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

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UCEA Headquarters Graduate Research Assistants

UCEA Mission Statement

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

We fulfill this purpose by:
• Promoting, sponsoring, and disseminating research on the essential problems of schooling and leadership practice;
• Improving the preparation and professional development of educational leaders and professors and;
• Positively influencing local, state, and national educational policy.
See the following pages for updates from UCEA Headquarters regarding the 2016 UCEA Convention!

30th Annual Convention—Detroit, MI—November 17-20, 2016

Important Upcoming Dates for the 2016 UCEA Convention
- Wednesday, June 1—Registration opens (see rates and link to register here)
2016 UCEA Convention Updates

The 30th annual UCEA Convention will be held at the Detroit Marriott Renaissance Center in Detroit, Michigan. The Convention will open on Thursday, November 17th and will close on Sunday, November 20th. The purpose of the 2016 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 2016 Convention Planning Committee are UCEA President Elect April Peters-Hawkins (University of Georgia), Wayne Lewis (University of Kentucky), Kristy Cooper (Michigan State University), and Dana Thompson Dorsey (University of North Carolina).

**Convention Registration—OPENS JUNE 1st!**

**IMPORTANT:** We encourage all potential attendees to register early to avoid rate increases AND ensure that your name badge is ready at registration. For all attendees who register onsite (starting 11/5/16 at 12:00 AM) we cannot guarantee that your name badge will be ready upon arrival due to processing, however UCEA will get it to you promptly. All tickets prices increase with onsite registration as well. Register for your events early and don’t miss out!

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Introducing… the Single Sign-On!

*Important for anyone submitting a proposal or registering for the 2016 UCEA Convention*

The UCEA website is now your one-stop shop for all Convention tasks and initiatives! Once you log in to the website, you can submit and review proposals through the All Academic portal, register for the Convention, check UCEA events on our calendar, or make a donation to your favorite Convention activity or event.

If you do not yet have an account with UCEA, signing up is very fast and easy! We encourage you to take the time now to create an account and activate your email address. Creating an account with UCEA you to have better access to UCEA resources, news and updates.

If you already have an account and are planning on submitting a proposal or participating in this year’s Annual Convention, we have great news! We have worked with All Academic to connect your All Academic account to your UCEA account, which means that if you log into the UCEA website, you will automatically be logged into the All Academic site as well. Please note – if you have not yet logged into All Academic this year, the first time you log in you will be required to give authorization for the UCEA website to connect your UCEA account with your All Academic. Neither UCEA nor All Academic will share your account information with other parties. Your privacy is of the utmost importance to us.

After that, every time you wish to access All Academic you can do it through the UCEA website. This means one less set of login credentials that you have to remember!

For any questions or concerns, please email UCEA at uceaconvention@gmail.com OR call UCEA at 434-243-1041. We appreciate any and all feedback as we continue to improve our website and convention experience for the UCEA community.
2016 UCEA Convention Hotel
We are proud to announce the 2016 Convention Hotel – the Detroit Marriott Renaissance Center in Detroit, Michigan! Recently renovated, it is located on the river walk and includes a food court and Starbucks. Room rates are as follows:
Single/Double/+: $159.00
For the UCEA room rates, please use this passkey to explore the hotel and make your reservations online, or call (313) 568-8000.

2016 UCEA Film Festival Call for Videos
The 2016 UCEA Convention will play host to the 5th 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. To submit your film, please use this submission form. All film submissions are due by July 31, 2016.

All questions regarding the Film Festival should be directed to Jennifer Friend at friendji@umkc.edu.

2016 UCEA Graduate Student Summit
The 2016 UCEA Graduate Student Summit Call for Proposals has been released! It can be downloaded from the UCEA GSS webpage.
The UCEA Graduate Student Summit is an extension of the UCEA Convention. The 30th Annual UCEA Convention theme, Revitalizing Education in Complex Contexts: Re-envisioning Leadership, Refreshing Practice, Redefining Student Success, is intended as an occasion to talk, meet, think, and organize for a renewed vision, goal-setting and coalition-building that will bring new life and meaning to the role of education and educational leadership. The theme highlights the context of the convention location in Detroit, a city that has faced significant challenges and undergone tremendous change, with a lens on the educational, political, civic, corporate, and community revitalization that occurs in such contexts. As such, the theme draws attention the complex contexts (communities, political environments, and policy contexts) in which we research, lead and practice in the field. Such contexts are complex due to the multidimensional and sometimes competing interests inherent in these various spaces, and because they involve interconnections and intersections among various people, challenges, changes, and politics which often directly impact and influence education policy, leadership practice, and student outcomes.

Please Note:
• The 5th annual UCEA Graduate Student Summit will be held November 16-17, 2016 at the Detroit Marriott Renaissance Center in Detroit, MI.
• The 30th annual UCEA Convention will be held November 17-20, 2016 at the Detroit Marriott Renaissance Center in Detroit, MI.
• AllAcademic is now closed for submissions. Registration for the GSS is open to all graduate students regardless of UCEA membership or having submitted a proposal. We hope you will consider joining us!

Should you have questions at any point, feel free to email the UCEA Graduate Student Council at uceagradconnex@gmail.com.

Congratulations to the UCEA 2016 Mini Grant Awards and Summer Fellowships!

Mini Grants
• 2015 Mini Grant Extension awarded to the Center for Educational Leadership and Social Justice
• 2016 Mini-Grant awarded to the UCEA Center for the Study of Academic Leadership: Study of Department Chairs. Lead person Kelly Ward at Washington State University
• 2016 Mini-Grant awarded to the UCEA Program Center for the Study of Leadership and the Law: Study of inclusive education laws and practices in rural Arkansas. Lead: Kevin Brady at the University of Arkansas

2016 Summer Fellowships
• Sara Heintzelman from the University of Kentucky will be a fellow at the UCEA Center for the Advanced Study of Technology Leadership in Education at the University of Kentucky. Sara is in the online PhD program.
• Liliana Castrellon from the University of Utah will be a fellow at the Center for Educational Leadership and Social Justice at Duquense University
• Sung Tae Jang from the University of Minnesota will be a fellow at the Center for Educational Leadership and Social Justice at Duquense University
Call for Participation: AERA funded conference on Principals' Time Use

The Research Group for Educational Leadership and Policy at the University of Canberra is pleased to announce the Call for Participation for the 2016 American Educational Research Association (AERA) Funded Research Conference titled: Cross-National Exploration of Principals' Time Use: Patterns, Causes, and Effects. A dozen of leading scholars in the field have confirmed their participation at the conference. In addition to these invited scholars, the Research Group wishes to reach out to scholars across different countries through this open call for participation. The Research Group will fund flights substantially, a 3-night stay at a hotel, meals during the conference, and local transportation between the hotel and the conference venue. Please see the following webpage for more details: http://www.canberra.edu.au/about-uc/faculties/estem/research/groups/rgelp/events/cross-national-exploration-of-principals

Final Call for Papers, Extended Abstracts, Posters, Tutorials and Workshop

World Congress on Special Needs Education
August 16-19, 2016
Temple University, Philadelphia, USA
www.wcsne.org

Important Dates:
* Camera Ready (Final Proposal after amendment(s)) Due: June 30, 2016
* Workshop Proposal Submission Deadline: May 20, 2016
* Poster/Demo Proposal Submission: May 15, 2016
* Notification of Poster/Demo Acceptance: May 20, 2016
* Early Bird Registration (Authors and Participants): March 01 to June 10, 2016

* Late Bird Registration (Authors and Participants): July 25, 2016
* Conference Dates: August 16-19, 2016

The World Congress on Special Needs Education (WCSNE-2016) will be held at the Temple University. The WCSNE is dedicated to the advancement of the theory and practices in special needs education. The WCSNE promotes collaborative excellence between academicians and professionals from educational and industrial sectors. The aim of WCSNE is to provide an opportunity for academicians and professionals from various educational and industrial sectors with cross-disciplinary interests to bridge the knowledge gap, promote research esteem and the evolution of special needs in education. The WCSNE-2016 invites speakers to share their knowledge on issues or subject matters in special needs in education that encompass conceptual analysis, case studies, design implementation and performance evaluation.

The topics in WCSNE-2016 include but are not confined to the following areas:

* Accessible World
* Art Education
* Assistive Technologies
* Business Education
* Course Management
* Curriculum, Research and Development
* Educational Foundations
* Interaction and Cultural Models of Disability
* Learning / Teaching Methodologies and Assessment
* Global Issues In Education and Research
* Pedagogy
* Research Management
* Ubiquitous Learning
* Research In Progress
* Other Areas of Education

Please submit your research paper at http://www.wcsne.org/Paper%20Submission.html or email to papers-2016@wcsne.org
Union of International Associations Round Table, an invitation to UCEA members to attend

The UIA cordially invites you to send representatives to its 4th Associations Round Table on Wednesday 28 and Thursday 29 September in Busan, Korea.

The UIA Round Table is an opportunity to learn through networking and through practice, to meet other international associations and share experience and knowledge to help you run your organization better. Read more here.

The registration fee for association representatives is 60 US dollars. Thanks to the support of our partners at the Korea Tourism Organization and Busan Tourism Organization we are able to offer a high-level educational programme for a low fee. All other elements of the programme are complimentary. Delegates are responsible for their own travel and accommodation arrangements and expenses.

An overview of the programme is below. For full details, please see the Round Table website (roundtable.uia.org).

To register, please go to the Round Table website (roundtable.uia.org) and log in:
your username is G1339 and your password is PAZIEDBJ.

You can use this to register up to two delegates; each of your delegates will need to log in and register separately. Should you wish to send more than two delegates, please contact us.

We thank our partners and sponsors for making the event possible and affordable for all associations. They will be present, should you want to talk to them, but there are no sales presentations in the programme: this is an event for learning and networking.

At roundtable.uia.org you will also find information about our Round Table European 3 and 4 November in Monaco, at which you are equally welcome.

For over 100 years the UIA has been working to promote and document the work of international associations. We look forward to welcoming you at our Round Tables this year.

Cordially,

Nancy Carfrae
Coordinator, UIA Associations Round Table

PS. When you log in to register for a Round Table, you may also want to take the opportunity to check your association’s profile in the Yearbook of International Organizations.

Wednesday 28 September
Afternoon: Round Table at the Paradise Hotel, Haeundae, Busan

Session 1: The United Nations, the UN Sustainable Development Goals, and your association, presented by Cyril Ritchie, President of CoNGO
Session 2: Using Technology as a Driver for Growth and Engagement, presented by Chris Champion, IPWEA

Evening: dinner with our hosts

Thursday 29 September
Morning: Round Table at the Paradise Hotel, Haeundae, Busan

Session 3: Crisis and victory: the experience of associations in meeting challenges
-- Starting up an organization and engaging partners, by Yashna Batra, Founder of Selflessly Yours, and Octavio “Bobby” Peralta, Secretary General of ADFIAP
-- Transitioning an association from an ad-hoc to a dedicated secretariat, by Hemant Batra, Secretary General of SAARCLAW
-- Retaining members, by Chris Champion, Secretary-General of IFME
-- Staying relevant, by Cyril Ritchie, President of CoNGO

Session 4: The Race to Relevance: Associations in an age of disruption, presented by Octavio “Bobby” Peralta, Secretary General of ADFIAP

Lunch
Afternoon: optional tour of Busan
EAQ Call for Special Issue on ESSA

_Educational Administration Quarterly_ issues a call for a special issue on the recent reauthorization of the Elementary and Secondary Education Act (ESEA). Historically, ESEA represents the nation’s legislative commitment to equal opportunity for all children, regardless of race, income, disability, or home language. Although many characterize the policy as a continued commitment to equal opportunity, others problematize this interpretation in light of changes in the legislation. Some have touted the bill as a return to state control of education and, with it, enhanced flexibility for educators to meet the needs of their students; others have questioned the degree of change the bill will likely produce as well as the capacity of states to create more effective models for improvement, particularly for chronically underperforming schools.

As such, the reauthorization brings many questions regarding practice and policy generally and for educational leadership specifically. Therefore, we seek manuscripts that help us better understand the policy, practice, and legal implications for states, districts, and schools under this new law. Example topics and questions include (though are not limited to) the following:

- What is the new relationship between state and federal government with regard to educational reform, accountability, and supports? How do we understand (and potentially problematize) the devolution of power back to the states?

- How will new funding mechanisms (e.g., block grants) and priorities (e.g., preK) affect how money is allocated by states, districts, and schools? Who stands to benefit from these shifts—and what might be the unintended consequences?

- Are leaders prepared to bring previously under-prioritized subjects, such as the arts and social studies, to the center of schooling? What do we know about how to support leadership development and school improvement in and through these subject matter?

All manuscripts will be reviewed as a cohort for this Special Issue. Manuscripts must be submitted in the window between Aug. 1, 2016, and Sept. 15, 2016, at eaq.sagepub.com. Please select the option from the special issue drop-down menu on Manuscript Central that identifies your paper as a submission for the “ESSA” Special Issue, and include the words “ESSA Special Issue Submission” on your title page.

Manuscripts submitted for the ESSA Special Issue that are not selected for the special issue will be considered for publication in other issues of EAQ.

For more information about this Call for Papers, please contact the Editor, casey.cobb@uconn.edu.
UCEA and New Leaders are pleased to announce the new State Evaluation of Principal Preparation Programs Tool Kit—or SEP³ Toolkit. The SEP³ Toolkit provides essential guidance on implementing a more in-depth and rigorous principal preparation evaluation process. The goal is to enable states to accurately assess quality, promote improvement, and intervene in the case of performance that raises concerns.

Strong school leadership – at the assistant principal, principal and principal manager levels – is critical for improving school performance. If principals are to be successful, they need to be well prepared. A growing number of education leaders and policymakers are working to improve the quality of educational administration programs in their state. The report and tools found on the sepkit.org website were designed to inform these efforts.

The State Evaluation of Principal Preparation Programs Tool Kit (SEP³ Kit) begins with a set of design principals related to purpose, professional standards, data collection and use, and the process of review to which all effective program evaluation systems should adhere. It then introduces a Model Two-Stage Process for Program Evaluation.

These resources will allow states to undertake an informed and sophisticated approach to the complex work of improving principal preparation. For more information and to access the SEP³ Toolkit, please visit sepkit.org.
INSPIRE
Graduate Survey

A secure, valid and easy to use online suite of surveys designed to assess and support quality leadership development.

INSPIRE-G Survey Administration Dates: April 1 until July 30

Contact UCEA to get started today.

Results from the INSPIRE Graduate Survey can be used to identify areas for program and individual course improvement; compare programs regionally and nationally; and examine the relationship between program features, graduate outcomes, and school improvement work.

Outcome measures include:
• Leadership Learning and Practices
• Leadership Career Intentions and Advancement
• School Improvement Work
• School Climate
• Student, Parent, and Teacher Engagement
• Student Learning
• Program Content, Features, and Effectiveness

Available to UCEA member institutions annually at no cost and in an easy to administer online format!

For more information about the INSPIRE Suite, visit http://www.ucea.org/resource/inspire-leadership-360/

or contact Marcy Reedy at mar5q@virginia.edu
**INTRODUCTION & CALL FOR MANUSCRIPTS**

The Carnegie Project on the Education Doctorate (CPED) is pleased to announce the launch of *Impacting Education: Journal on Transforming Professional Practice (IE)* an international, peer reviewed, open-access journal housed at the University of Pittsburgh.

**FOCUS AND SCOPE**

The focus of IE is to provide a forum where academics and practitioners alike may publish scholarly articles that meaningfully contribute to the improved preparation of PK-20 educational leaders through the examination of the development, redesign, and improvement of professional preparation programs as well as the outcomes of such programs including the skills, knowledge, dispositions, and impact of EdD program graduates. As such, scholarship generated in IE will have strong implications for the management and policies of schools of education, their EdD programs and the research, teaching, and learning of their faculty and students.

**CALL FOR MANUSCRIPTS**

*Impacting Education: Journal on Transforming Professional Practice* encourages the submission of research manuscripts, essays and book reviews authored by academics and practitioners that support the focus and scope of the journal. As such, the following submissions will be accepted:

**RESEARCH MANUSCRIPTS** present studies that strengthen, improve, support and promote a) the redesign and implementation of education doctorate programs that produce scholarly-practitioners or b) the impact of these programs on schools of education, practitioners and PK-20 educational practice.

**ESSAYS** are research-based manuscripts aimed at conveying new developments of or evidence of impact of education doctoral programs on practice.

**BOOK REVIEWS** focus on current titles that meaningfully contribute to the development of theory, policy and practice for the improved preparation of PK-20 educational leaders in education doctorate programs. They also support learning opportunities for those interested in improving professional preparation.

In addition to these, there will be calls for themed issues or special topics issues that are compelling and of significance for the EdD or advancement of professional preparation.

Author guidelines and the review process can be found at [http://impactinged.pitt.edu/](http://impactinged.pitt.edu/)

Articles will begin being accepted as of **April 15, 2016**. They will be published after final editorial acceptance.

**Editor in Chief**

Jill A. Perry, CPED & University of Pittsburgh

**Senior Advisors**

Chris Golde, Stanford University  
Stephanie Knight, Pennsylvania State University  
Joseph Murphy, Vanderbilt Peabody College

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Susan Printy, Michigan State University  
Jim Schreiber, Duquesne University  
Alan Tinkler, University of Vermont  
Debby Zambo, CPED
Call for Papers
*Trends in Diversity*
Volume 1, 2016

**Deadline to submit: June 30, 2016**

The journal for *Trends in Diversity* invites scholar-practitioners and students to submit manuscripts for its inaugural issue. *Trends in Diversity* is an open-accessed journal that provides a platform for intellectual dialogue and exploration of emerging and transformative issues of equity, inclusiveness and diversity in post-secondary education. Papers should include research on policies or practices that have been employed to diversify higher education, or historical examinations of the participation of underrepresented faculty or students in American higher education.

Submitted research will be refereed and evaluated by blind review process for inclusion into the volume. Papers must meet the standards of originality, significance, and rigor in increasing diversity in higher education.

Particular topics of interest include analyses that address the engagement and participation for traditionally marginalized populations including but not limited to the areas of: race/ethnicity, class, ability, gender, sexual identity and expression, and economics.

**Submission instructions**
- All papers should be submitted via [Digital Commons](#)
- Article length: 4500-6500 words
- Papers must not be under consideration by other journals for publication.
- For additional guidelines visit: [Guidelines](#)

For additional information, contact us at td@kent.edu
Press Release

DeBray and Blankenship Publish special issue of the Education Law & Policy Review for the 50th Anniversary of the Elementary and Secondary Education Act and passage of the Every Student Succeeds Act

Dr. Elizabeth DeBray
University of Georgia

Dr. Ann E. Blankenship
University of Southern Mississippi

University of Georgia College of Education Professor Elizabeth DeBary and University of Southern Mississippi College of Education and Psychology Assistant Professor Ann E. Blankenship have published Volume 3 of the Education Law & Policy Review, serving as Guest-Co-Editors-in-Chief for this special double issue. The Education Law & Policy Review is a publication of the Education Law Consortium (ELC) in cooperation with the Education Law Association (ELA), the premier international education law professional association founded in 1954. It is a peer-reviewed law and policy journal providing scholarly reviews and commentary on national and international issues in education law and policy in K-12 and Higher Education, publishing leading law and policy research and analysis for use by scholars, policymakers, judges, lawyers, and educators.

This special double-issue of the journal is dedicated to the 50th Anniversary of the Elementary and Secondary Education Act of 1965 and the passage of the Every Student Succeeds Act in 2015. As scholars with backgrounds in policy and law, DeBray and Blankenship challenged both the education policy and law fields to generate fresh proposals for the ESEA reauthorization – to make recommendations for legislative changes that were grounded in research that could lead to improved educational practice. Preeminent scholars in education law and policy responded with thoughtful responses to the dramatic changes in ESSA and provocative ideas for improving education through incentivizing equity, strengthening mandates, and building capacity. All of these are viable strategies for attempting to leverage improved educational outcomes for students.

The issue will be available online beginning March 31, 2016 at http://www.educationlawconsortium.org/education_law_policy_review. Print copies are also available through Amazon. This issue features scholarship by Gary Orfield (UCLA and The Civil Rights Project), Jack Jennings (founder and former CEO of the Center on Education Policy), Megan Hopkins (University of Illinois-Chicago), Christine Malsbary (Vassar College), P. Zitali Morales (University of Illinois-Chicago), Emily Hodge (Montclair State University), Erica Frankenberg (Pennsylvania State University), Christopher Suarez (Williams & Connolly, LLP), Tina Trujillo (UC Berkley), Kara Finnigan (University of Rochester), Jennifer Jellison Holme (University of Texas at Austin), Nicholas Tripplett et al. (University of North Carolina, Charlotte), and Benjamin Superfine (University of Illinois-Chicago).
The 2016 Annual Meeting of the Mid-Western Educational Research Association (MWERA) will be held in Evanston, Illinois, with an exciting program of invited speakers, workshops, and peer-reviewed papers presented in a variety of session formats. The 2016 program will center on this year’s theme:

Engaging Global Communities through Education, Research, Policy, & Practice.

The conference will feature dynamic speakers, workshops and networking opportunities for researchers, policy makers and practitioners. Teachers, administrators, and other school personnel are especially invited to come and share their school-based research and experiences at the 2016 MWERA conference.

The conference, based on the mission statement of MWERA, will look critically, optimistically and strategically at “Engaging Global Communities through Education, Research, Policy, and Practice” as the theme for the 2016 conference.

The focus of this year’s annual conference is at the intersection of education research, policy and practice. This theme allows for thoughtful introspection into the field of educational research with an emphasis on current, tangible policy issues and the successes and concerns in the field of practice of education.

The MWERA annual meeting has long been an opportunity to facilitate the engagement between these critical groups, and this year’s theme offers a concerted effort to facilitate dialogue around common themes and practices that have and will emerge.

Researchers, policy makers and practitioners alike will benefit from the opportunity to hear cutting edge topical and methodological research in a variety of sectors of education.

MWERA would encourage submissions from a range of intellectual, practical and activist perspectives for a meaningful dialogue and dissemination of high quality research. The various themes unifying the educational discipline would provide insights into theory, practice, methodology or fieldwork on contemporary research practices.

IMPORTANT INFORMATION
Proposal Submission Deadline: May 27, 2016
Notification of Acceptance/Rejection:
Proposals will be reviewed as soon as they are submitted and notification will be sent on a rolling basis by July 31, 2016.
Early Bird Registration: September 25, 2016
Hotel Reservation: September 25, 2016
Upload Full Papers: October 13, 2016

Conference Contact Information
Dr. Kate Akers, Program Chair
Email: mwera2016@gmail.com

For more information: www.mwera.org
The Consortium for the Study of Leadership and Ethics in Education presents:

The 21st Annual

Values and Leadership Conference

Theme - Leadership in Uncertain Times: Complex Dilemmas and Ethical Possibilities

Thursday, October 20 – Saturday, October 22, 2016

Hosted by Western University at The Ivey Spencer Leadership Centre in London, Ontario, Canada

Submit a proposal, register, and find information at www.edu.uwo.ca/cslee2016

Email queries to cslee2016@uwo.ca

#cslee2016
First announcement
22nd Annual CSLEE Values & Leadership Conference | September 5 - 9, 2017
Host: Centre for Principal Development, Umeå university, Sweden
www.pol.umu.se/cpd

EXPLORING NEW HORIZONS FOR THE RELATION BETWEEN VALUES RESEARCH AND LEADERSHIP PRACTICE

QUESTIONS CAN BE DIRECTED TO
OLOF.CA.JOHANSSON@UMU.SE OR KATARINA.NORBERG@UMU.SE
An Examination of the Benefits, Limitations, and Challenges of Conducting Randomized Experiments With Principals
By Eric M. Camburn, Ellen Goldring, James Sebastian, Henry May, & Jason Huff
The past decade has seen considerable debate about how to best evaluate the efficacy of educational improvement initiatives, and members of the educational leadership research community have entered the debate with great energy. Throughout this debate, the use of randomized experiments has been a particularly contentious subject. This study examines the potential benefits, limitations, and challenges involved in using experiments to evaluate professional development for principals. We present a case study of an experimental evaluation of a professional development program for principals. The case study is grounded in key themes in recent debates about the use of experiments in educational research, scholarship on challenges in conducting experiments, and experimental studies involving principals. The case study was conducted in an urban school district with 48 principals.

The Impact of Leadership on Student Outcomes: How Successful School Leaders Use Transformational and Instructional Strategies to Make a Difference
By Christopher Day, Qing Gu, & Pam Sammons
This article illustrates how successful leaders combine the too often dichotomized practices of transformational and instructional leadership in different ways across different phases of their schools’ development in order to progressively shape and “layer” the improvement culture in improving students’ outcomes. Empirical data were drawn from a 3-year mixed-methods national study (“Impact Study”) that investigated associations between the work of principals in effective and improving primary and secondary schools in England and student outcomes as defined (but not confined) by their national examination and assessment results over 3 years. The research began with a critical survey of the extant literature, followed by a national survey that explored principals’ and key staff’s perceptions of school improvement strategies and actions that they believed had helped foster better student attainment. This was complemented by multiperspective in-depth case studies of a subsample of 20 schools.

The Best Laid Plans: An Examination of School Plan Quality and Implementation in a School Improvement Initiative
By Katharine O. Strunk, Julie A. Marsh, Susan C. Busch-Meenas, & Matthew R. Duque
A common strategy used in school improvement efforts is a mandated process of formal planning, yet little is known about the quality of plans or the relationship between plan quality and implementation. This mixed-methods article investigates plan quality, factors associated with plan quality, and the relationship between plan quality and implementation, drawing on the first 3 years of a Los Angeles Unified School District school improvement initiative that relied on formal school planning. Our research team rated all 206 school plans submitted to the district in the first 3 years of the initiative and drew on surveys of applicant teams and principals implementing the plans. We use these data in descriptive analyses to explore relationships between plan quality and various inputs and outcomes. We also utilized school- and system-level qualitative data to contextualize and explain our findings.

Caring Leadership in Schools: Findings From Exploratory Analyses
By Karen Seashore Louis, Joseph Murphy, & Mark Smylie
This article (1) analyzes and synthesizes literatures from philosophy and education to propose a conceptual framework for caring in schools and caring school leadership and (2) reports the results of an exploratory analysis of the relationship of caring principal leadership to school-level supports for student academic learning. This conceptual framework defines caring as a quality of social relationships with several core elements: attentiveness and authentic knowledge of others, motivational displacement, situationality, mutuality, and authenticity. Characteristics of relationships and organizational conditions that enable caring and caring leadership are proposed. The empirical analysis employs a survey of teachers in 134 schools. Measures of principal caring and student academic support were developed and related to the conceptual framework and student achievement using regression and path analyses.

El legado problemático del caso Brown v. Board of Education
By Gerardo R. López & Rebeca Barciaga
Este artículo presenta una reflexión sobre el 60º aniversario de la decisión judicial de la Corte Suprema en el caso Brown v. Board of Education y discute las lecciones significativas aprendidas de ésta y las subsiguientes decisiones de la corte. Afirmamos que un nuevo diálogo fundamentalmente diferente referido al legado del caso Brown es necesario si apuntamos a entender de manera crítica el pasado, el presente y el futuro de las relaciones raciales como telón de fondo de las cuestiones de segregación escolar en este país. El legado problemático de Brown provee una oportunidad para interrogar la cuestión de por qué nosotros como un país continuamos teniendo fe en este caso en particular como solución por la inequidad racial. Invitamos a los lectores a “soltar” simbólicamente a Brown para imaginar nuevas posibilidades de la justicia racial, la oportunidad educacional, y la reforma social.
fundamental reform and transformation. These changes are felt...
Program accreditation is a process based on a set of professional
expectations and standards meant to signal competency and
credibility. Although accreditation has played an important role in
shaping educational leadership preparation programs, recent
revisions to accreditation processes and standards have
highlighted attention to the purposes, designs, and impacts of
accreditation. This article examines programmatic accreditation in
other professional disciplines to identify themes and trends that
may have implications for the design of accreditation for
educational leadership programs.

Analysis of Evidence Supporting the Educational
Leadership Constituent Council 2011 Educational
Leadership Program Standards
By Pamela D. Tucker, Erin Anderson, Amy L. Reynolds & Hanne
Mawhinney
This document analysis provides a summary of the research from
high-impact journals published between 2008 and 2013 with the
explicit purpose of determining the extent to which the current
empirical evidence supports the individual 2011 Educational
Leadership Constituent Council Program Standards and their
elements. We found that the standards are unevenly represented
and supported in the research. In general, the research was
stronger for Standards 2 and 3 and building-level leadership
standards. Without a more substantial research foundation for
leadership preparation, program faculty are limited in their ability
to design evidence-supported learning content and experiences
for the next generation of educational leaders.

Effective Preparation Program Features: A Literature
Review
By Gary M. Crow & Rodney S. Whiteman
This article is a summary of a report prepared for the University
Council for Educational Administration Program Improvement
Project for the Wallace Foundation. This explores the research
base for educational leadership preparation programs, specifically
examining literature on program features. The review covers
context, candidates, faculty, curriculum, design, delivery,
pedagogy, internships, student assessment, mentoring and
coaching, comprehensive leadership development, and
program evaluation. In addition to summarizing the major
findings in these program feature areas, the article provides a
critical evaluation of the substantive and methodological gaps
and future research directions.

Introduction to Special Issue: How Are Standards Used, by
Whom, and to What End?
By Michelle D. Young & Frank Perrone
This special issue of the Journal of Research on Leadership
Education presents the findings resulting from a set of studies
focused on understanding how leadership preparation standards
were used, by whom, and to what end.

Leveraging Standards to Promote Program Quality
By Michelle D. Young, Hanna Mawhinney, & Cynthia J. Reed
Standards provide a foundation for thinking about leadership
development and practice. This article explores three sets of
standards that impact educational leadership preparation: (a) the
recently revised Interstate School Leaders Licensure Consortium
(ISLLC) standards, which are now known as the Practice
Standards for Educational Leaders (PSEL); (b) the Educational
Leadership Constituent Council (ELCC) standards, which are
currently under revision; and (c) the University Council for
Educational Administration (UCEA) standards. In addition to
reviewing each set, how they are used, and how they differ, we
share findings from a survey of preparation program directors
focused on how influential and beneficial these standards are in
promoting leadership preparation program improvement.

Considerations of Administrative Licensure, Provider Type,
and Leadership Quality: Recommendations for Research,
Policy, and Practice
By Donald G. Hackmann
This article reviews U.S. administrative licensure regulations,
focusing on type of school leader licensure, provider types, and
leadership quality. Licensure obtained through university-based
and alternative routes is examined. Due to limited research on
alternative school administrative licensure, regulations in
medicine, psychology, engineering, law, and teaching are
reviewed, as well as research on their effectiveness, to identify
policies potentially relevant to school leadership. Licensure
regulations are uniform in medicine, psychology, and engineering,
with some variation in law, and licensure options vary greatly in
teaching and school administration. The article concludes with
recommendations for research, policy, and practice in school
administrative licensure.

Accreditation in the Professions: Implications for
Educational Leadership Preparation Programs
By Alexandra Pavlakis & Carolyn Kelley
Program accreditation is a process based on a set of professional
standards and expectations meant to signal competency and
credibility. Although accreditation has played an important role in
shaping educational leadership preparation programs, recent
revisions to accreditation processes and standards have
highlighted attention to the purposes, designs, and impacts of
accreditation. This article examines programmatic accreditation in
other professional disciplines to identify themes and trends that
may have implications for the design of accreditation for
educational leadership programs.
THE ROLE OF THE SCHOOL LEADER

For Teachers, Transition to Leadership Carries Fair Share of Challenges

Many principals who fulfill the meaningful tasks of positively influencing students’ educational lives and establishing healthy productive work environment for teachers and school staff, also deal with professional isolation that may often accompany the role. Principals’ interaction and connections in professional education organizations and on associated social media demonstrate, the helpful ways that they can share lessons and encouragement. A range of professional development opportunities also offers insight into the many ways that teachers can become leaders in schools to help with evaluations, coaching, and staffing decisions.

Keywords: professional development, collaboration, isolation

STUDENT LEARNING AND CURRICULUM

Personalized Learning Requires Educators to Think Outside of the Box

Providing specialized curriculum for students offers opportunities for development that is meaningful and impacts their current and future educational outlooks. The push for tailored experiences in some spaces stems from noted low levels of both student and educator engagement. The options that personalized learning provides include choices of lessons and activities, difference in physical placement around and outside of the classroom, and including and empowering the voice and opinions of students in their own learning. One widely-used option, technology, helps teachers set up online lessons so that students can spend time in the classroom engaging in and completing offers more time for small cooperative learning groups.

Keywords: engagement, classroom innovation, individualization

TEACHERS

TeachStrong Coalition: Here’s how Colorado Can Grow and Diversify Its Teacher Workforce

The TeachStrong Coalition, which is comprised of 60 educational advocacy organizations from across the country, recently released recommendations for Colorado to expand and develop its teacher workforce. One of the coalition’s greatest concerns is the need for policies that incentivize the hiring and retention of teachers of color in an effort to more accurately reflect the growing number of students of color. The shortage of teachers in the overall school system is also a concern, as only 2,000 collegiate graduates will earn their teaching credential; the state will lose 5,500 teacher due to retirement this year. TeachStrong Coalitions’ recent recommendations included states and school districts recruiting from HBCU’s and HHSI’s to diversify the teaching profession, and prioritizing hiring educators for schools that serve historically underserved populations.

Keywords: teacher recruiting, workforce demand

RECENT RESEARCH

The Condition of Education 2016

The Congressionally mandated report, The Condition of Education 2016, was recently released by the National Center for Education Statistics. The report features 43 key indicators that are categorized into four primary subjects – population characteristics, participation in education, elementary and secondary education, and postsecondary education. This year’s spotlighted issues included indicators and gains related to kindergarteners” approaches to learning, differences in postsecondary enrollment among recent high school completers, and post-bachelor’s employment outcomes by gender and race and ethnicity.

Keywords: Institute for Education Sciences, state of US education

REFORM

Five Ways States Can Support Dual Language Programs

The U. S. Department of Education recently released an American Institutions for Research report entitled Dual Language Education Programs: Current State Policies and Practices, which offers several ways that states can aid in the expansion of sustainable dual language programs. Recommendations based on the research included securing financial resources to establish and sustain dual language programs, providing outreach and incentives to recruit students, and establishing resources to inform instruction and gauge student progress.

Keywords: multilingual, biliteracy, language immersion
U.S. Dept. of Education Releases Draft Regulations for New Federal Law

The US DOE recently released its draft regulations for the implementation of ESSA, signed into law last December. The new legislation grants more authority to state and local districts compared to NCLB and is similar to regulations in place in California. A 60-day comment period on the proposed regulations opened on May 31st. The proposed regulations have received a “lukewarm” welcome from civil rights groups and blatantly hostile response from key Republican Congressional leaders, such as committee chairman Lamar Alexander (R-TN) and John Kline (R-CA), who have expressed interest in pursuing having the law overturned if not implemented as Congress intended.

Related content:
- Summary of proposed regulations
- Full notice of proposed rulemaking

Obama Administration Gives Directives to Schools on Transgender Bathroom Access

Following a legal battle between the federal government and North Carolina regarding the rights of transgendered individuals to use bathrooms and locker rooms, the US Departments of Education and Justice recently released directives to public school indicating that they must allow students to use facilities consistent with their gender identity regardless of records indicating a different sex. The US DOE emphasizes that this directive is not a new legal requirement, rather it clarifies existing regulations under Title IX prohibiting sex discrimination in federally funded institutions.

Research & Headlines

State Policy

California

State board adds school climate, college and career readiness to potential list of metrics

The California State Board of Education approved a major change in how they evaluate the state’s schools. Historically, evaluations were based only on standardized test scores and this policy shift means that school evaluations will now encompass broader criteria, including school improvement, academic achievement, student well-being, absenteeism, suspension rates, and other metrics required by ESSA. The Board will formally adopt this new system in September for implementation in the 2017-18 school year.

Kansas

Higher Education Budget Cuts in Kansas, Impact on Research Producing Institutions

Kansas Governor Sam Brownback approved a 4% ($30.7 million) cut to higher education in the 2017 budget. These new cuts are of note since they reflect a change in the formula for how budget cuts impact individual institutions. The new formula cuts a percentage based on total operating budgets rather than on amount of state funding or enrollment. The consequence is that cuts are hitting research universities more deeply due to additional external funding through research grants and endowments. Leaders from the University of Kansas and Kansas State University are pushing back, calling the disproportionate 5% cuts to their institutions compared to 3% cuts at others as unfair.

Related content:
- States have cut money for higher education 17 percent since the recession, report finds
LOUISIANA

New Orleans’ Katrina school takeover to end, Legislature decides

The Louisiana House and Senate voted to reverse the 2005 state takeover of New Orleans’ public schools. No later than July 2018 (or 2019) the 52 Recovery School District charter schools will return to the oversight of the Orleans Parish School Board. Despite the symbolic reunification of the district, the approved Senate Bill 432 does not allow the Orleans Parish School Board to interfere with or impede the charter school’s control of calendars, personnel, collective bargaining, contracts, or curriculum. Proponents of charter schools oppose the action and suggest that the local district was part of the problem. Meanwhile, local constituents felt that 10 years after Hurricane Katrina was too long to have control of local schools returned. Notably in this time the workforce of the local schools shifted from almost all African American to just 50% last year.

OKLAHOMA

Oklahoma House votes to abolish high schools' end-of-instruction testing

Oklahoma H.B. 3218 almost unanimously passed the House in a 95-1 vote, moving to abolish end-of-instruction tests currently required for graduation. Although it still has to pass the Senate and be signed by the Governor, it is thought to have strong support. The bill is in response to a large volume of complaints from teachers and parents regarding the burden of tests required by the state and federal governments, currently 26, this would reduce the mandatory number of tests to 18.

Lawmakers pass educator evaluation changes

Oklahoma H.B. 2957 unanimously passed the House, reforms current educator evaluation requirements, and is expected to save school districts and the state DOE millions of dollars. The bill returns flexibility to districts regarding how educators are evaluated and removes the mandate that Value-Added Measures be included, although they remain optional. The bill emphasizes qualitative measures and adds a professional development element for both teachers and administrators based on their evaluations. It will be piloted in 2017-18 and fully implemented in 2018-19.

NEVADA

Judge upholds Nevada’s controversial school choice bill

After a long legal battle, a Las Vegas judge ruled that Nevada’s school choice bill does not violate a constitutional ban against using taxpayer money for religious purposes. The judge dismissed the lawsuit against S.D. 302 because it is parents, not state actors, who decide to use an education savings account to pay for private school, and is therefore, “neutral with respect to religion.”

TENNESSEE

Haslam allows guns-on-campus bill to become law without signature

Tennessee S.B. 2376 has become law without the signature of Governor Bill Haslam and allows full-time faculty, staff, and other employees of public colleges and universities (not students) to carry concealed guns on campus after notifying local law enforcement agencies. Governor Haslam indicated that he preferred that campus security decisions remain with individual institutions. The House sponsor, Andy Holt (R), stated that, “My intention is to eliminate all gun-free zones, whether it’s the Legislature or a college campus.” While students were not included in this bill, he thinks that is a logical next step.

WISCONSIN

Wisconsin Supreme Court deals Walker loss on education case

The Wisconsin Supreme Court upheld a ruling that keeps intact the independence of the state’s elected education secretary, denying Governor Walker the veto power he sought over the office. The court, however, was split in a 4-3 ruling over the decision. The state Superintendent, Tony Evers, hailed the ruling a “victory for public education.”

Want to find more on a specific state?

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

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