Volume 10, Issue 5, June 2015

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

Table of Contents

**Headquarters Updates**
UCEA Announcements pp. 2-11

**Research & Headlines**
UCEA Publications Highlights pp. 12-14
Educational Leadership p. 15
Federal Policy p. 16
State Policy p. 17

**UCEA Connections Editors**
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.
Headquarters Updates

See the following pages for updates from UCEA Headquarters regarding the 2015 UCEA Convention!

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

- Monday, June 1, 2015—Hard deadline to complete all assigned reviews in All Academic for the UCEA Convention and Graduate Student Summit
- Monday, June 1, 2015—Registration opens (take advantage of early bird registration rates!)
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, 2015 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.

All proposal reviews are due by June 1st!

Please log into [All Academic](#) to ensure that you have completed all assigned reviews.
Headquarters Updates

Registration for the 2015 UCEA Convention Opens on June 1st

Register soon to take advantage of early bird rates!

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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
Congratulations to the Students Selected for the 2015 UCEA Program Center Fellowships!

The UCEA Graduate Student Fellowship aims to provide research, mentoring and career development opportunities for two outstanding graduate students who are enrolled in an UCEA member educational leadership program and intend to enter the professoriate. The UCEA Program Center fellows will receive stipend of $5,000. The fellows will be in residence for six to eight weeks during the summer at one of the nine current UCEA programs centers.

Richard Blissett, a graduate student from Vanderbilt University, will be in residence at the UCEA Joint Program Center for the Superintendency and District Governance located at Seattle Pacific University. Richard will work with Dr. Thomas Alsbury on projects related to re-training local school boards using a framework for balanced governance and district reforms for sustainable leadership.

Alison Wilson, a graduate student from the University of Oklahoma, will be in residence at the UCEA Center for the Study of Leadership and Ethics located at the University of Oklahoma. Alison will serve as an editorial assistant for the journal Values and Ethics in Educational Administration and take on a leadership role in institutionalizing the center at OU.
UCEA Call for Awards Nominations

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

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

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

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

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

Please send nominations electronically to ucea@virginia.edu.

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

Applications due by June 1st!

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

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

To be considered, applicants must be:
- a graduate student at a UCEA member institution for the two-year period beyond appointment to the GSC;
- able to demonstrate leadership skills;
- thoughtful, creative and critical thinkers; and
- willing to dedicate time to the GSC.

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

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

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

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

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

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

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

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

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


Video Submission Guidelines:

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

· Video Running Time - 5 minutes or less

· **Deadline for video submissions – July 31, 2015**

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

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

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

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

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

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

  Jennifer Friend, Ph.D. Email: friendji@umkc.edu
  Assistant Dean, School of Graduate Studies | University of Missouri-Kansas City
  300F Administrative Center | 5115 Oak Street | Kansas City, Missouri 64110
Preparation 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 clochmil@indiana.edu or (812) 856-0895

Initial drafts due to guest editors: November 2015
Special issue publication date: August 2016
Call for Book Chapter Proposals from International Scholars

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

*International Perspectives on Women In Educational Leadership*

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

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

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

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

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

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

Send inquiries and completed proposals to Elizabeth C. Reilly at elizabeth.reilly@lmu.edu.
Moral Literacy and Ethical Leadership
From the Local to the Global
October 15 - 17, 2015

The Nittany Lion Inn, University Park, Pennsylvania, USA

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

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

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

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

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

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

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

*By Yi-Hwa Liou*

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

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

*By Michael P. O’Malley & Colleen A. Capper*
“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, & Jeffry 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. Wyman

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

Cultivating Exemplary School Leadership Preparation at a Research Intensive University

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

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

The Urban School Leaders Collaborative: Twelve Years of Promoting Leadership for Social Justice

By Betty Merchant & Encarnación Garza

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

Special Issue Concluding Article: What Makes a Leadership Preparation Program Exemplary?

By Stephen Jacobson, Martha McCarthy, & Diana Pounder

Browse all of UCEA’s publications:
http://www.ucea.org/resources/

Members access journals free of charge here:
https://members.ucea.org/member_journals
THE ROLE OF THE SCHOOL LEADER

Building a Grad Nation: Progress and challenge in Ending the High School Dropout Epidemic

A recently published report shows that, for the third year in a row, the high school completion rate is continuing to rise. The annual update, published by Civic Enterprises, the Everyone Graduates Center, the America’s Promise Alliance, and the Alliance for Excellent Education, highlights the most recent results, which show that in 2013, the national high school graduation rate hit a record high of 81.4 percent. The results show that the nation continues to remain on pace to meet the 90 percent goal for the class of 2020.

Keywords: high school completion rate, large city school districts, principal support, teacher professional development

STUDENT LEARNING AND CURRICULUM

Uncovering the Productivity Promise of Rural Education

The Building State Capacity and Productivity Center developed a publication about the current state of rural schools and districts. As rural schools and districts are often required to make the most effective use of limited financial resources and face challenging teacher labor markets, they have developed innovative ways to deliver services to the millions of students it educates. Likewise, they recruit teachers, use technology, and serve special populations in ways that highlight the unique position of school districts in less population areas.

Keywords: curriculum innovation, local education agency challenges, educational technology

TEACHERS

Teachers Value National Board Certification, but Indiana Lawmakers Don’t

For some teachers in Indiana, the National Board for Professional Teaching Standards certification is a challenging and rare credential awarded to teacher who seek to prove their skills and status among the best in the field. The state is far behind much of the country regarding the number of teachers who have earned the credential. While teachers who have the certification believe that the hard work it took to get it is well worth it, Indiana lawmakers just recently rejected another initiative to provide financial support for a program that would pay teachers more if they earned a credential. Currently, Indiana ranks 43rd in the country regarding teachers who have earned National Board certification.

Keywords: teacher certification, national rankings, salary incentives

RECENT RESEARCH

Some Schools Embrace Demands for Education Data

While some in the field of education have shunned the idea, and even the word data, because of its perceived overuse, schools such as the one highlighted in the New York Times article make effective use of data in nearly every part of the school’s infrastructure. The leaders of the Wisconsin elementary school explain they are following the lead of the business world to use metrics to record and analyze students’ progress and teachers’ productivity. Examples of the school’s use of data include school bus routes, classroom cleanliness, and cafeteria menu satisfaction. Classroom based, student-centered metrics include “data binders” to measure recorded progress in reading and math tasks, as well as discipline records. School leaders and teachers have found that involving students in their education in a tangible way motivates the students to take ownership of the academic and social progress.

Keywords: data recording, school metrics, student ownership

REFORM

Number of Homeschoolers Growing Nationwide

Over the past 16 years, the number of homeschooled children has increased by 75% nationwide. The dissatisfaction that parents are experiencing by educating their children in public schools has greatly affected this significant increase. Despite continued doubts about the quality of education that parents provide for their children at home, statistics show those who are educated at home score between the 65th and 89th percentile on standardized assessments. The results are higher than children attending traditional schools, whose average is in the 50th percentile.

Keywords: standardized tests, academic success, alternative education
Federal Aid Formulas a Sticky issue in ESEA Debate

The recent bipartisan rewrite of the Elementary and secondary Education Act included differences of opinions between members of the Senate education committee. Members disagreed about adjusting the formulae used to distribute federal funds to states and school districts. The resources lawmakers disagreed are typically used for initiatives such as teacher preparation programs. While the policymakers did not debate changes to the Title I formula during their markup period, it is believed that senator may propose amendments during the floor debated that could further tweak funding formulas.

Keywords: Title I funding, ESEA funding
RHODE ISLAND

**State Assessments Will be Shorter Next School Year**

Rhode Island's Partnership for Assessment of Readiness for College and Careers has decided to simplify the state assessments for the 2015-2016 school year. The school system will now only use one 30-day testing window and they will reduce the totally testing time. Most states that use one testing window will only need one or two weeks to complete all necessary testing in language arts and mathematics.

*Keywords: state testing, PARCC consortium*

DELAWARE

**Governor Announces Grants to 15 High Schools to Support Delaware students in Key Fields**

Several high schools across the state of Delaware will receive financial support to use next fall. The grants are a part of the Governor of Delaware’s Pathways to Prosperity initiative, which prepares students to excel in key fields that offer good job opportunities in high-demand fields and careers. Delaware school districts will use the grants to establish career and technical education programs in biomedical sciences, computer science, culinary arts & hospitality management, and engineering.

*Keywords: career readiness, technical training, state funding, Governor’s initiatives*

ILLINOIS

**Illinois Community Colleges Approve Use of PARCC for Class Placement**

Community college presidents across the state of Illinois will begin using the state’s new elementary and high school assessment results to determine a student’s readiness for college-level courses. High school graduates will be able to select courses before the begin school by using the standardized testing results. The agreement will give students early indication of their college and career readiness, and help them save money.

*Keywords: high school assessments, remedial college courses*

LOUISIANA

**State Quadruples Number of Districts training Teacher Candidates on the Job**

The Believe and Prepare Educator Preparation program in Louisiana provides funding for partnership to train school leaders. Louisiana school systems are partnering with educator preparation programs to prepare aspiring educators in yearlong apprenticeships or residences. The most recent funding totals over $1 million for the second cohort of grant recipients.

*Keywords: educator training, on the job mentorships*
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