Volume 11, Issue 2, March 2016

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

Table of Contents

Headquarters Updates
UCEA Announcements pp. 2-12

Research & Headlines
UCEA Publications Highlights pp. 13-15
Educational Leadership p. 16
Federal Policy p. 17
State Policy p. 17-18

UCEA Connections Editors
Amy Reynolds, Angel Nash, & Gopal Midha
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.
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).

2016 UCEA Call for Proposals

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.

All Academic will open for proposal submission on April 6th, 2016. All proposals are due by May 9th 2016 at 11:59 PM EST.
**Headquarters Updates**

**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 atfriendji@umkc.edu.

**2016 UCEA Graduate Student Summit—Call for Proposals**

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

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 will open for proposal submission on Wednesday, April 6, 2016. All proposals are due by May 9, 2016 at 11:59 PM EDT.

Also, stay tuned for the call for applications for the UCEA Graduate Student Council; it will be released in the coming months.

Should you have questions at any point, feel free to email the UCEA Graduate Student Council at uceagradconnex@gmail.com.
Attention PSRS!: Call for Nominations for the 2016 Excellence in Educational Leadership Awards

The Award
The Executive Committee of the University Council for Educational Administration is asking for nominees for the 19th Annual Educational Leadership Award, in recognition of practicing school administrators who have made significant contributions to the improvement of administrator preparation. This distinguished school administrator should demonstrate an exemplary record of supporting school administrator preparation efforts. This award, one of national recognition, provides a unique mechanism for UCEA universities to build good will and recognize the contributions of practitioners to the preparation of educational leaders. Funds to establish the Educational Leadership Award were originally donated to UCEA by the Network of University Community School Districts, a consortium of school districts in university towns. However, UCEA now fully funds this important initiative.

The Procedure
The UCEA Plenum Representative (PSR) at each participating university should consult with colleagues and other constituencies designated by faculty to identify a worthy recipient. The PSR (or a designee) should plan to make the award presentation at an annual departmental, college, or university ceremony. The nomination deadline is Monday, March 28, 2016.

After that time, UCEA will provide official certificates of recognition to universities who have designated a recipient. UCEA will publish the names of the award recipients and recognition to universities who have designated a recipient. The Executive Committee of the University Council for Educational Administration is asking for nominees for the 19th Annual Educational Leadership Award, in recognition of practicing school administrators who have made significant contributions to the improvement of administrator preparation. This distinguished school administrator should demonstrate an exemplary record of supporting school administrator preparation efforts. This award, one of national recognition, provides a unique mechanism for UCEA universities to build good will and recognize the contributions of practitioners to the preparation of educational leaders. Funds to establish the Educational Leadership Award were originally donated to UCEA by the Network of University Community School Districts, a consortium of school districts in university towns. However, UCEA now fully funds this important initiative.

After that time, UCEA will provide official certificates of recognition to universities who have designated a recipient. UCEA will publish the names of the award recipients and recognition to universities who have designated a recipient. The nomination deadline is Monday, March 28, 2016.

The UCEA Graduate Student Fellowship aims to provide research, mentoring, and career development opportunities for two (2) outstanding graduate students who are enrolled in an UCEA member educational leadership program and intend to enter the professoriate. The UCEA Graduate Student Fellow will receive a stipend of $5,000. The fellows will be eligible to be in residence for six to eight weeks during the summer at one of the current UCEA programs centers (contingent upon acceptance from individual centers ability to host a student):

- UCEA Joint Program Center for the Study of the Superintendency and District Governance
- UCEA Center for Educational Leadership and Social Justice
- UCEA Center for the Study of Leadership in Urban Schools
- UCEA Center for the Advanced Study of Technology Leadership in Education (CASTLE)
- UCEA Center for the Study of Leadership & Ethics
- UCEA Center for the Study of Academic Leadership
- UCEA Center for the International Study of School Leadership
- The National Center for the Evaluation of Educational Leadership Preparation and Practice
- UCEA Center for Leadership in Law

The UCEA Graduate Student Fellowship will commence in June of 2016 and continue through the end of July 2017. This timeframe can be re-arranged for another time during academic year if mutually agreed upon between the Program Center and fellow.

Application Process: Application materials from each student must include four statements of no more than 500 words each (total of 2000 words) addressing the following:
1. Describe your academic and personal experiences that you consider relevant to UCEA Graduate Student Fellowship.
2. Describe your short-range and long-range career goals.
3. Detail your research experience.
4. How does a summer fellowship at a UCEA program center align with your pursuit of the professoriate. Be sure to provide details of how the host UCEA program center can and will support your short and long term needs. Indicate who you have spoken with at that center to ensure the placement is agreeable to all parties. You SHOULD contact the desired center before applying. More about program centers can be found here.

Send your application to: Jayson W. Richardson, Ph.D., UCEA Associate Director of Program Centers, University of Kentucky, Jayson.richardson@uky.edu

Please type in the subject line: UCEA Graduate Student Fellowship

Apply for a UCEA Graduate Student Fellowship

UCEA Connections — March 2016 — 4
Headquarters Updates

Conversation about Teacher Diversity

Please join the U.S. Department of Education, Howard University, Teach For America, the American Federation of Teachers, and the Albert Shanker Institute for a conversation on why teacher diversity is important and how it can be strengthened through recruitment, retention, and continued support for teachers of color.

Conversation about Teacher Diversity
Tuesday, March 8, 2 p.m. to 3 p.m.
Howard University School of Social Work Auditorium
601 Howard Place NW, Washington, DC 20059

Panelists:

Dr. John B King, Acting Secretary of Education, Department of Education
Randi Weingarten, President, American Federation of Teachers
Elisa Villanueva Beard, CEO, Teach For America
Harry F. Preston, Teacher, Baltimore Teacher Leaders Program and Teach For America alumnus

Moderator:

Dr. Leslie Fenwick, Dean, Howard University School of Education

Seating is limited. Registration is required.

US DEPARTMENT OF EDUCATION: Upcoming Grant Competitions in 2016

IFLE is pleased to announce the grant competitions we have planned for 2016. IFLE grant programs help broaden global competencies that can help drive the economic success and competitiveness of our nation. The Notices Inviting Applications (NIA’s) will be posted on the program webpages when the competitions begin accepting applications -- information on these dates will be posted as it becomes available. The months below are estimated time-frames to help with planning:

Fulbright-Hays Programs

Group Projects Abroad – Short Term/Long Term (application available in January-February): The GPA program provides grants for overseas projects in training, research, and curriculum development in modern foreign languages and area studies by teachers, students, and faculty. Grants are awarded to colleges and universities, nonprofit organizations, and state education agencies, which then distribute funds to eligible teachers and administrators to participate in seminars, curriculum development teams, group research, or study projects abroad.

Doctoral Dissertation Research Abroad (application available in January-February): The DDRA program provides grants to colleges and universities to fund individual doctoral students who conduct research in other countries, in modern foreign languages and area studies for periods of six to twelve months. Projects deepen research knowledge on and help the nation develop capability in areas of the world not generally included in U.S. curricula.

Title VI Programs

Undergraduate International Studies and Foreign Language (application available in April): The UISFL program provides funding for institutions of higher education with limited resources to help them plan, develop, and carry out programs to strengthen and improve undergraduate instruction in international studies and foreign languages. Eligible projects may include: Developing a global or international studies program that is interdisciplinary in design; developing a program focused on issues like international business or international health; developing area studies and language programs; creating innovative curricula that combine the teaching of international studies with professional and pre-professional studies like engineering; research for and development of specialized teaching materials incorporating language instruction (i.e., business French); establishing internship opportunities for faculty and students in domestic and overseas settings; and developing study abroad programs.

American Overseas Research Centers (application available in May): The AORC program provides grants to establish or operate overseas research centers that promote postgraduate research, exchanges, and area studies. Overseas centers must be permanent facilities in the host countries or regions, established to provide logistical and scholarly assistance to American postgraduate researchers and faculty.
US DOE, Office of Postsecondary Education

Grant Announcement: The Asian American and Native American Pacific Islander-Serving Institutions Grant Competition is Now Open!

The Office of Postsecondary Education’s Higher Education Programs division is now accepting applications for the Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) Grant Competition through April 22, 2016. Apply now!

The goal of the AANAPISI grant is to enable eligible institutions of higher education that serve Asian American and Native American Pacific Islanders and low-income individuals to improve, and expand on their capacity and ability to do so.

Types of Projects Include:

- Support of faculty exchanges, development and fellowships to assist faculty in attaining advanced degrees in the faculty’s field of instruction.
- Education or counseling services designed to improve the financial and economic literacy of students or the students’ families.
- Development and improvement of academic programs.
- Tutoring, counseling, and student service programs designed to improve academic success.
- Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities, including the integration of computer technology into institutional facilities to create smart buildings.
- Creating or improving facilities for internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment services.

Eligibility:
An institution of higher education is eligible to receive funds from the amounts available under this program if such institution is an AANAPISI-serving institution as defined in the authorizing program statute and certifies, at the time of submission, that it has an enrollment of undergraduate students that is at least 10 percent Asian American and Native American Pacific Islander.

NOTE: Applicants must first apply for and receive designation as an eligible institution. Refer to the Tips and Assistance section on the Eligibility page for more information.

The Research Alliance for New York City Schools: New Postdoctoral Fellowships, Spring Conference Appearances

Fellows Will Study Inequality in NYC Education

The Research Alliance is pleased to invite applications for two postdoctoral positions, which will focus on the study of inequalities in NYC education. We are actively seeking candidates who represent diverse backgrounds and perspectives, as well as groups historically underrepresented in academia.

Fellows will work closely with Research Alliance senior leadership on two emerging research priorities, in the context of the nation’s largest school district: 1) examining the causes, consequences, and potential solutions to educational inequities in NYC, and 2) representing the full educational landscape of NYC by incorporating charter school information into our pre-k through college database.

Individuals completing the fellowship will gain hands-on experience developing and executing ambitious research plans, authoring high-profile public reports, and working closely with practitioners and policymakers, including at the NYC Department of Education. The Fellows will make important contributions to core projects at the Research Alliance, while building their skills for conducting education research in collaboration with policymakers and practitioners.

Read the job description and apply here.

The Research Alliance at SREE’s 2016 Spring Meeting

Executive Director Dr. James Kemple will serve as Chair of the upcoming SREE conference (March 2-5, Washington, D.C.), which focuses on the theme “Lost in Translation: Building Pathways from Knowledge to Action.” The meeting will highlight strategies that maximize the likelihood that policymakers, funders, and practitioners demand and use research by building paths in both directions between decision making and evidence building.

At the conference, Research Alliance Communications Director Chelsea Farley, along with John Hutchins (Chief Communications Officer, MDRC) and Sarah Sparks (reporter, Education Week), will lead a workshop aimed at helping researchers communicate effectively with those who make and influence education policy. “From Journal Author to Policy Influencer: Strategies For Making Your Research Speak to Policymakers (and Those Who Influence Them)” will take place from 1-4pm on Wednesday, March 2.

The Research Alliance’s new Research Director, Dr. Cheri Fancsali, will also present work she conducted at Impaq International as part of a session about the effects of professional development on educators' practice and a range of outcomes. The presentation, "Developing Content-Area Academic Literacy: A Randomized Control Trial of the Reading Apprenticeship Improving Secondary Education (RAISE) Project," will take place during a session from 9-11am on Thursday, March 3.

Register and find more information here.
Congratulations to the 2016 Clark Scholars! The David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy, sponsored by the University Council for Educational Administration (UCEA), Divisions A and L of the American Educational Research Association (AERA), and SAGE Publications, brings emerging educational administration and policy scholars and noted researchers together for two days of presentations, generative discussion, and professional growth. Many of the graduates of this seminar are now faculty members at major research institutions across the globe. This year, it will be held in April 2016 in Washington, D.C., prior to the annual AERA conference.

2016 Clark Scholars

Emily Anderson, Pennsylvania State University
Megan Austin, University of Notre Dame
Sarah Baker, Texas State University
Marsha Cale, Old Dominion University
Yvette Cantu, Texas State University
Pedro De La Cruz, New York University
Sean Dotson, Washington State University
Dorothy Egbufor, Howard University
Loverty Erickson, Montana State University
Stephanie Forman, University of Washington at Seattle
Asia Fuller-Hamilton, University of Illinois at Urbana-Champaign
Sarah Galey, Michigan State University
Wellinthon Garcia, Hofstra University
Emily Germain, University of Texas at Austin
Elizabeth Gil, Michigan State University
Sarah Guthery, Southern Methodist University
Michelle Hall, University of Southern California
Ayesha Hashim, University of Southern California
Kortney Hernandez, Loyola Marymount University
Elizabeth Jekanowski, Florida Atlantic University
Gregory Johnson, University of Illinois at Urbana-Champaign

2016 Clark Seminar Faculty

UCEA
- Sarah Nelson Baray, Texas State University
- Monica Byrne-Jimenez, Hofstra University
- Donald Hackmann, University of Illinois
- Wayne Lewis, University of Kentucky

AERA - Division A
- Terah Venzant Chambers, Michigan State University
- Terrance Green, University of Texas at Austin
- Hans Klar, Clemson University
- Penny Tenuto, University of Idaho

AERA – Division L
- Edward Fierros, Villanova University
- David Garcia, Arizona State University
- Luis Huerta, Columbia University
- Janelle Scott, University of California—Berkeley
UCEA and New Leaders are pleased to announce the new State Evaluation of Principal Preparation Programs Tool Kit — or SEP\(^3\) Toolkit. The SEP\(^3\) 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 (SEP\(^3\) 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 SEP\(^3\) Toolkit, please visit sepkit.org.
Call for Papers
*Trends in Diversity*
Volume 1, 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](http://digitalcommons.kent.edu)
- Article length: 4500-6500 words
- Papers must not be under consideration by other journals for publication.
- For additional guidelines visit: [Guidelines](http://digitalcommons.kent.edu)

For additional information, contact us at td@kent.edu
* CALL FOR CHAPTERS *

Exploring the Community Impact of Research-Practice Partnerships in Education

A volume in the series: Current Perspectives on School/University/Community Research
Series Editors: R. Martin Reardon, East Carolina University and Jack Leonard, University of Massachusetts, Boston

Proposals that explore the impact of research-practice partnerships in education on communities in which such partnerships operate are invited for the inaugural volume of the Current Perspectives series. Kochanek, Scholz, & Garcia (2015) noted the emergence of the study of knowledge utilization (knowledge mobilization) in response to the divide between research and practice—as illustrated by the well-documented finding that district administrators consider budgetary, political, and administrative issues in preference to research findings in making decisions. Educational leaders generally reside in and are both politically supported and socially sustained by their local communities. The nesting of leaders’ decision-making in the financial, social, organizational, and political contexts of those decisions—together with the intended and unintended outcomes of those decisions—speaks to the essence of community impact in the context of this call.

FORMAT OF PROPOSAL:
You are invited to submit a proposal of no more than 500 words (not including the listing of up to 10 references) for the inaugural volume of this series. Exploring the Community Impact of Research-Practice Partnerships in Education. We are interested in proposals that highlight research-practice partnerships that impact communities in the field of education (broadly conceived). The partnerships may be firmly established (citing consistent data that support impact), embryonic (citing tentative data indicative of emerging impact), or potential (citing warrants for anticipated impact). We also invite chapter proposals that explore theoretical issues (for example, that focus on ethics, equity, or sustainability issues) arising from the nexus between community impact and research-practice partnerships in education. Each submission must conclude by highlighting the contribution of the proposed chapter to the field.

The submitting authors will be notified of the co-editors’ decision by the end of March (see projected deadlines below). Corresponding authors of full chapters are required to participate in a blind review of two other full chapters, submitting comments three weeks after the full chapter submission deadline.

Please email proposals as attachments in Microsoft Word format to both Dr. R. Martin Reardon (reardonr@ecu.edu) and Dr. J. Leonard (Jack.Leonard@umb.edu). Enquiries are welcome.

PROJECTED 2016 DEADLINES:

Chapter Proposals: February 29, 2016
Notification of Decision: March 31, 2016
Full Chapters Submitted & Blind Peer Review Initiated: May 31, 2016
Blind Peer Review Comments Returned to Authors: June 22, 2016
Authors’ Responses to Peer Review Comments Submitted to Editors: July 1, 2016
Editors/Authors Interaction… Final Version Submitted to IAP: October 14, 2016

This title can be found at: http://www.infoagepub.com/series/Current-Perspectives-on-School-University-Community-Research
Available to pre-order now!

Successful School Leadership
International Perspectives

Edited by Petros Pashiardis & Olof Johansson

"The challenge of synthesizing and summarizing international perspectives on "successful/effective" school leadership is a daunting task that the authors have completed masterfully. The chapters within this book respect key aspects of context related to understandings of successful/effective school leadership including local, regional, national, political, cultural, historic, and economic factors. I find this book to be an excellent resource for students in leadership preparation programs with an appreciation for difference and diversity. The authors acknowledge the limitations in the various case studies of leadership presented. Yet each chapter provides important perspectives on the meaning of successful leadership and its practices within a global frame." Paul V. Bredefon, Emeritus Professor, Educational Leadership and Policy Analysis, University of Wisconsin-Madison, USA

20% off with this flyer!

Successful School Leadership identifies the characteristics, behaviours and practices of successful and effective school leaders through the adoption of a systemic view of the quality of school organizations. Edited by Petros Pashiardis and Olof Johansson, chapters explore the similarities and differences between successful and effective school leaders and across various socioeconomic contexts. Capitalizing on the experiences of the international contributor team, this book will inform the preparation and further development provided to school leaders in an era where ministries of education, universities and multinational organisations (such as the OECD) are increasingly interested in the leadership of our schools.

Systematic analyses of multi-perspective data provided from around the world and offers the readers a comprehensive picture of the key behaviours and practices central to successful and effective school leadership. An original contribution to the theoretical perspectives on the subject is derived through insights from empirical research, case studies, and bibliographical literature from the field.

Petros Pashiardis is Professor of Educational Leadership at the Open University of Cyprus, Cyprus. He has been the President of the Commonwealth Council for Educational Administration and Management (CCEAM) (2004-2008) and a Fulbright Scholar during his doctoral studies in the USA.

Olof Johansson is Professor of Political Science and chair of the Centre for Principal Development at Umeå University, Sweden, and an executive member on the board of governors of the Consortium for the Study of Leadership and Ethics in Education (CSLEE), a program center of the University Council for Educational Administration (UCEA) based at the University of Virginia (USA).
20% discount with this flyer!

Education Policy Perils
Tackling the Tough Issues

Edited by Christopher H. Tienken, Seton Hall University, USA and Carol A. Mullen, Virginia Tech, USA

*Education Policy Perils* provides educators and those interested in the future of public education with research-based and practical analyses of some of the foremost issues facing public schools today. The collection, written by experienced scholar-practitioners, offers insights that include descriptions of challenges facing educators and recommendations for overcoming them with an eye toward more successful policy and better implementation. The authors apply their expertise to a range of issues from international testing to policy challenges related to curriculum on the state and national levels. This volume is a vital resource during a pivotal time of major changes in education policy.

20% Discount Available - enter the code IRK69 at checkout*

*Offer cannot be used in conjunction with any other offer or discount and only applies to books purchased directly via our website. Discount expires December 31, 2015.

For more details, or to request a copy for review, please contact: Mary Gillen, Marketing Coordinator, 917-351-7141, mary.gillen@taylorandfrancis.com

---

**TABLE OF CONTENTS:**

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. Bush-Meecenas, & 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 Relyed 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.
Marginalized students of color but also students who are lesbian, gay, bisexual, transgender, or questioning (LGBTQ). The day before graduation, Principal Olson listened as the class president rehearsed her speech where she told the audience she is transgender. This is not a debate of whether the speech should be given, but the issue is how Principal Olson will respond when questioned.

“He Won’t Get Anything Out of This!”: Intersections of Race, Disability, and Access
By George Theoharis & Julie Caution
This case describes the leadership role and challenges in moving a school in a more inclusive direction for students with disabilities. Assistant Principal Mosier plays a key role and in that role meets Charles, sixth grader, who has been educated in self-contained special education. While 58% of the students at Reynolds are African American and 35% are White, all 12 of the students in Charles’s class are African American. As Charles began seventh grade, Reynolds adapted a more inclusive service delivery with general and special educators co-planning and co-delivering instruction. This case focuses on the intersection between race and disability in the midst of a school’s effort to create more inclusive services delivery.

Whose Language Is Legit? Intersections of Race, Ethnicity, and Language
By Margarita Zisselsberger & Kristina Collins
This case describes St. Lucy School, a K-8 elementary school in a mid-sized urban center. St. Lucy has traditionally served African American students. In the past 10 years, the neighborhood has experienced a significant shift in population, such that many Latino/a families are now entering the school. In response to these changes, the school administration made the decision to transition into a fully bilingual school. As the school has begun to treat the Spanish language as an asset, however, tensions have arisen regarding why African American English (AAE) has not been—or is currently—treated as an asset as well. In addition, there are tensions around the varieties of Spanish used, revealing different attitudes and beliefs about non-standard varieties of Spanish.

The Changing Colors of Maple Hills: Intersections of Culture, Race, Language, and Exceptionality in a Rural Farming Community
By Martin Scanlan
This case describes Maple Hills Elementary, a K-8 school in a rural farming community of the Midwest. As a community, Maple Hills has historically experienced a narrow range of diversity across race, ethnicity, language, and religion. Residents have predominantly been White, with German and English heritage, speak English as a mother tongue, and identify as Protestant Christian. In the last decade, Maple Hills has experienced an influx of immigrants from several nations leading to a confluence of issues in Maple Hills Elementary involving culture, language, and special education. In this case, one immigrant mother begins asking hard questions that force the teachers and principals to begin to question their assumptions and practices regarding how student support services are delivered.
Introduction to Special Issue
By Edward J. Fuller & Sheneka Williams

Evaluating State Principal Evaluation Plans Across the United States
By Edward J. Fuller, Liz Hollingworth, & Jing Liu
Recent federal legislation has created strong incentives for states to adopt principal evaluation systems, many of which include new measures of principal effectiveness such as estimates of student growth and changes in school climate. Yet, there has been little research on principal evaluation systems and no state-by-state analysis of the principal evaluation systems adopted at the behest of the legislation. This study uses survey data and document review to assess the components of principal evaluation systems in the 50 states and Washington, D.C. Finally, based on recent research, this study critiques the various components of these new evaluation systems.

The State of State Policies for Principal Preparation Program Approval and Candidate Licensure
By Erin Anderson & Amy Reynolds
Policies for principal preparation and licensure are important levers for improving school leadership. By developing a rubric of research-based practices, this University Council of Educational Administration study aims to provide a formative tool for policy makers. Using a policy analysis frame by Roach et al., this study explores the state code, rules and regulations, and accompanying state board/department of education documents to describe state policies for principal preparation program approval and candidate licensure. There is variation in the extent to which states have adopted policies in these areas. Proportionately, more states have adopted policies for licensure despite greater empirical evidence for preparation program approval.

Facilitating Administrators’ Instructional Leadership Through the Use of a Technology Integration Discussion Protocol
By Scott McLeod
Digital learning tools are increasingly prevalent in classrooms, yet too often technology integration efforts by educators replicate rather than transform traditional instructional practices. Opportunities to take advantage of the new affordances that technologies bring to the learning environment thus become forfeit. Administrators’ use of a targeted discussion protocol can be helpful for facilitating analysis and revision of educators’ technology-infused lessons and units. This article describes how administrators in schools and preservice preparation programs can utilize such a protocol to enhance their instructional leadership and foster the success of their schools’ technology integration and implementation efforts.

Browse all of UCEA’s publications:
http://www.ucea.org/resources/
Members access journals free of charge here:
https://members.ucea.org/member_journals
**Research & Headlines**

**Educational Leadership**

---

**The Role of the School Leader**

**Indianapolis school leaders visit Memphis iZone with eye on increased autonomy for principals**

The Innovation Zone (iZone), a Memphis, TN school turnaround effort now in its fourth year of existence, is now inspiring other school districts in their restructuring efforts. In particular, Indianapolis, IN district officials recently visited the iZone to learn about how they have been able to use increased autonomy for school principals to improve. In Indianapolis, districts officials have already implemented some changes including reducing the number of employees in their central office and expanding their preschool offerings. In Memphis, the resulting improvements have included an increase in math proficiency scores which jumped from 17 percent to nearly 50 percent on the 2015 state assessments.

*Keywords: turnaround schools, principal autonomy, restructuring innovation*

---

**Student Learning and Curriculum**

**Computer science could become grad requirement for Chicago students**

District leaders in the Chicago Public Schools system are in favor of requiring that all high school students have computer science training before they can graduate. The district began a partnership with Code.org, a nonprofit organization that promotes computer science education located in Seattle, WA. The organization offered free computer science curriculum as well as professional development for school educators. The CPS Board of Education will soon vote on a measure that would require that all 2016-17 freshmen complete at least one computer science class in partial fulfillment of a two-credit career education requirement. There are currently 107 schools, 41 of which are high schools that have implemented computer science courses. There are also close to 250 educators and administrators that have been certified in computer science.

*Keywords: computer science education, STEM, career readiness*

---

**Teachers**

**Teacher-prep accountability has an equity problem**

As teacher-preparation programs face intense scrutiny regarding accountability measures, the question regarding how successful preparation is demonstrated has become prevalent. In particular, some researchers believe that the measurement of effectiveness should be more focused on programs’ ability to prepare teachers to operate from equitable mindsets. They believe this will take the focus away from what matters most to them -- that is, preparing novice teachers to teach in diverse school environments, prioritize their disruption of privilege and oppression, and enact equitable instructional practices.

*Keywords: equity, preparation program accountability*

---

**Recent Research**

**Study: Race-based achievement gaps in science has long history**

Researchers from Pennsylvania State University and the University of California recently released findings from a new longitudinal student on the achievement gap in science education. The study highlights the performance of Black and White middle school students, and links it back to differences in early childhood education experiences. The study tracked 7,000 kindergarteners from 1998 until 2007. Results indicate that young children from income backgrounds have a lack of pre-K opportunities that expose them to natural and social sciences. The class and poverty related differences also affect student learning in math and reading. The study suggests an increase in inquiry and prompting or toddlers at home and in school.

*Keywords: science education, achievement gap*

---

**Reform**

**U.S. Department of Education recognizes 14 states and 40 districts committing to #GoOpen with educational resources**

The U. S. Department of Education recently announced the establishment of #GoOpen initiatives in 14 states and 40 districts across the country. The effort establishes the use of high-quality, openly-licensed educational resources in schools so that students and teachers are able to access subject matter content from anywhere. This level of access helps level the playing field and improves equity in educational settings. Of the 4 districts, nine have been deemed Ambassador Districts, and they will serve as mentors for other districts that are launching similar efforts. The Center for Digital Education is in the process of developing a guide to help schools select the best digital curriculum for their students.

*Keywords: open education, openly licensed educational resources*
Thirteen states recognized for committing to #GoOpen

The US Department of Education announced the launch of 13 statewide #GoOpen initiatives to support school districts and educators as they move towards the use of high-quality, openly-licensed educational resources in their schools. The states (Arizona, Georgia, Indiana, Maryland, Michigan, North Carolina, Oklahoma, Oregon, Rhode Island, Utah, Vermont, Virginia and Wisconsin) were recognized for their leadership at the #GoOpen Exchange, a gathering of state and district leaders and innovators from education technology companies and nonprofit organizations working together.

The move towards #GoOpen initiatives is aimed to help districts transition to a new model of learning by the creation of an open ecosystem of digital resources. It would also enable school districts to reassign funding typically spent on static textbooks for other pressing needs. Thirty-one #GoOpen Launch Districts are committing to replace at least one textbook with openly-licensed educational resources within the next year.

The organizations which have agreed to support the states include ASCD, Creative Commons, Edmodo, Amazon Education and Microsoft.

Keywords: Open-access, Educational resources, GoOpen

Common Core State Standards have impacted instruction, says study

A new study of educators in five states (Delaware, Maryland, Massachusetts, New Mexico, and Nevada) has found that the Common Core State Standards has fostered significant instructional changes in U.S. classrooms. However, the study does not offer clarity on specific strategies that strengthen student achievement.

The research, conducted by the Center for Education Policy Research at Harvard University, used a random-sampling survey to collect the experiences of 1,500 English and mathematics teachers in grades 4 through 8, as well as 142 principals and then linked those surveys with student test results.

Math teachers have confirmed placing greater emphasis on conceptual understanding and real-world application of math, with procedural skills while English/language teachers said they were putting a greater emphasis on non-fiction studies and writing.

While teachers are changing their instruction, the study identifies three school instructional-improvement strategies—not specific teaching changes—that correlated with achievement gains. These include more observations with explicit feedback, including standards-aligned student outcomes in teacher evaluations and more days of professional development. Also, the study found no significant relationships between teacher collaboration and student achievement. The study can be found at http://cepr.harvard.edu/files/cepr/files/teaching-higher-report.pdf

Keywords: Common Core standards, instruction strategy

NEBRASKA

State contracts strategic planning and road-map to FSG

The State Board authorized the Commissioner to contract FSG, a consulting firm and begin a long-range strategic planning process for the Board and the agency. The consulting firm will facilitate the process to engage the State Board, NDE, policy partners, key educators and stakeholders to develop a project plan, with specific time-lines and deliverables including a strategic road-map for the next 10 years.

FSG’s recent experience with other Nebraska entities includes a one year project with the Douglas County juvenile justice system as well as a project with Accelerate Nebraska looking at the alignment among education, the labor market and business and industry in the region. The whole strategic planning process is expected to be completed in 19 weeks.

Keywords: Strategic planning, Consulting, Road-map
**New Hampshire**

**State releases vision for the future of learning**

The New Hampshire Department of Education (NH DOE) recently released NH Vision 2.0: New Hampshire Goes First - A Blueprint to Scale Competency-based Education across a PreK-20 System, the publication with an action-oriented blueprint for how the state is planning to implement and scale its educational efforts.

The blueprint was created in partnership with leaders from across the education system—from early childhood, K-12 schools and districts, higher education institutions, non- and for-profit organizations, and New Hampshire’s business community, illustrating their vision for where learning and education should be in 2020.

In 2005, New Hampshire began to build a competency-based education policy and eliminated the Carnegie unit in its high schools. As the first effort of its kind, New Hampshire’s example demonstrates the power of this statewide competency-based education policy. The state’s move has enabled many innovative schools to transform the educational experience for students. This document can be found at www.education.nh.gov/vision.htm.

*Keywords: Vision, Blueprint, Innovative*

**New Jersey**

**USD 13.3 billion in Education Funding for Fiscal 2017**

The administration released state school-aid figures for fiscal year 2017 that, for the sixth consecutive year, provide the greatest amounts of state aid supporting Pre-K to 12 education in New Jersey’s history.

The proposed budget, an increase of $548 million from fiscal year 2016, includes direct aid to schools; debt service for school construction; as well as pension, Social Security and post-retirement health benefits for teachers. Of the total funding, $9.1 billion is for direct aid to be distributed across New Jersey school districts, an increase of more than $94.3 million from fiscal 2016 levels.

The budget includes a new category of aid under Professional Learning Community Aid which will provide $10 per student for every district to support the development of "learning communities” within and across districts, in order to help teachers and administrators analyze and use the assessment data they collect to improve classroom instruction. Another new category, Host District Support Aid provides an additional $25.9 million to support school districts that send students to charter schools.

*Keywords: Budget, District support, Learning community*

**Oregon**

**State decides to match local investments in school facilities**

The State Board of Education in recently approved temporary rules governing the new Oregon School Capital Improvement Matching program which will provide matching grants to support improvements to school facilities. Hence, communities that pass general obligation bonds to strengthen their local school buildings will be eligible to get matching grants of up to $8 million. The funding for the program will come from the sale of state-backed general obligation bonds which would help stretch local dollars and address urgent school facility needs across the state.

The rule would encourage communities to pass bonds for improving school which has been a challenge as there is currently an estimated $7.6 billion in deferred school maintenance costs.

Sixty per cent of the funds will be awarded to districts through a priority list based on property value and student poverty. This is designed to encourage communities with fewer resources to support a local school facilities. The remaining 40 percent of the funds will be available to districts on a first-come-first-served basis. This process is designed to provide all districts with a chance to receive matching grants from the state.

*Keywords: School infrastructure, Matching grants*

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.
Connect with UCEA!

On Twitter @UCEA

On the web ucea.org

On Facebook:
UCEA Leadership-Matters

On Linked In:
UCEA Headquarters