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

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Graduate Research Assistants

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

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

UCEA is pleased to release the 2015 UCEA Convention Call for Proposals. The 29th Annual UCEA Convention theme, *Re-Imagining the Frontiers of Education: Leadership With/In Transnational & Transcultural Spaces*, highlights the Convention location near the California-Mexico border and intends to draw attention to the border spaces that exist within our field, between both scholars and practitioners and among communities present in and around schools. Collectively, we can identify new ways to engage in research and dialogue and to recognize the strength of the multiple–often disparate–voices contributing to the future of education.

The 29th annual UCEA Convention will be held at the Manchester Grand Hyatt in San Diego, California. The Convention will open at 8:00am Friday, November 20 and will close at 1:00pm on Monday, November 23. The purpose of the 2015 UCEA Convention is to engage participants in discussions about research, policy, and practice in education with a specific focus on educational leadership. Members of the 2015 Convention Program Committee are Mónica Byrne-Jiménez (Hofstra University), Holley Mackie (University of Oklahoma), Cheryl Ward (San Diego State University), and Irene Yoon (University of Utah).

The site for submitting proposals will open on April 6, 2015. All proposals must be received by May 8, 2015, and must adhere to the requirements in the Call for Proposals.

2015 UCEA Graduate Student Summit Call for Proposals

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

It will include:

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

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

We will begin accepting proposals on April 6, 2014. All proposals must be submitted electronically per the directions located at the UCEA GSS site. Proposals must be received by Friday, May 8, 2014.
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The site for submitting proposals will open on April 6, 2015. All proposals must be received by May 8, 2015, and must adhere to the requirements in the Call for Proposals.

Criteria for Review for UCEA Convention and UCEA GSS Proposals

- Proposals for papers, symposia, and international community building sessions will be evaluated for
- Relevance of research problem, policy or topic to the convention theme and/or broader discourse in the field regarding leadership preparation;
- Thoroughness and clarity of the proposal;
- Theoretical framework, methods, analysis, and presentation of findings (for empirical research); and
- Significance.

All other proposals will be evaluated for

- Relevance of research problem/topic to the convention theme and/or broader discourse in the field,
- Thoroughness and clarity of the proposal, and
- Alignment between proposed format and purpose of the session

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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.

The full call for proposals, overview of submitting proposals, and FAQs for the GSS are all available on the UCEA GSS website! Proposals are submitted through AllAcademic, all requirements set forth for the UCEA Convention CFP apply to GSS proposals.

We will begin accepting proposals on April 6, 2014. All proposals must be submitted electronically per the directions located at the UCEA GSS site. Proposals must be received by Friday, May 8, 2014.
Call for 2015-2017 UCEA Graduate Student Council Representatives Applications

UCEA GSC is seeking applicants to serve as representatives for 2015-2017!

Are you a dynamic graduate student?  
Do you want to be the voice for graduate students inside UCEA?  
Are you driven, and motivated to be involved?  
Would you like to commit two years to make a lasting impact?

If you answered yes to any of these questions, then you should consider applying for the UCEA Graduate Student Council. As a member of the GSC you will:

- Plan and execute the Graduate Student Summit in conjunction with the UCEA Annual Convention;  
- plan and execute graduate student programming during the UCEA annual convention and throughout the year;  
- support the transition from graduate student to faculty and practitioner positions;  
- foster a community of emerging educational leadership, policy, and evaluation scholars; and  
- develop graduate students’ capacity in research, teaching, and service.

If you are interested in applying, please visit the UCEA Graduate Student website (http://ucea.org/call-for-gsc-rep-applications/) to view the complete call for applications (to be posted by February 27th). All applications are due electronically on or before May 22nd, 2015 by 5:00pm PST.

- 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.
Call for Applications
UCEA Associate Director for Publications

UCEA is pleased to announce a call for applications for the position of UCEA Associate Director for Publications (ADP). For over 50 years, the University Council for Educational Administration (UCEA) has sponsored journals, monographs and books focused on important educational leadership issues. Currently, UCEA works with three talented editorial teams and SAGE publications to publish three peer-reviewed journals (Educational Administration Quarterly, Journal of Cases in Educational Leadership, Journal of Research on Leadership Education) and offers the field a number of other resources, such as the UCEA Review, UCEA Research Utilization Briefs, the UCEA Book Series. The primary purpose of UCEA’s publication efforts is to advance knowledge and knowledge utilization in the field.

Responsibilities:
The Associate Director for Publications (ADP) plays an important leadership role within the consortium, providing leadership and guidance to UCEA’s publication efforts. The ADP is a service leadership position. The ADP works with the UCEA Executive Director as a member of UCEA headquarters staff. The ADP chairs the UCEA publications committee, which is responsible for crafting a UCEA publications vision, reviewing book proposals, advising the UCEA Executive Board on the quality of journal hosting proposals, and advising UCEA on how to increase the reach and impact of UCEA publications. The ADP serves as an ex-officio board member for of UCEA’s journals, attends annual editorial board meetings, ensures effective communication between UCEA’s editorial teams and UCEA headquarters, and submits bi-annual reports on the publication efforts of the consortium.

UCEA Associate Directors:
UCEA Associate Directors work with the UCEA Executive Director and the UCEA headquarters staff to support the mission of the UCEA Consortium and to build international visibility and connections supporting the focal area of responsibility. UCEA Associate Directors gain valuable leadership experience, grow their professional networks, and make significant contributions to the consortium. These are voluntary leadership positions with a term of appointment of three years renewable. The positions include an annual travel stipend.

Applications:
Review of formal applications will begin April 24, 2015. A final decision regarding this position is scheduled by the end of June, 2014. Applicants should submit a letter addressing their interest in the position, qualifications, a full curriculum vita, and the names, addresses and phone numbers of one or more individuals who may serve as a reference. Completed applications must also include letters of support from the applicant’s department chair and/or dean. UCEA also requests that interested individuals submit a letter of intent to apply by April 6, 2015.

These materials should be sent to the attention of: UCEA Executive Director Michelle D. Young, UCEA Headquarters at the following email address: ucea@virginia.edu

For more information about the Associate Director for Publications Position, please contact UCEA Headquarters: email: ucea@virginia.edu; telephone: 434.243.1041. Information on UCEA’s Publications can also be found on the UCEA webpage: www.ucea.org.
UCEA’s New Website Is User-Focused and Mobile-Optimized

When UCEA undertook the redesign of its website in 2010, it enlisted the assistance of Jon Becker, Sara Dexter and John Nash—three UCEA member faculty who are known for their work as digital natives. Like many colleges of education websites, the UCEA website has experienced a few facelifts (early 2000s) but only one major redesign (2007) since it first emerged in the 1990s. All agreed it was time to make the redesign of UCEA’s website a priority.

Focusing on User Needs

The design trio immediately focused on the needs of the UCEA community who used the website: educational leadership faculty and graduate students. The trio started gathering information from these user groups, UCEA headquarters, and the UCEA leadership team on their wants, needs and habits. The trio also gathered information on how the old site was used and examined other organizational websites for insight into how the new site should be designed.

Lean and Clean

With help from Mark Favazza, Green River Designs, the design trio and UCEA headquarters developed a leaner and cleaner home page providing easy access to what the design trio’s research found faculty and graduate students wanted most: information about UCEA resources, initiatives and events. Dexter, Nash and Becker encouraged UCEA to categorize the website’s offerings into five (and no more than 6) categories, and to scale-back the website over all. “This was the hardest part of the redesign,” said Michelle Young, UCEA’s Executive Director, “determining what to include, what not to include, and how to organize the content in a way that makes it easy for faculty, graduate students, and other visitors to find it.”

The new website is also designed with mobile browsing in mind. A growing number of faculty and graduate students browse the web on mobile devices and expect to be able to access the information they need on phones, tablets and other mobile devices.

Next Steps

Young noted that there is still more that UCEA want to do with the new site. For example, UCEA will be setting up a series of focus groups to determine how the website needs to change to continue to meet the UCEA community’s needs. For example, this spring members of the UCEA Graduate Student Council will be creating and implementing a vision for graduate student resources on the site and a focus group will be reviewing the convention web pages.
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
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 Polinier Shapiro, Temple University
Dr. Megan Tschannen-Moran, College of William and Mary
Call for Proposals

Series Title: Advances in Race and Ethnicity in Education

Volume Title: The School to Prison Pipeline. The Role of Culture & Discipline in School

Volume Editors Affiliations:

- Nathern Okilwa, Assistant Professor of Educational Leadership and Policy Studies, The University of Texas at San Antonio
- Muhammad Khalifa, Assistant Professor of Educational Administration, Michigan State University.
- Felecia Briscoe, Associate Professor of Educational Leadership and Policy Studies, The University of Texas at San Antonio

Brief synopsis of the proposed volume (under contract):

This edited volume will focus on the role that school climate and disciplinary practices have on the educational and social experiences of students of colour. Drawing from quantitative, qualitative, and theoretical studies, this edited volume will bring to bear a number of topics related to the school-to-prison pipeline, such as racialized school experiences of students of colour; criminology, discursive deviance, and punishment and carceral studies; urban studies; school administration and leadership, and a number of critical theorist frameworks.

We hope to have a mix of empirical and theoretical chapters, and to have chapters that address both school-based and community-based praxis. The provisional organization of the chapters will be as follows:

Section 1: Carceral Schools? School discipline, climate, and the school-to-prison pipeline

Section 2: (Re-)Structuring schools for inclusionary practice: school leadership; classroom practice

Section 3: Theoretical and Research Based Explorations of School Discipline: Resisting Oppression

This edited volume will offer up-to-date scholarly understandings of this school-to-prison phenomenon as well as provide practical insights to administrators, teachers, school counsellors, and other school and non-school based professionals on how they might address not only disparities in school discipline but also create and promote an inclusionary, affirming positive school culture and climate. Based on the collective chapters, it is expected that the edited volume will advance new theoretical concepts that can be used in disciplinary studies and criminology, leadership studies, Critical Race Theory, and other critical frameworks. The chapters will be peer-reviewed.

Submission Procedure:

Researchers and practitioners are invited to submit empirical or theoretical chapter proposal, on or before May 1, 2015, 2 pages (double spaced), clearly explaining the relevant aspects of their proposed chapter. Proposals should be submitted through email to editedbook2015@gmail.com. Authors of submitted proposals will be notified by June 1, 2015 about the status of their proposals. Full chapters (15-30 pages long) are expected to be submitted by September 30, 2012.

Contact Person: Nathern Okilwa: nathern.okilwa@utsa.edu; 210-458-7394
State and Federal Policies for School Facility Construction: A Comparison of Michigan and Ohio

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

A Network Perspective on Dropout Prevention in Two Cities

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

One Size Does Not Fit All: Differentiating Leadership to Support Teachers in School Reform

By Kristina Brezicha, Ulrika Bergmark, & Dana L. Mitra
Many of the predominant leadership models acknowledge the need to support teachers’ work, but these models rarely specify how to support teachers’ implementation process. This article studies the relationship between leadership support and teachers’ sensemaking processes. It brings together three divergent bodies of literature on educational leadership, teachers’ sensemaking and implementation of reforms to conceptualize leadership that specifically addresses how leaders can provide teachers differentiated support. This article uses case descriptions to illuminate the relationship between leadership support and three teachers’ sensemaking processes of implementing a new initiative. The empirical data consists of observations and interviews with teachers and principal in an U.S. elementary school.

Developing Organizational Capacity for Implementing Complex Education Reform Initiatives: Insights From a Multiyear Study of a Teacher Incentive Fund Program

By Betty Malen, Jennifer King Rice, Lauren K. B. Matlach, Amanda Bowsher, Kathleen Mulvaney Hoyer, & Laura H. Hyde
This article seeks to enhance our understanding of the ever-present challenge of developing organizational capacity to implement complex education reform initiatives. We analyze the strategies in one large metropolitan education system used to address the district-level and site-level capacity challenges that surfaced as they implemented a multifaceted educator incentive pay program. We draw on the theoretical literature on organizational capacity and on data from documents, interviews, and observations collected as part of an in-depth, multiyear study of an educator incentive pay program. Throughout this research process, we incorporated broadly endorsed procedures to minimize bias and error in the collection, analysis, and interpretation of these data.

The Interpersonal Challenges of Instructional Leadership: Principals’ Effectiveness in Conversations About Performance Issues

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

By William Sterrett & Eric Irizarry

Teacher working conditions surveys provide biennial, comprehensive data regarding school leadership. This case describes how a Title I middle school principal proactively addresses end-of-year data to address identified needs and growth areas in a collaborative manner in her middle school. The principal works in a concerted manner with an assistant principal, district liaison, and teacher leaders to make a collaborative correction in her school to foster time in collaboration, increased teacher leadership, and enhanced professional development.

Separate and Unequal at Hillsborough High: A Principal’s Challenges in Integrating “Academic” and Career and Technical Education Coursework

By Joel R. Malin & Donald G. Hackmann

Dr. Edward White, Hillsborough High School principal, has decided to allocate faculty in-service time to address an unproductive chasm between academic and career and technical education programming within the school, which has created tensions among the faculty. On returning to his office after the professional development session, which was generally positive, he is confronted by his associate principal for curriculum, who is upset because she was excluded from the process. This case provides an opportunity for students to explore the importance of developing a college- and career-readiness curriculum, as well as to strategize mechanisms to resolve conflicts among colleagues.

Site-Based Management Versus Systems-Based Thinking: The Impact of Data-Driven Accountability and Reform

By Ian M. Mette & Ed Bengtson

This case was written to help prepare building-level and central office administrators who are expected to effectively lead schools and systems in an often tumultuous world of educational accountability and reform. The intent of this case study is to allow educators to examine the impact data management has on the types of thinking required when leading school systems, particularly in larger school districts. Educators studying this case should examine the strengths and weaknesses of site-based management as well as systems-based thinking—specifically how both can play a role in how schools and school systems are led in the age of accountability and reform.

Data-Based Personnel Decisions & Baker Middle’s Intensive Support List

By Kimberly Kappler Hewitt & Scarlet Lilian Chopin

Focused on the use of teacher evaluation data, this case was designed for use in two principal licensure courses, one on data literacy and the other on supervision and personnel. The principal of Baker Middle School has been instructed by the superintendent to use data from the state’s new teacher evaluation system to determine which teachers should be placed on the district’s Intensive Support List (ISL). Those on the list receive additional support but are subject to termination proceedings if they do not evidence sufficient growth. Students must analyze available data, identify which teachers should be on the ISL, and defend their decisions or alternatively craft an advocacy plan in objection to the ISL.

Florida Senate Bill 1108: A Case Study and Analysis of Implications and Impact

By Michael R. P. Bailey & Kate Bauer-Jones

In the summer of 2013, the State of Florida passed legislation that, among other things, gave parents of students with significant cognitive disabilities the right to refuse a separate curriculum and/or school for their child. This case frames the legal ramifications of Florida Senate Bill 1108 through the lens of the landmark Supreme Court case Schaffer v. Weast. In doing so, it will explore how one family’s struggle to navigate the special education system has taken on a new life in light of this legislation.

“Who Has Time for This?” Negotiating Roles in Instructional Supervision and Evaluation

By Chris Willis & W. Kyle Ingle

This case examines how school leaders manage the increased demands of a new state-mandated teacher evaluation process. Subject to negotiations, districts and their local teacher unions can allow for teachers to be credentialed and serve as evaluators within their own schools. The challenge is examined through both the opportunity costs of this new evaluation system and the cultural capacities of the administrators and teachers to foster trust and professionalism in a unionized educational environment.

Standing at the Crossroads: The Pedagogical Intersection Between Standards and Relationships

By Jeffry King

The purpose of this case is to examine the connection between the pedagogical practices of standards and relationships. Although research supports the importance of both practices, current efforts often construct a situation where educators must choose between the two. This perception pits one practice against the other, demanding educators choose a side without first reflecting on the validity of the dichotomy. Instead of forcing a choice between standards and relationships, this case explores alternatives for administrators to foster trust and professionalism in a unionized educational environment.

Diversity and Inclusion in Social Media: A Case Study of Student Behavior

By Debra Daugird, Marlena Everett, Mary Jones, Lisa Lewis, & Angela White

A freshman student posts on her social media account remarks that reflect intolerance and bigotry. Fellow students and faculty are upset, and disciplinary action follows. Was the student’s right to free speech infringed upon? This case guides the reader through some of the issues associated with the currently confusing world of social media as it intersects with diversity issues. Discussion prompts and activities will prepare faculty and administrators to consider institutional culture, professionalism, and equity issues in an educational setting.
Editor’s Introduction: Developing the Praxis of Leadership

By Gail Furman

All leadership preparation programs, whether university-based or field-based, have a critical responsibility—to develop school leaders’ capacities to address the many challenges facing educators and students in today’s schools. The ongoing question for preparation programs is how best to do this; the mission of Journal of Research on Leadership Education (JRLE) is to be helpful in this regard by disseminating knowledge that helps programs design and deliver high-quality programs. The two articles in this issue offer both conceptual arguments and programmatic examples that contribute to this knowledge base.

Transformational and Transformative Leadership in a Research-Informed Leadership Preparation Program

By Kimberly Kappler Hewitt, Ann W. Davis, & Carl Lashley

This article describes IMPACT V, a grant-funded preparation partnership among a community of institutions, and then considers whether such a partnership is a viable way to cultivate transformational and transformative sensibilities in building leaders. Methods included content analysis of baseline and summative student artifacts. Findings suggest that the program promoted elements of transformational leadership, as well as transformative leadership focused on liberation, democracy, equity, and justice. The program promoted school change and cultivated leadership and personal growth but suffered from unevenness in the program partnerships. Implications for leadership preparation are considered.

Organizational Theory and Leadership Navigation

By S. David Brazer, Sharon D. Kruse, & Sharon Conley

Teaching organizational theory in a way that bridges to leadership practice is vital to preparing deft educational leaders who understand the organizational behavior of schools and districts. Organizational theory guides understanding of the complexities of schools and districts and can be a basis for collaborative and effective decision making. This article suggests specific theory that could be taught, strategies for teaching it that are illuminated by examples of student work, and benefits that are likely to accrue.
THE ROLE OF THE SCHOOL LEADER

Denver Pins High Hopes on New Leadership Programs, Incentives

The Denver Public School system is taking a focused look at preparing, incentivizing, and retaining principals in a strategic five-year blueprint, the Denver Plan. As a part of this new commitment to educational leaders, the district is training, certifying, and supporting assistant principals, principals, and instructional superintendents to improve support of school leaders. The district is also proposing significant financial incentives similar to those that its teachers currently have, which is sponsored by local taxpayers. The new leadership initiatives include residency programs, cohort-based projects, and alternative licensing programs for aspiring principals.

Keywords: school district university partnership, alternative licensing, principal incentives, turnover reduction

STUDENT LEARNING AND CURRICULUM

U.S. High School Graduation Rate Hits New Record High

Newly released data from the U.S. Department of Education’s National Center for Education Statistics shows that the nation’s students are graduating from high school at a rate higher than ever before, 81 percent in 2012-2013. States, districts, and schools began using a new, common metric to promote greater accountability and develop strategies that help reduce dropout rates and increase graduation rates in 2010. Graduate rates have continued to climb for three consecutive years. The data includes state-by-state details of graduation rates.

Keywords: graduation rates, high school students

TEACHERS

State Failing in Effort to Boost Minority Teachers

While the number minority teachers has more than doubled from 3.9 percent to 8.3 percent, so has the number of minority students, from 16.3 percent to 35.3 percent. In an effort to continue to address this issue, legislators are considering the Educators Equity Act, which would increase the number of underrepresented educators, including university instructors and public school administrators, to meet or exceed the percentage of underrepresented students.

Keywords: teacher recruiting, underrepresented students and educators

RECENT RESEARCH

Estimated Number of Public Charter Schools & Students, 2014-2015

The National Alliance for Public Charter Schools has published estimates of the state of national charter school enrollment, reporting overall growth. The number of charter schools grew by four percent from the 2013-2014 school year to the 2014-2015 school year. While over 500 new public charter schools opened, more than 200 charter schools ceased operation during the same time period. The National Alliance’s methodology included contact with state charter associations and charter school resource centers, and use of enrollment data from the previous three years to confirm the estimates. There are now more than 6,700 public charter schools in the nation serving a total of approximately 2.9 million students.

Keywords: National Alliance for Public Charter Schools, charter school data, charter school closings

REFORM

House Lawmakers Push ‘No Child’ Overhaul Forward

The House Education and the Workforce Committee passed the Student Success Act, the bill that reauthorizes the No Child Left Behind Act, in early February. This bill significantly reduces the role of the federal government in public education. This shift grants states increased flexibility in developing accountability systems; it also calls for the consolidation of several federal educational programs for students. The committee passed the bill without any prior hearings because it was similar to the previous bill that passed in 2013. The bill is expected to move on to the House floor in less than two weeks.

Keywords: House Education and Workforce Committee, No Child Left Behind
Preserving the Federal Role in Encouraging and Evaluating Education Innovation

The reauthorization of the Elementary and Secondary Education Act (ESEA) will alter the role of the federal government in K-12 education. Will legislators be able to preserve federal policy components such as competitive grant programs? Currently states and school districts apply for funds to support programs that the federal government has defined as priorities. These priorities include supporting effective teachers and principals, and improving use of data. This method has assured flexibility in spending and as well as encouraged innovation in policy and practice. Competitive grant programs such as the Investing in Innovation (i3) fund, created by the American Reinvestment and Recovery Act, are not all included in the reauthorization bills.

Keywords: competitive grants, Race to the Top program, Investing in Innovation (i3) fund

Center for American Progress Releases ESEA Proposal Analysis: Many Urban School Districts World Lose Federal Funds

In an analysis of the Senate Health, Education, Labor, and pensions Committee’s proposed changes to the Elementary and Secondary Education Act, the Center for American Progress reported that millions of dollars in federal resources would be taken from school districts in high poverty areas, including many urban areas. Due to the recommended portability provision, states would be allowed to distribute the same amount per student based on the number of children in low-income families. This is a change to from the current formula which allocates funds to states based on the number and concentration of students linking in poverty, which provides extra financial resources to schools that have large numbers of economically disadvantaged students in its districts.

Keywords: ESEA reauthorization, urban school districts, allocation formulas
Arizona

**Bill to Repeal Common Core Passes House Committee**

Arizona’s House Education Committee passed a bill to repeal the Common Core academic standards being taught in the state. If it is passed through the Legislature, the state would return to using the standards that were used before Common Core was adopted in 2010. The standards, which are known as the Arizona College and career Ready Standards, set grade-level academic goals for English and math. Opponents of the current standards expressed discontent with the math, stating that it is too complicated. Supporters of the Arizona College and Career Ready Standards believe that they are better than previous standards.

Keywords: Common Core, college and career read standards

Indiana

**House Moves to Shorten Indiana Statewide Testing for Educational Progress (ISTEP), Broaden State Board's Testing Role**

The Indiana House Education Committee is considering proposed changes to a bill that would shorten the time students take the state assessment. The shift would also result in the Indiana State Board of Education having a more involved role in the administration of the test taking process. Committee members are seeking to implement the time change before the students take the test this school year. Altering the test time would also require changes in the structure including removing certain subjects for certain grade levels.

Keywords: state assessment, test time

Kansas

**State Formally Appeals Kansas School Funding Ruling**

The Attorney General’s office is appealing the court ruling that declares that Kansas schools are unconstitutionally underfunded. Opponents of the decision made by a judicial panel assert that the ruling does not take into account the hundreds of millions of dollars the Kansas’ schools receive from sources including federal funding and state funds that support schools in ways base state aid does not. There is also a lawsuit in place that deals with equity of funding among districts.

Keywords: state funding, student base aid

Oklahoma

**Oklahoma Legislative Committee Questions Legality of Advanced Placement Course in Public Schools**

The Oklahoma House Common Education Committee is reviewing the legality of teaching Advanced Placement courses in the state’s public schools. In particular, legislators are considering the AP U. S. history guidelines. They are also proposing to direct the state Board of Education to bar the use of state funds for AP U.S. history course on the grounds that some believe AP courses are similar to Common Core in that they could be interpreted as an effort to impose a national curriculum on the American schools. The proposed legislation grants sole control of curriculum and assessment to the state.

Keywords: college credit, state controlled curriculum, Common Core

Washington

**Moving Ahead with Competency**

Eight colleges, both community and technical, are offering competency-based certificates to students. They are also proceeding with the concept and now structuring fully online, competency-based associate degrees. Colleges are developing degrees that will be transferable, allowing students to go on to your-year institutions. The course material will be free and open content. The delivery will be adaptive, building upon students’ preceding knowledge.

Keywords: competency-based degrees

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