includes the following:

1. Title page: One cover page including the proposed chapter title and each author’s name, title, organizational affiliation, email address, and phone number.
2. Author information: One 3-4 sentence bio for each potential author. Please also include as an attachment each potential author’s complete and up-to-date Curriculum Vita (CV).
3. Extended abstract: An extended abstract including no more than 500 words with references (use APA, 6th edition) (a) making clear and explicit how the prospective author(s)’ proposed chapter involves the intersection of policy and practice with regards to the use of SGMs for educator evaluation purposes and, if applicable, consequential decision-making purposes; and (b) including the estimated length of the proposed chapter with the estimated number of tables, figures, and references.

Submission Deadline: All submissions are due August 15, 2014 and should be emailed, in full, to Kimberly Kappler Hewitt at kkhewitt@uncg.edu. Editors will not consider manuscripts submitted for publication elsewhere, nor will they consider incomplete submissions.
New Book Information

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

Volume 6 in the *International Research on School Leadership* Book Series

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

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

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

Submission Guidelines:

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

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

Important Dates:

August 8, 2014 - Submit manuscript electronically for consideration.

September 26, 2014 - Authors receive feedback from book series editors/reviewers and decisions are made to determine which manuscripts are still under consideration.

December 12, 2014 - Authors submit revised manuscripts to book series editors.

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

*IAP - Information Age Publishing, PO Box 79049, Charlotte, NC 28271*

*tel: 704-752-9125    fax: 704-752-9113    URL: www.infoagepub.com*
Emerald HETL Education
Outstanding Doctoral Research Award

International recognition for the best doctoral research in education

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

How to apply

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

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

Prize

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

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

Awards topics

The dissertation topic must be in the areas of higher education, teaching/instruction, learning, curriculum, assessment, service, or any directly related area such as educational leadership, management, policy, development, research, technology, internationalization, teacher preparation, counselling, etc. See Journal of Applied Research in Higher Education for topic examples.

Eligibility

Global submissions are encouraged.

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

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

Key dates

Deadline for Submissions: 1 August 2014

Further details

For any additional information, please contact:
Emma Stevenson,
Academic Relations Executive,
Emerald Group Publishing Limited
Tel: +44 (0)1274 785198
Fax: +44 (0)1274 785200
E-mail: estevenson@emeraldinsight.com
www.emeraldinsight.com
New UCEA Center for the International Study of School Leadership

The UCEA Center for the International Study of School Leadership replaces the Center for the Study of School Site Leadership which had been in existence since 1999 and had been represented by Steve Jacobson in the University at Buffalo/State University of New York, and Ken Leithwood of the Ontario Institute for Studies in Education (OISE). The new center expands the knowledge of school site leadership by adding the knowledge of international scholars.

In recent years, Lauri Johnson from Boston College, and Rose Ylimaki from Arizona State had been leading the center and had supported the involvement of international colleagues in the dissemination of knowledge about successful principals around the world. Following their efforts, the Center has received approval from the UCEA executive committee, to officially expand its’ efforts.

The new center will be organized by 4 co-directors in 4 national and international universities.

National directors:  
Dr. Jeff Bennett, University of Arizona  
Dr. Elizabeth Murakami, University of Texas of the Permian Basin

International directors:  
Dr. Monika Törnsen, Umeå University, Sweden  
Dr. Katina Pollock, Western Ontario University, Canada

The director will also establish an advisory board. The Advisory board will be comprised of invited national and international scholars who are leaders/conveners of international organizations. At a national level, scholars invested in cross-cultural studies in educational leadership who are active at national organizations, such as UCEA, AERA, NCPEA, and other organizations will be included. At an international level, representatives from organizations such as the British Educational Leadership Management and Administration Society (BELMAS), European Conference on Educational Research (ECER), Australian International Education (AIEC), and other continents will be considered. Affiliate members will be invited locally, by their affiliation to UCEA and their focus on national/international issues in school leadership. International members will be invited by their affiliation to UCEA and focus on cross-cultural leadership research.

The mission of the center is to generate and mobilize evidence-based research knowledge of school leadership through a pro-active approach, combining national and international efforts to improve schooling for the success of children. The quality preparation and professional development of school leaders, combined with collaborative partnerships with researchers, policy-makers, and governmental agencies are aimed to advance an understanding of common leadership challenges and successes in multiple countries. The center plans to (a) in year 1, develop an actionable message development about the center; (b) in year 2, build a research base repository (policy and research briefs), and establish a knowledge mobilization plan; and (c) in year 3, implement knowledge mobilization plans and dissemination of research.

In summary, the Center for the International Study of School Leadership aspires to gather national and international communities of scholars, practitioners, policy makers and government agencies dedicated to the improvement of schools through school leadership. The Center will work closely with Steve Jacobson, the associate director of international affairs, and will be dedicated to foster a cross-national effort in the improvement of leaders and their leadership, who in turn will be well informed about research at a global level affecting students, teachers, and families. Please join us at the Center to mobilize the knowledge of school leadership to a global level.
Proposals are being solicited for the 10th annual Critical Questions in Education conferences presented by the Academy for Educational Studies, this year in Louisville, Kentucky and San Diego, California. Theoretical, empirical, and practice-oriented proposals are welcome at these two-day conferences. Get “A Seat at the Table” on our third day when conference attendees will study together and plan publishing opportunities with the AES Press (Academy for Educational Studies Press) or Critical Questions in Education, our peer-reviewed electronic journal.

Deadline for proposals, Louisville conference: July 1, 2014
Deadline for proposals, San Diego conference: November 1, 2014

2014-2015 Theme Questions

- Why have civil rights era educational legislation and policy in the United States failed our most vulnerable students? How should we address the needs of these students in and out of schools?

- How is schooling conducted in other countries? What can we learn from the policies, purposes, and practices of education systems—or individual schools—from around the world?

Proposals welcome on past theme questions
Open topic for graduate students

Get a “Seat at the Table”
Plan to stay for the third day of the conference—a day when we review what we’ve learned from conference presentations and plan writing opportunities (books, chapters, articles). See details below.

Click HERE to see the complete Call for Proposals
Join your SLP Colleagues at our 4th Annual Working Conference in Long Beach, California, September 25 & 26! (Don't miss the pre-conference day when we will visit school sites led by SLP project Principals on September 24!)

Registration has opened for our SLPDN community's annual conference!

http://tinyurl.com/2014SLPDN

This year's conference will build upon the success of the previous three years and continue the conversations around best practices in leadership preparation and development.

Our SLPDN Conference is designed by you - the SLP grantees. Each year our grantees have the opportunity to feature components you have found successful in your grant, collaborate with role-alike peers in small groups to discuss problems of practice and develop solutions to project feature implementation challenges, share research from your SLP projects, and connect as a community in an innovative and exciting conference format.

This year we will hold a pre-conference on September 24 and visit schools throughout Los Angeles led by School Leadership Program grant participants. You will meet the principals, see the schools, observe the engaging instructional practices, and see first-hand the powerful impact the SLP grant has on students and schools.

Learn more and register at the link above! See you in September!
The Potential Impact of Social Science Research on Legal Issues Surrounding Single-Sex Classrooms and Schools
By Suzanne Elizabeth Eckes & Stephanie D. McCall
This article examines the role social science has played in litigation involving public single-sex educational programs. It also explores a body of social science research related to gender and education that we believe could assist the courts and school leaders in better examining the possibilities and the limitations of single-sex programs in the public sector. Specifically, we want to show how a particular set of social science research at the intersection of gender and education, from a range of theoretical frameworks, could assist school leaders in demonstrating to the courts that a justification for single-sex programs may exist in current empirical research.

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

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

How School and District Leaders Support Classroom Teachers’ Work With English Language Learners
Ana M. Elfers & Tom Stritikus
This study examines the ways in which school and district leaders create systems of support for classroom teachers who work with linguistically diverse students. We attempt to uncover the intentional supports leaders put in place for classroom teachers and how this may be part of a broader teaching and learning effort. Through a qualitative case study of four districts serving different populations of English Learner (EL) students, we examine school and district leadership actions aimed at helping teachers provide instruction that is responsive to EL learning needs. In each of the four districts, three schools were chosen for in-depth analysis. Through interviews, classroom observations, and document analyses, we highlight the efforts of school and district leaders to bring about instructional change.
The Technology Principal: To Be or Not To Be
By Anika Ball Anthony & Supawarree Patravanich
This case provides principal licensure candidates a strategic perspective on leading and managing educational technology initiatives. It presents issues related to vision setting, planning, implementation, organizational structure, and decision making. The case narrative is presented from the perspective of a principal, but it can also be used to prompt reflection from the perspective of a central office administrator such as a superintendent, assistant superintendent, technology director, or professional development coordinator. The case includes a preliminary knowledge-building activity and discussion questions, which, combined, prepare administrators to exercise technology leadership for school improvement through environmental scanning, organizational analysis, and performance measurement.

Team Leadership: It's Not for the Faint of Heart
By Katherine A. Curry
Group decision-making can result in important benefits for organizational effectiveness. However, collaborative environments do not emerge organically. Effective leadership is critical for group success. Educational leaders must understand group processes and the importance of creating a culture that supports collaboration. Student discipline for off-campus behavior is an example of a complex situation that offers opportunity for group decision-making. Legal questions have yielded new twists in recent years with districts taking a more aggressive stance toward off-campus behavior that has a spillover effect at school. In this case study, team leadership and legal aspects of discipline are examined in the context of Superintendent Carter’s attempt to lead a group through a complex, ambiguous, emotionally charged situation that has potential consequences for a wide variety of stakeholders.

Not All Tests Are Created Equal: Parental Rights and Standardized Tests
By Jason O’Brien, Russell Winn, & Kirsten Currier
This case focuses on one parent’s request to have his daughter exempted from district-mandated computer tests (called STAR Enterprise tests). These tests are administered several times per year as a formative assessment to gauge student achievement in the areas of reading and math. The parent was concerned that the district was spending too much time testing and not enough time teaching students. The principal of the school and the Director of Assessment and Accountability for the district had to determine whether a parent’s wishes for his child superseded the mandate set forth by the State Department of Education with regard to gathering sufficient formative data to monitor and report student progress.

Transferring Leadership From Business to Education: The Case of Mr. Smith
By Mobomodon Boncana
This case study is a narrative of four major leadership paradigms: managerial, transactional, transformational, and distributed leaderships. Understanding these leadership styles may help both practicing and prospective school leaders navigate better in the complex, dynamic, murky, and challenging waters of educational leadership. Furthermore, this case can serve as a valuable resource for practitioners who are striving to find solutions to the daily problems they are confronted with in their schools. Finally, the case may serve as a stepping stone to inform school leaders about the potential legal intricacies that the practice of their job may entail.

Enterprising University Put to the Test: Transnational Education in the Middle East
By Marcelline Fusilier & Douglas Munro
Educational leaders are increasingly required to become effective change agents as schools and universities are faced with pressures to cut costs and adapt to stakeholder demands. This case details the administrative challenges of restructuring a private-sector higher education provider from a traditional to an enterprising university capable of making agile responses to promote its success. Focus is on a dean as change leader in the dynamic environment of transnational higher education in the Middle East.

College Information, Support, and Opportunities For All?
By Melissa A. Martinez
In this case, 10 Latina/o high school seniors and one high school counselor share their perspectives on how college information and opportunities are distributed in their school. In doing so, it becomes evident that efforts are not systematic or equitable. As a result, dilemmas arise when some students are denied the opportunity to attend a college fair held off campus during the school day and find alternative means of doing so. Current and aspiring educational leaders are urged to consider the ethical, safety, and policy issues related to the immediate dilemmas and the larger concern regarding the school’s college-going culture.
Editor's Introduction: Business as Usual or Disrupting What and How We Do Our Work
By Michele Acker-Hocevar

Managing Adaptive Challenges: Learning With Principals in Bermuda and Florida
By Eleanor Drago-Severson, Patricia Maślin-Ostrowski, Alexander M. Hoffman, & Justin Barbaro
We interviewed eight principals from Bermuda and Florida about how they identify and manage their most pressing challenges. Their challenges are composed of both adaptive and technical work, requiring leaders to learn to diagnose and manage them. Challenges focused on change and were traced to accountability contexts, yet accountability was not the driving force for all principals. Neither external demands nor principals themselves dictated whether the problem was technical or adaptive; instead, it was the nature of the problem itself. Leadership preparation programs are encouraged to provide a framework to address managing phases of adaptive, technical, and mixed challenges.

The Hidden Curriculum: Candidate Diversity in Educational Leadership Preparation
By Zorka Karanxha, Vonzell Agosto, & Aarti P. Bellara
The authors describe a process of self-assessment attuned to equity and justice in the policies and practices that affect student diversity, namely, those associated with the selection of candidates. The disproportionate rate of rejection for applicants from underrepresented groups and the unsystematic process of applicant selection operated as hidden curriculum affecting the opportunities for the program to enhance meaningful relationships among diverse groups of students. The authors describe institutional and sociopolitical conditions, and individual actions reflecting a faculty’s will to policy. Faculty efforts supported and challenged systemic change to increase racial and ethnic diversity among aspiring educational administrators.

Leadership Coaching in an Induction Program for Novice Principals: A 3-Year Study
By Chad R. Lochmiller
This article presents results from a study of leadership coaches who worked with novice principals in a university-based induction program for a 3-year period. The qualitative case study describes how the support the coaches provided to the novice principals changed over time. The study reveals that coaches adapted their leadership coaching practice in response to the principal’s needs and shifted their coaching strategies as a result. The article concludes with a discussion of the findings in relation to existing research on leadership coaching for K-12 school leaders and offers suggestions for future research.

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

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CURRENT ISSUES

Rating States, Grading Schools

ECS recently released a report looking at whether state report cards are easy to find, easy to understand, and use essential indicators. They identified 8 states with easy accessibility to the report cards, and 6 states with sufficient data and overall usefulness. Furthermore, the report identified five key indicators necessary for grading schools: 1) Student achievement; 2) Student academic growth; 3) Achievement gap closure; 4) Graduation rates; 5) Postsecondary and career readiness. Eleven states using all five indicators. The report goes on to make suggestions and provide examples of well done report cards.

Tracking Students By Ability Produces Results

A recent article in the “Room for Debate” section of the New York Times opens up the debate on tracking students by ability in our schools. Written from the perspective of an economist, the author highlights recent empirical research that suggests that students do best when grouped with students of like ability. He states that the more variation in skill-level within the group, the less successful all of the students in the group are.

Common Core, battered by midterm politics, gets higher-ed support. Too late?

A new coalition of professors called ‘Higher Ed for Higher Standards’ came out this month in support of the common core standards. They suggest that the intentions of the Common Core standards have been misunderstood and that the basic premise of ensuring that all high school graduates across the states are ready for college is a good one. Highlighting concern over the number of students who begin college but don’t complete it, the coalition supports the standards and reemphasizes the need for college-ready standards to ensure students are prepared for college.

How Principal Turnover Affects High School Graduation Rates

This article focused primarily on New York City’s higher than average principal turnover rates, making the connection between principal turnover and graduation rates. While further research is needed to describe the relationship, the author found that in the all but two of the 20 schools with the highest dropout rates in 2011 and 2012 the principal changed at least once during the students four years at the school. In the 20 schools with the lowest rate, the opposite held true.

HIGHLIGHT ON BOSTON SCHOOLS

Academic Progress in Boston's Schools in Jeopardy, Report Finds

A recent Ed Week blog draws attention to a memo from the Council of Great City Schools warning Boston public schools of threats to their currently sustained academic progress. The report highlights a lack of coordination and cooperation at central office as one of the biggest problems influencing the decline of one of the most successful large, urban districts.

To access the memo directly:
Boston Public Schools

Boston’s high-quality charters make no excuses

The Fordham Institute has engaged scholars, practitioners, and policy analysts in the process of trying to determine why some charter schools outperform public schools, as well as other charter schools. This first response discusses the successful charter system in Boston. After refuting some leading ideas about why Boston charters are successful, he suggests the following reasons: 1) A large talent pool which shares people across schools; 2) The use of idea transferring and cooperation; 3) The enactment of a “No Excuses” model; and 4) The reliance on important individuals leading the movement.
EQUITY IN SCHOOLS

School Spending Increases Linked to Better Outcomes for Poor Students

A recent working paper published by NBER suggests that school districts that were forced by the courts to increase spending had higher graduation rates for low-income children, leading to lower levels of poverty in adulthood. Using longitudinal data from 15,000 children born between 1955 and 1985, the researchers established that the effects could eliminate at least 2/3rds of the gaps in adult outcomes. Critics are concerned that these results cannot be transferred to the current day policy environment.

To Access the Working Paper Directly:

The Effect of School Finance Reforms on the Distribution of Spending, Academic Achievement, and Adult Outcomes

For Schools, Long Road to a Level Playing Field

In a recent New York Times article, they discuss the findings by the OECD that 15% of the variation in the performance of American students is explained by socioeconomic background, unlike other better performing countries. This difference is not due to a lack of funding but due to the use of local income taxes for funding, providing inequitable schools. The author suggests that the greatest shortcoming in the US is a dearth of excellent teachers suggesting that higher admission standards and greater salaries would help to improve the situation.

The Invisible Achievement Gap

In a recent report using data from California, the authors looked at students in foster care as a distinct subgroup of students who have education outcomes that are lower than their peers. This report looks at outcomes based on characteristics such as time in foster care, type of foster care placement, and the number of placements in a year. Outcome variables include disability diagnosis, school changes, standardized-test performance, dropout rates, and graduation rates.

You can be a beneficiary of racism even if you’re not a racist

In this article, the author uses the concept of compound interest to support Coates essay on reparations and to illustrate the nature of white privilege. Specifically, he argues that even though many people who are living today may not have been directly responsible for the unfair and inequitable practices of slavery and the Jim Crow era, they are undeniably benefiting from those systems saying, “the average white southerner in 1832 was far poorer than the average white southerner today, and part of that vast increase in wealth and income and knowledge and social networks is the result of compound interest working its magic on what the slaveowners and the segregationists stole.” This notion has direct impact on schooling today.

To read Coates essay: The Case for Reparations

Teaching Kids 'Grit' is All the Rage. Here's What's Wrong With It.

In this New Republic article, the author explores the problem with focusing on character education in schools, particularly as an evaluative tool, since there is little proof these noncognitive constructs can be measured.

Community engagement is a euphemism for “how to deal with black folk”

The Hechinger Report carried an article written by Andre Perry, dean of Davenport University, that explores the language and the intentions of educational reformers, particularly in ‘takeover districts.’ He argues that wondering what to do about community engagement is really wondering what to do about the black and brown families whose schools have just been totally restructured, often displacing teachers from the community. He suggests that reformers need to authentically engage families in the process.
TEACHER ISSUES

**Teachers absent from class way too much, study says**

This *USA Today* article reports on the findings by the National Center for Teacher Quality (NCTQ) that teachers in large, urban school districts miss 11 days a year. 16% of teachers missed more than 18 days, making them chronically absent. Overall nationally, teachers have a 94% attendance rate.

**The fall of teachers unions**

*Politico* discusses the recent push back against teachers unions and the likelihood that the trend will continue. Unions are struggling to maintain membership, and in turn the revenue that those dues bring. Furthermore, they are losing democratic supporters and facing public relations campaigns against them. The National Education Association (NEA) and the American Federation of Teachers (AFT) are facing divisions within their ranks and many teachers are engaging in new forums, such as the Facebook group, the Badass Teachers Association. The public sentiment around unions is also shifting with 43% of the public seeing their influence on school as negative according to national polling conducted by Harvard's Program on Education Policy and Governance and the journal Education Next.

**Lessons from the Field: The Role of Student Surveys in Teacher Evaluation and Development**

A recent *Bellweather Report* looked at the role of using well-designed, student perception surveys in both teacher evaluation and professional development. The paper explored the experience of early adopters and found that there is great interest in using these surveys as well some concerns. Challenges include gaining teacher buy-in and support and using the data to improve teacher practices. They go on to suggest actions to respond to the challenges.
NCLB RELIEF AND WAIVERS
Wyoming will seek part of No Child Left Behind waiver
In response to increased expectations for accountability put forth in NCLB, Wyoming is not asking for a flexibility waiver but would like relief that would allow them to provide tutoring and remedial help for schools that are deemed as in need of improvement. In order to get a waiver from sanctions that will be placed upon schools that are not at 100% proficiency at the end of the school year, states need to develop statewide rating systems. Wyoming is not prepared to do that but would like to be able to redirect Title 1 funds, an option that will not be available under NCLB if schools are flagged for corrective action.

California's CORE Districts Faltering On Key Tenets of Waiver, Ed. Dept. Says
California districts received a waiver from NCLB, the first of its kind, but according to monitoring reports, much like the states with waivers, they are struggling to meet the federal governments requirements. Concerns over not submitting data, having weak review processes, not having school rating systems, and a not having transparency were flagged by the Ed Dept officials. The districts have also apparently changed parts of their plan without permission from the US DOE, including changing their school improvement strategies for focus schools.

Utah education leaders debate return to No Child Left Behind
Utah is considering giving up the NCLB waiver in order to take a stand against what they see as federal overreach in educational policy. If they did reverse the waiver, they would have to shift $100 million dollar sin Title I money to other programs.

COMPETITIVE GRANTS
Ed. Dept. May Lack Tools to Evaluate Promise Neighborhoods, GAO Says
The Government Accountability Office (GAO) has raised concerns that despite the extensive data being collected by the US DOE to evaluate Promise Neighborhoods for a competitive grant program, there is not a plan in place for how they will be evaluating the programs and assuring the validity or reliability of the data. Also, GAO found that the competition has encouraged winners to collaborate and be more efficient with funds.

Federal Teacher-Prep Grants Emphasize STEM, Common Core
The federal government has announced a new round of grants from the Teacher Quality Partnerships (TQP) program, which will award teacher preparation programs focused on producing effective teachers for STEM fields and effective instruction for the Common Core State Standards. Traditional programs, run by universities, as well as residency programs, run by districts or nonprofits, are welcome to apply. Applications that meet both goals will be given extra points.
ACCOUNTABILITY

States Forge Ahead on Principal Evaluation

Increasingly states are mandating principal evaluation, but they are still struggling with how to measure principal effectiveness. Thirty-six states have laws around principal assessments, but in most states, principal evaluation is an afterthought to teacher evaluation. There is great variety in the nature of the evaluation systems being used with student performance making up anywhere between 20-50% of the overall score. Ellen Goldring and Katy Jones from Vanderbilt University suggest there are three common types of competing models: the “50-50” Percentage Model in which 50% of the score is student-outcome measures and the other 50 percent of the score often comes from a performance rubric, aligned with standards developed by the Council of Chief State School Officers; the Matrix Model in which 50% of the score is student-outcome measures and the other 50% of score is derived from a matrix; and Student ‘Data Trump” Model, in which student growth/performance may account for less than half of the principal's overall score; however, a principal cannot earn the highest rating or be deemed "highly effective" with low student performance/outcome data. In other words, student data "trumps" everything else.

States moving from accreditation to accountability

In this Education Commission of the States (ECS) policy report, they provide a summary of whether or not a state accredits, the accreditation process for public schools, and the citation from the code or regulations. They found that 26 states use some form of accreditation systems. Also those systems certify that schools meet specific standards, ask for input on student-teacher ratios and classroom size, typically focus on individual schools, and typically are overseen by state boards of education. Accountability systems are used by all states; include academic standards, assessments, rewards, and sanctions; typically focus on schools and districts, and are typically driven by state legislatures.

Teacher, School Accountability Systems Shaken Up

In response to the new tests associated with common core, several states are delaying or altering their test-based accountability for teachers. These decisions are also likely to influence the status of federal waivers from NCLB.

Check out this link:
Educator Effectiveness in SREB States

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.
COMMON CORE STATE STANDARDS (CCSS)

Common Core Sparks Flood of Legislation
While 45 states and DC originally signed on for the CCSS, there is growing hesitation on the part of legislators as criticism increases on both the left and the right. As of May 15th, there were 340 bills in 46 states that addressed K-12 educational standards. Governors in at least 6 states have pushed back with executive orders reasserting the right for states to make decisions regarding educational policy.

Common Core School Standards Face a New Wave of Opposition
In a similar article to the previous Pew piece, the New York Times also discussed the growing opposition to the CCSS. Several states have already repealed the standards, while other states are considering replacing them with local standards. Republicans, who were early supporters of the standards, have begun to argue that the standards amount to federal overreach. Joining this opposition, the left is concerned about teaching evaluation and overreliance on testing. Supporters, such as the American Federation of Teachers, are concerned that poor implementation has caused people to push back against the standards and get away from the original intentions to raise the rigor of standards.

Poll: Nearly Half of American Adults Haven't Heard of Common-Core Standards
A recent MSN/Wall Street Journal poll found that almost half on the 1,000 adults polled had not heard about the CCSS and that 22% had heard a lot about them, while 30% had heard some about them. When asked about their support for the standards, 59% supported them while 31% opposed them. When asked about school reform, 26% thought K-12 schools needed a complete overhaul, and 35% felt they need major changes.

Albany OKs Common Core reprieve for low-rated teachers
Many states have included student achievement test results in teacher evaluation systems. As common core standards lead to change in the curriculum taught and the skills needed, the new testing may not be reflective of the efforts and ability of the teachers. Since New York state is implementing CCSS-based testing, they have been under pressure to not include the student test results in teacher ratings, where test results make up 20% of the evaluation. The state government has agreed to not include test scores in their evaluations for at least two years. For higher ranked teachers, the scores would count. Parent advocates are upset that this policy will leave ineffective teachers in the classroom.

State Lawmakers Assert Influence Over Standards
State level lawmakers are reacting to the adoption of CCSS by taking back responsibility for decisions about educational standards. Ten states have enacted laws that change the process by which state boards can adopt standards, while twenty-two states have introduced bills to change the process. While some of those bills did not make it very far, others made it through one or both chambers. These bills are a reaction to the CCSS not getting much public input or consulting with state level legislators. The article goes on to discuss how Oklahoma, South Carolina, and Utah have reshaped their process of determining standards.
VERGARA VS. CALIFORNIA

Judge Rejects Teacher Tenure for California

The judge in the Vergara vs. California case ruled that teacher tenure laws were in violation of students’ civil rights. The judge mentioned in his ruling that there was sufficient evidence that poor and minority students were most affected by tenure laws, leaving poor teachers in the classroom. The plaintiffs were backed by a millionaire and his nonprofit, Students Matter, who intend to bring similar cases to the courts in other states. Teachers unions are going to appeal.

See Also:
California judge rules public school teacher tenure law unconstitutional

Fuzzy Math: The Guesstimate that Struck Down California’s Teacher Tenure Laws

In this Slate article, the author explored the claim made in the judge’s decision that 1-3% of teachers were grossly ineffective, which meant that 2,750-8,250 teachers were not providing quality education to their students. This quantifying of the problem was a ‘guesstimate’ provided by one of the expert witnesses who was called to the stand by the defendants. The article raises concern over the fact that we have not yet found an appropriate way to measure whether teachers are good or bad, making this discussion difficult to have in the courts.

California teacher tenure ruling may fuel debate

This article focuses on the way in which this ruling affects teachers unions and the ongoing debate that is likely to occur over teacher evaluation, retention, termination, and compensation. NEA has commented on the ruling, suggesting that it is “deeply flawed” and will affect teacher retention. An important point raised in this article is that California is unique in that they grant tenure after two years, which is quicker than most states. Most other states have a longer probationary term.

Vergara Decision Feeds Testing and Teacher Turnover

In this Education Week blog entry, the author responds to John Merrow’s arguments supporting the Vergara case’s ruling, specifically his response to the ‘two year’ rule, the ‘last hired, last fired’ rule and the complicated process for teacher removal. He reacts to the claim that tenure is a lifetime appointment, reminding the reader that tenure only means that due process is required in order to fire a teacher. He references his time working in the Oakland school system consulting with teachers, in which he found that many of the evaluations were not given sufficient time and attention to be accurate reflections of the teacher’s skills. The author goes on to raise concern that removing some of the policies that protect teachers makes an already difficult job less desirable.

Tenure Is Not the Problem: Teacher Protections Are Not Why Poor Schools are Failing. Segregation Is.

This Slate article suggests that the recent decision, which has been compared to the Brown vs. Board of Education decision, is in fact not a huge victory for students of color. The author argues that the racial segregation of public schools is a much larger problem for students. The close coupling of racial segregation and concentrations of poverty have a greater influence on teacher quality than tenure. He goes on to suggest that high-poverty schools often have poor working conditions.

Taking On Teacher Tenure Backfires California Ruling on Teacher Tenure Is Not Whole Picture

This opinion piece in the New York Times focuses on the trade off between dismissing ineffective teachers and retaining effective ones. The author, Jesse Rothstein, provided expert testimony for the case and feels that eliminating tenure does not fix the problem of quality teaching in high-poverty schools but may actually provide more problems due to its influence on the labor market.
CALIFORNIA

California Lawmakers Vote To Roll Back Prop 227 Bilingual Education Ban

Currently there is a ban on bilingual education in public schools according to Proposition 227. The state Senate approved overturning aspects of the law.

ACLU Sues California For 'Equal Learning Time'

The ACLU has brought a case against the state suggesting that school based factors such as administrative and teacher turnover and scheduling, as well as societal concerns such as crime and trauma are limiting students learning time in high-poverty schools.

INDIANA

Report says school voucher changes cost state $16M

The Indiana Department of Education found that the state's private voucher system is costing $16 million in public funds. While supporters note that this less than the cost of sending the same students to public school, opponents argue that the cost analysis does not account for students whose families would have paid their tuition, regardless of public funds.

IPS to offer free breakfast, lunch for all in 2014-15 session

The school board of Indianapolis Public Schools voted to be part of a federal program that will provide all students with free breakfast, lunch, and a snack for the next four years, starting in the upcoming school year.

LOUISIANA

In New Orleans, major school district closes traditional public schools for good

Starting in the 2014-2015 school year, the New Orleans school system will be made up completely of public charter schools.

NEW JERSEY

The Newark School Reform Wars

Despite Mayor-elect Ras Baraka outspoken opposition to the neoliberal policies for education in Newark, it is going to be a difficult road to reserves the current trends. This Nation article discusses the ongoing reform wars.

VIRGINIA

School takeover unit ruled unconstitutional

A circuit court judge has ruled to state takeover of schools unconstitutional “because it purports to establish a statewide school division and because it purports to create a school division that is not supervised by a school board.”

WASHINGTON, D.C.

DC to Suspend Test Scores in Teacher Evaluations

Washington, D.C., one of the first regions to include student test scores in teacher evaluations has decided to halt the process. This change is significant because the previous chancellor, Michelle Rhee, in conjunction with the Bill and Melinda Gates Foundation, led the charge to base teacher quality on test scores, despite concern by critics about the accuracy of the measures.
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