Volume 9, Issue 4, May 2014

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

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UCEA Connections Editors
Erin Anderson & Amy Reynolds, 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.

Arizona State University
Auburn University
Australian Catholic University
Bank Street College
Bowling Green State University
Brigham Young University
Clemson University
College of William and Mary
Duquesne University
Florida Atlantic University
Florida State University
Fordham University
Georgia State University
Hofstra University
Howard University
Illinois State University
Indiana University
Iowa State University
Kent State University
Lehigh University
Louisiana State University
Loyola Marymount University
Miami University
Michigan State University
New Mexico State University
New York University
Nipissing University
North Carolina State University
Northern Illinois University
Ohio State University
Oklahoma State University
Pennsylvania State University
Portland State University
Rutgers University
St. Johns University
St. Louis University
Sam Houston State University
San Diego State University
Stephen F. Austin State University
Southern Methodist University
Temple University
Tennessee State University
Texas A & M University
Texas State University– San Marcos
Texas Woman's University
University at Buffalo/SUNY
University of Alabama
University of Arizona
University of Arkansas
University of Central Arkansas

University of Cincinnati
University of Connecticut
University of Dayton
University of Denver
University of Florida
University of Georgia
University of Houston
University of Illinois–Chicago
University of Illinois– Urbana-Champaign
University of Iowa
University of Kansas
University of Kentucky
University of Louisville
University of Maryland
University of Massachusetts– Boston
University of Michigan
University of Minnesota
University of Missouri– Columbia
University of Nebraska– Lincoln
University of New Mexico
University of North Carolina– Chapel Hill
University of North Carolina– Charlotte
University of North Carolina– Greensboro
University of North Texas
University of Northern Colorado
University of Oklahoma
University of Oregon
University of Pennsylvania
University of Pittsburgh
University of San Diego
University of Tennessee– Knoxville
University of Texas–Austin
University of Texas–El Paso
University of Texas– Pan American
University of Texas– San Antonio
University of Toledo
University of Utah
University of Virginia
University of Washington
University of Wisconsin– Madison
University of Wisconsin– Milwaukee
Vanderbilt University
Virginia Commonwealth University
Washington State University
2014 UCEA Convention Call for Proposals

UCEA is pleased to release the 2014 UCEA Convention Call for Proposals. The 28th Annual UCEA Convention theme, "Righting Civil Wrongs: Education for Racial Justice and Human Rights" is intended as an occasion to talk, meet, think, and organize for a renewed vision and renewed coalition-building on the role of education and educational leadership in fostering intentional purpose and action for racial justice and human rights. We encourage proposals addressing P-20 issues of racial justice and human rights that engage scholars attending ASHE and other scholars from areas of study including, but not exclusive to, fields such as social foundations, law, public policy, history, cultural studies, global and international studies, and economics. Please keep in mind that UCEA will be celebrating its 60th anniversary along with other milestones: Brown v. Board of Education (60th), ESEA (50th), Civil Rights Act (50th), Miliken v. Bradley (40th), and Lau v. Nichols (40th).

The 28th Annual UCEA Convention will be held in Washington, D.C. at the Washington Hilton. The Convention will commence on Thursday, November 20th, and will conclude on Sunday, November 23rd. Members of the 2014 UCEA Convention Program Committee are Noelle Witherspoon Arnold (University of Missouri - Columbia), Sarah Diem (University of Missouri - Columbia), Azadeh Osanloo (New Mexico State University), and Michael Dumas (New York University).

The site for submitting your proposals will officially open on April 7th, 2014.

Proposals must be submitted by May 5th, 2014.

To access the full Call for Proposals, please visit the following link: http://ucea.org/ucea-gssummit/

We will begin accepting proposals on April 7, 2014. All proposals must be submitted electronically per the directions located at the UCEA GSS site. Proposals must be received by Monday, May 5th, 2014.

Consider using the following resources made available by the UCEA GSC when preparing and submitting your proposal:

- Tips for Preparing Exemplary Conference Proposals & Presentations
- Process diagram for submitting a proposal to the GSS and/or UCEA Convention
- Proposal submission FAQs

2014 UCEA Graduate Student Summit Call for Proposals

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

The 2014 UCEA Graduate Student Summit (GSS) will be held at the Washington Hilton hotel in Washington, District of Columbia. The summit will be held on Thursday, Nov. 20th from 8 am to noon, with feedback sessions in the afternoon [NOTE: change in time to accommodate UCEA Day on the Hill activities this year which we strongly encourage grad students to attend]. The purpose of the 2014 UCEA Graduate Student Summit is to provide graduate students a space to engage in authentic dialogue about their scholarly work. This summit will offer opportunities to meet and network with graduate students and faculty, to present your work and receive feedback on your research. It will include:

- Paper sessions;
- Workshop sessions;
- Networking sessions;

To access the full Call for Proposals, please visit the following link: http://ucea.org/ucea-gssummit/

We will begin accepting proposals on April 7, 2014. All proposals must be submitted electronically per the directions located at the UCEA GSS site. Proposals must be received by Monday, May 5th, 2014.
UCEA Awards Call for Nominations!

The UCEA awards program encourages and recognizes efforts and excellence within the educational leadership community. Award nominations should be submitted to UCEA Headquarters by the deadlines listed below.

The following awards (except the last) have a deadline of May 31, 2014:

- **Edwin M. Bridges Award**, given by UCEA annually for original, outstanding work in the area of research and/or development that contributes to our knowledge and understanding of how best to prepare and support future generations of educational leaders.
- **The Roald F. Campbell Award**, given to senior professor in recognition of his or her lifetime of excellent achievement.
- **The Jack A. Culbertson Award**, given to a professor in the first six years of his or her career for an outstanding scholarly accomplishment or contribution.
- **The Master Professor Award**, given to an individual faculty member whose distinguished record warrants recognition by UCEA in a significant and timely manner.
- **The Jay D. Scribner Mentoring Award**, given to an educational leadership faculty who has made substantive contributions to the field through mentoring the next generation of scholars into roles as university research professors, while also recognizing the important role(s) mentors play in supporting and advising junior faculty.

- **Exemplary Educational Leadership Preparation**, given by UCEA to a program within colleges and departments of education that demonstrates exemplary educational leadership preparation. The award is inspired by UCEA’s core mission to advance the preparation and practice of educational leaders for the benefit of all children and schools, and the recipient(s) will be given a significant cash award. Please visit the specific award page for more information as the nomination requirements for this award differ from the others listed below. Letter of Intent to Apply Deadline: May 23, 2014; Materials Submission Deadline: June 27, 2014

Nominations for the Bridges, Campbell, Culbertson, Master Professor, Scribner, and Exemplary Educational Leadership Preparation awards are welcome from faculty member(s) of UCEA member institutions and partner institutions. Nominations should include electronic copies of the following:

- the candidate's curriculum vitae;
- a letter addressing the contributions of the nominee relative to one or more of the selection criteria;
- support letters from individuals who have been directly mentored by the nominee, and/or individuals who can attest to the nominee’s mentoring strengths, are strongly encouraged.

A UCEA committee appointed by the Executive Director will review and evaluate the nominees. This committee will reserve the right to present this award to multiple candidates on any given year, or conversely, not to present this award should nominees not fully meet the selection criteria.
2014 David L. Clark National Graduate Student Research Seminar in Education Administration and Policy

A special thank you to all the Faculty and Scholars who joined us at the 2014 David L. Clark Seminar on April 2-3, 2014 in Philadelphia. It was a valuable time of exchange, networking, listening, and sharing. The Clark Seminar is co-sponsored by UCEA, Divisions A & L of AERA, and SAGE publications. It brings together promising graduate students and distinguished faculty for two days of generative academic dialogue. The 2015 seminar will be held prior to AERA in Chicago (approximate dates: April 15-16). The call for nominations will be posted in late summer/early fall 2014.

Congratulations to the 2014 Clark Scholars!
Erin Anderson, University of Virginia
Mattas Arellano, Florida Atlantic University
Patricia Baumer, Southern Methodist University
Risha Berry, Virginia Commonwealth University
David Brackett, University of Nevada – Reno
Kristina Brezicha, Pennsylvania State University
Joshua Childs, University of Pittsburgh
Wonseok Choi, University of Minnesota
Seenae Chong, University of California – Berkeley
Elizabeth Chu, Teachers College Columbia University
Colleen Cleary, University of Missouri
Kevin Crouse, Rutgers University
Matthew Della Sala, Clemson University
Amanda Dillon, Rutgers University
Jeffrey DiScala, University of Maryland
Anna Egalite, University of Arkansas
Erica Fernández, Indiana University – Bloomington
Lindsay Granger, New York University
Tara Haley, University of North Florida
Christopher Harrison, University of North Carolina – Chapel Hill
Katie Higginbottom, University of Toronto – OISE
Kirsten Hill, University of Pennsylvania
Anne Hoisington Hutchinsson, University of Illinois - Chicago
Marie Hurt, Ohio State University
Tonja Jarrell, University of California - Berkeley
Kala Lougheed, Montana State University
Yanira Madrigal-García, University of California – Davis
Joel Malin, University of Illinois – Urbana-Champaign
Monica Mansor, Bowling Green State University
Rebecca Miner, Washington State University
Chase Nordengren, University of Washington
Steve Ortiz, California State University – Long Beach
Robert Przybylski, University of Alabama
Robyn Read, University of Toronto - OISE
Kenya Reese, Clemson University
Kailey Spencer, University of Pennsylvania
Elizabeth Leisy Stosich, Harvard Graduate School of Education
Ruirui Sun, University at Albany - SUNY
Margaret Vecchio-Smith, University of Minnesota
Terry Wilkinson, York University - Toronto
Rebecca Wolf, University of Maryland
P. Brett Xiang, University of Missouri - Columbia

This year, distinguished faculty include:

UCEA
• Karen Seashore, University of Minnesota
• Julian Vasquez Heilig, University of Texas, Austin
• Jonathan Supovitz, University of Pennsylvania
• Cindy Reed, Auburn University
• Steve Gross, Temple University

AERA – Division L
• Brian Rowan, University of Michigan
• Geoffrey Borman, University of Wisconsin
• Drew Gitomer, Rutgers University
• Bridget Terry Long, Harvard University
• Laura Desimone, University of Pennsylvania

AERA – Division A
• Alex Bowers, Teachers College Columbia University
• Bonnie Fusarelli, North Carolina State University
• Sonya Horsford, George Mason University
• Tricia Browne-Ferrigno, University of Kentucky
UCEA Welcomes New Associate Member: University of North Carolina - Charlotte

UCEA is pleased to welcome the University of North Carolina – Charlotte (UNC-C) as an associate member institution. The Department of Educational Leadership is concerned with issues of educational theory, organizational theory, educational leadership, curriculum and supervision, and educational technology. The department seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world in order to graduate K – 20 educational leaders who are prepared to address complex social justice issues. An emphasis on knowledge about and a commitment to technology integration and application provides our graduates with the background necessary to be effective educational leaders.

Call for UCEA Review submission & Call for UCEA GSC Reviewers

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

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

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

Submission guidelines:

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

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

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

All submissions will be submitted for blind peer review.

Call for UCEA GSC Reviewers

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

- Email Subject: Reviewer Application
- Message Body: Your name; Email address; Name of your institution; Name of your Department or Program; Which year you are in your doctoral program; and Research interests
New Book Information

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

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

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

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

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

**Submission Guidelines:**

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

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

**Important Dates:**

August 8, 2014 - Submit manuscript electronically for consideration.

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

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

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

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

tel: 704-752-9125    fax: 704-752-9113    URL: www.infoagepub.com
New Book Information

CALL FOR PROPOSALS

Technology for Principals and Other School Leaders
Rowman & Littlefield Publishers

Co-Editors: Dana E. Christman, New Mexico State University
            Gary Ivory, New Mexico State University

This book is designed to show administrators how technology could help them with jobs they have to do. It is not intended to be a book touting the wonders of technology, urging administrators to re-think their roles. Instead it is meant to use the latest technology to solve the myriad of problems that administrators must deal with on a daily basis. In this open call for proposals, reviewers will be particularly interested in receiving proposals regarding the complex roles administrators play in their positions and the contrasting challenges and opportunities inherent in those positions. Further, proposals should offer up-to-date knowledge of technology and concrete applications of it to educational leadership.

We want to produce a book that is readable, accessible, and full of practical advice, one that introduces practicing administrators to new technologies and gives them enough specific details that readers can make an informed judgment as to whether knowledge of this technology might help them do their jobs better. We are framing chapters around tasks that school administrators have to do. We have gleaned these from published lists of standards for educational leaders. We want chapter proposals to show understanding of both up-to-date technology applications and specifically how they might apply to current roles of Pk-12 education administrators. We are seeking chapters that are substantial in their knowledge of education and technology, but are couched in language friendly for practitioners.

Our goal in the review process is to secure chapter proposals that are directed at the concerns and issues with which principals and other administrators deal and that are relevant to school administrators’ interests. To that end, reviewers will include active administrators in the field and the co-editors of the book. Chapters might address, but not be limited to the following:

- Enhancing communication vertically and horizontally (including teachers, students, other administrators, parents, other stakeholders)
- Monitoring and responding to legislative and policy developments
- Meeting and networking with administrators with similar roles
- Analyzing and displaying data
- Taking advantage of software for classroom observation
- Enhancing instruction
- Budgeting for resources
- Using spreadsheets to facilitate better budget decision-making
- Planning and scheduling your work and that of others
- Enhancing student voice/global connections
- Fostering learning with management systems/anytime learning.
- Promoting learning through student gaming/coding/digital media/cameras/graphic design
- Understanding legal issues about technology
- Making the most of personal devices
- Providing effective professional development
- Staying current on trends and issues

Submission Guidelines:

We encourage proposals that address the topics listed above. Other proposals will be considered as long as they adhere strictly to the goals of the book. Proposal submissions should be two pages long (single-spaced), excluding references and title page. Reviewers will read blind submissions, so no reference to the author(s) should be made in the body of the proposal.

Proposals must be submitted by Monday, May 5, 2014 to be considered for a chapter publication. Authors will receive publication decisions and/or feedback from the reviewers and co-editors by Tuesday, July 15. If your proposal is chosen for a chapter, it will be due by Monday, December 1.

Please email proposals to danachri@nmsu.edu. If you have any questions, you may contact us at 575-646-7330 (Dana Christman) or 575-646-6842 (Gary Ivory).
The National Rural Education Association seeks presentation proposals from rural school teachers, administrators, researchers, and others interested in the future of rural education. This year’s conference theme is “Imagine.” We are seeking presenters to share innovative practice or research related to the changing needs of rural students and the changing face of rural education. Areas of particular interest include: Rural School Innovations, Advancing Learning Through Technology, Rural School Reform, Meeting Common Core Standards, Technology Applications for School Leaders, Redesigning Learning for 21st Century Skills, Rural School Partnerships, Policy Implications for Rural Schools, and Evaluating Effects of Rural Schools.

Three types of presentations are sought:

**Workshop:** 30-minute presentations about current or promising practices in rural schools. Tell your story about innovations in teaching, learning, and leadership in rural schools.

**Research Symposium:** 15-20 minute presentations regarding research pertinent to rural schools.

**Ignite Session:** A cluster of four or five presentations on a similar topic or theme, where each presenter gives a five-minute Power Point presentation. Ignite sessions are intended to stimulate informal, lively discussions and spark interest and awareness of multiple yet similar topics.

**DEADLINE FOR PROPOSALS: May 15, 2014**

Submittal Materials are Available [Here](#)
Emerald HETL Education Outstanding Doctoral Research Award

International recognition for the best doctoral research in education

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

How to apply

Researchers must apply online using the application form at: http://www2.emeraldinsight.com/awards/hetl.htm

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

Prize

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

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

Awards topics

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

Eligibility

Global submissions are encouraged.

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

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

Key dates

Deadline for Submissions: 1 August 2014

Further details

For any additional information, please contact:
Emma Stevenson,
Academic Relations Executive,
Emerald Group Publishing Limited
Tel: +44 (0)1274 785198
Fax: +44 (0)1274 785200
E-mail: estevenson@emeraldinsight.com
www.emeraldinsight.com

www.emeraldinsight.com
19th Annual Values and Leadership Conference
Towards Transformational Leadership:
Values and Ethics for Educational Advancement and Sustainability

September 18 - 20, 2014
Deerhurst Resort, Huntsville, Ontario, Canada

Please join us for the 19th Annual Values and Leadership Conference. The Annual Conference of the International Consortium for the Study of Leadership and Ethics in Education (CSLEE) is hosted this year by Nipissing University. The Conference will be held at the world class Deerhurst Resort in the heart of the Muskoka Lakes District, about 2 hours north of Toronto by car or coach.

We encourage you to help promote the conference by sharing this flyer with all interested colleagues and students. More detailed information about the program, featured presenters, and registration is available on the Conference website: http://cslee19.nipissingu.ca/.

The Call for Papers will be posted on the Conference website in early January 2014. The deadline for proposals will be May 15, 2014. Please submit your proposal or any questions you may have about the conference to the Conference Planning Team at: valuesandleadership@nipissingu.ca.

The Conference theme will be explored through a variety of lenses including:

- The power of emerging media and technology
- The development of participatory cultures
- The juxtaposition of local and global perspectives
- The centrality of relationships and communities
- The pressures from political interests

Featured Speakers:
Dr. Paul Begley, Nipissing University (retired)
Dr. Charles Burford, Australian Catholic University
Dr. Steven Jay Gross, Temple University
Dr. Kathy Hibbert, Western University
Dr. Pauleine Leonard, Louisiana Tech University
Dr. Anthony Normore, California State University
Dr. Jackie Stefkovich, Pennsylvania State University
New Titles from UCEA with Routledge

NEW: The New Instructional Leadership ISLLC Standard Two
Edited by Rose M. Ylimaki

Co-published with UCEA, this exciting new textbook is the first to tackle the ISLLC Standard 2—Instructional Leadership. In light of recent curriculum reforms, accountability policies, and changing demographics, today’s leaders must not only have expertise in culture building and supervision skills, but also in adult learning, cultural funds of knowledge, curriculum, and the role of politics. The New Instructional Leadership helps aspiring school leaders examine their beliefs and practices about instructional leadership in relation to ISLLC Standard 2 and provides the theory, learning experiences, and analytical tools for effective leadership in today’s world. Chapters cover issues of collaboration, curricular programming, motivation, supervision, accountability, capacity building, use of technology, monitoring, and evaluation.

Special Features:
- Case Studies—encourage readers to reflect and actively engage with instructional leadership beliefs and practices.
- Fieldwork and Extended Reflections—a range of inquiry activities provide students with opportunities to consider problems of practice related to the standard.
- Strategies for Leaders—offers students practical and accessible ideas in order to transform their practice to address the complex challenges facing contemporary schools.

Theoretically grounded and research-based, this unique volume will help aspiring and current leaders to understand instructional leadership and help them to sustain strong curricular and instructional programs in their increasingly diverse schools and communities.

PB: 978-0-415-53518-2 - $49.95
HB: 978-0-415-53517-5 - $150.00

Forthcoming Title: Political Contexts of Educational Leadership ISLLC Standard Six
Edited by Jane Lindle

Co-published with UCEA, this exciting new textbook is the first to tackle the ISLLC Standard #6—the political context of education. This unique volume helps aspiring school leaders understand the dynamics of educational policy in multiple arenas at the local, state, and federal levels. Leaders are responsible for promoting the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural contexts in which education and learning reside. By presenting problem-posing cases, theoretical grounding, relevant research, and implications for practice, this book provides aspiring leaders with the background, learning experiences, and analytical tools to successfully promote student success in their contexts.

Special features:
- Case studies - provide an authentic illustration of the political dynamics that emanate from individual, social, economic, and cultural issues surrounding all schools.
- Suggested activities - further aspiring school leaders’ understanding of political issues through experiences
- Companion website – includes shared resources relevant to all ISLLC standards, along with particular activities for ISLLC Standard #6

PB: 978-0-415-82382-1 - $49.95 (Available 2/24/14)
HB: 978-0-415-82381-4 - $150.00 (Available 2/24/14)

For more information on the series visit:
ISLLC Leadership Preparation Series
Edited by Michelle D. Young, Margaret Terry Orr
The UCEA Center for the International Study of School Leadership replaces the Center for the Study of School Site Leadership which had been in existence since 1999 and had been represented by Steve Jacobson in the University at Buffalo/State University of New York, and Ken Leithwood of the Ontario Institute for Studies in Education (OISE). The new center expands the knowledge of school site leadership by adding the knowledge of international scholars.

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

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

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

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

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

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

In summary, the Center for the International Study of School Leadership aspires to gather national and international communities of scholars, practitioners, policy makers and government agencies dedicated to the improvement of schools through school leadership. The Center will work closely with Steve Jacobson, the associate director of international affairs, and will be dedicated to foster a cross-national effort in the improvement of leaders and their leadership, who in turn will be well informed about research at a global level affecting students, teachers, and families. Please join us at the Center to mobilize the knowledge of school leadership to a global level.
The Academy for Educational Studies presents the 10th annual Critical Questions in Education Conferences

October 13th – 15th, 2014
Brown Hotel
Louisville, Kentucky

February 16th – 18th, 2015
U S Grant Hotel
San Diego, California

Proposals are being solicited for the 10th annual Critical Questions in Education conferences presented by the Academy for Educational Studies, this year in Louisville, Kentucky and San Diego, California. Theoretical, empirical, and practice-oriented proposals are welcome at these two-day conferences. Get “A Seat at the Table” on our third day when conference attendees will study together and plan publishing opportunities with the AES Press (Academy for Educational Studies Press) or Critical Questions in Education, our peer-reviewed electronic journal.

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

2014-2015 Theme Questions

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

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

Get a “Seat at the Table”

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

Proposals welcome on past theme questions
Open topic for graduate students
Special Education Law Symposium

The IDEA and Section 504: Current Trends and Challenges for Leading Practitioners in Education and Law

June 22 - June 27, 2014

Lehigh University’s intensive one-week institute provides a practical analysis of legislation, regulations, and case law relating to the education of students with disabilities. The symposium is designed for special education coordinators and teachers, principals, psychologists, parent advocates, attorneys (on both sides), hearing officers, and other individuals interested in legal literacy with regard to the education of students with disabilities. The program offers two parallel tracks, one for basic and the other for advanced participants (with brand new “hot topics”). This year’s symposium also inaugurates and incorporates a two-day specialized institute exclusively for administrative law judges and other impartial hearing officers under the IDEA.

Providing the keynote presentation will be Michael Yudin, recently nominated as Assistant Secretary of Education, Office of Special Education and Rehabilitative Services (OSERS) and Dr. Melody Musgrove, Director, Office of Special Education Programs (OSEP), U.S. Department of Education: “The IDEA and Section 504 Landscape: Inclusion, Equity, and Opportunity.”

Featured faculty attorneys: Laura Anthony (Ohio), Maria Blaueuer (Washington, DC), John Cafferky (Virginia), Jesse Cutler (New York), Emerson Dickman (New Jersey), Laura Gillis (Massachusetts), Lindsay Jones (Washington, DC), Deborah Mattison (Alabama), Michael Stafford (Delaware), and Pennsylvania attorneys Jeffrey Champagne, Andrew Faust, Claudia Huot, Joshua Kershenbaum, Steven Jacobson, Heidi Konkler, Kristine Roddick, and Dr. Perry Zirkel.

The workshop is offered for graduate and continuing education credit. Weekly and daily options are available. For more information, visit our website: coe.lehigh.edu/law or email or call Shannon Weber or Donna Johnson at specialedlaw@lehigh.edu or (610) 758-5557.
ALJ/IHO Institute

In conjunction with the Special Education Law Symposium

June 26 & 27, 2014

This year’s week-long symposium (June 22-27) inaugurates and incorporates a two-day specialized institute exclusively for administrative law judges (ALJs) and other impartial hearing officers (IHOS) under the IDEA. The ALJ/IHO Institute is available on two alternative bases – 1) on-campus registration for both days, one day, or as part of the week-long symposium; or 2) via webcast to states for remote participation and archived on-line use.

Featured presenters: Deusdedi Merced (former chief hearing officer, Washington, DC), Edward Bauer (administrative law judge, Florida), Justyn Bates (chief review officer, New York), and Dr. Perry Zirkel (former review officer, Pennsylvania).

Featured ALJ/IHO panelists: Tom Badway (Connecticut), Lucius Bunton (Texas), Dr. Robert Doyle (Arkansas), Bernadette Laughlin (Ohio), Erin Leff (New Mexico and Washington, DC), Ann Lockwood (Texas), J. Bernard McClellan (Maryland), Barry Moscowitz (New Jersey), Lynn Rubinett (Texas), Cathy Skidmore (Pennsylvania), and Dr. Linda Valentini (Pennsylvania).

The ALJ/IHO Institute offers eleven hours of content, subject to Pennsylvania CLE credit. Topics include a) National Case Law Update; b) Prehearing Procedures; c) Conducting the Hearing I: Efficiency; d) Conducting the Hearing II: Pro Se Parents and Lay Advocates; e) Remedies, and f) Decision Writing.

For the webcast option, the cost to states is $1,950 for two days or $1,100 for one day, no matter how many individuals view the webcast (which includes text-chat interaction) and/or subsequently view the archived sessions on-line through December 2014.

For the on-campus option, the cost to an individual ALJ or IHO is $535 for the two days or $295 for one day.

For more information, visit our website: coe.lehigh.edu/law. For any remaining questions, contact Professor Perry Zirkel at perry.zirkel@lehigh.edu.
The Potential Impact of Social Science Research on Legal Issues Surrounding Single-Sex Classrooms and Schools

By Suzanne Elizabeth Eckes & Stephanie D. McCall

This article examines the role social science has played in litigation involving public single-sex educational programs. It also explores a body of social science research related to gender and education that we believe could assist the courts and school leaders in better examining the possibilities and the limitations of single-sex programs in the public sector. Specifically, we want to show how a particular set of social science research at the intersection of gender and education, from a range of theoretical frameworks, could assist school leaders in demonstrating to the courts that a justification for single-sex programs may exist in current empirical research.

The Rise of Neurotics: Social Networks, Leadership, and Efficacy in District Reform

Alan J. Daly, Yi-Hwa Liong, Natalie A. Tran, Frank Cornelissen, & Vicki Park

Increasing evidence suggests the importance of relationships between district and site leaders. However, there is limited empirical evidence regarding the social infrastructure between and among leaders especially as related to the exchange of advice related to reform. Moreover, we have limited understanding regarding the mechanisms that are associated with how certain leaders occupy influential social positions. Using social network data from district and site leaders, we conducted social network analysis and regression models to examine the relationship between a leader's network position measured by incoming, outgoing, and close ties; personality traits; and leader self-efficacy controlling for demographics.

Principals as Bricoleurs: Making Sense and Making Do in an Era of Accountability

By Jill Koyama

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

How School and District Leaders Support Classroom Teachers’ Work With English Language Learners

Ana M. Elfers & Tom Stritikus

This study examines the ways in which school and district leaders create systems of support for classroom teachers who work with linguistically diverse students. We attempt to uncover the intentional supports leaders put in place for classroom teachers and how this may be part of a broader teaching and learning effort. Through a qualitative case study of four districts serving different populations of English Learner (EL) students, we examine school and district leadership actions aimed at helping teachers provide instruction that is responsive to EL learning needs. In each of the four districts, three schools were chosen for in-depth analysis. Through interviews, classroom observations, and document analyses, we highlight the efforts of school and district leaders to bring about instructional change.
Transgender Policy: What Is Fair for All Students?
By Matthew M. Kaiser, Keshia M. Seitz, & Elizabeth A. Walters

Ritha Smith, assistant superintendent, and Seth Hanson, principal, are faced with a difficult decision. Taylor Harper is a transgender student who identifies as male and is openly attracted to females. Taylor's parents, Lane and Morgan Harper, are lesbians; they are fully supportive of their child's identification and are well versed in their legal rights. Madison Booth is in Physical Education (PE) class and shares a locker room with Taylor. She and her parents question her safety and security in the locker room. Ritha and Seth must consider the policy and rights for transgender, homosexual, and heterosexual students. This case poses discussions, questions, and activities about ethical and moral standings, policies, critical theory and queer theory, and legal frameworks. The case also presents ways to use literature and media to further enlighten the discussion.

Deconstructing Systems of Segregation: Leadership Challenges in an Urban School
By David DeMatthews

Special education policies can create structures of segregation and inequality. School leaders are often tasked with dismantling these structures while meeting expectations related to accountability policies. This case study involves a new principal at an urban school in a district with a long history of segregation reassigned to work at one of the more challenging schools in the district. The district had just begun making special education reforms across the district to increase the amount of access students with disabilities have in the general education classroom. The new principal was directed to raise student scores on state-mandated tests and to increase the inclusivity of the school. The case explores issues related to special education law, social justice leadership, response to intervention, school administration, and developing school culture.

Facilitating Democracy in a Testing Culture: Challenges and Opportunities for School Leaders
By Utrika Bergmark, Michele Salaopek, Roi Kawai, & Jennifer Lane-Myler

In 2010, Principal Kirk introduced Small Group Meeting (SGM) at Hillcrest Elementary. SGMs are multiage student groupings who meet with school faculty once a month to work on community building, service-learning projects, and advising. Many teachers liked the SGMs, some felt they needed more time to prepare, and others felt it was a waste of time. The case raises the questions: How can school leaders facilitate teacher autonomy and help push the learning community toward a common vision? The case targets graduate classes in educational leadership and administration as well as professional development of leaders of different educational settings.

The Wall Between Church and State Begins to Crumble: One Small Community's Struggle With Sectarian Influence in the Public School
By Brett A. Geier

A small community in southwest Michigan has been witness to a significant cultural divide within its school system. An influential church has permeated school leadership and in many cases has overstepped the proverbial “wall separating church and state.” A fairly high-profile case saw the Sixth Circuit Court enjoin the district to remove a portrait of Jesus. Community members were divided on this issue, which led to mistrust between the two factions. This case provides a practical examination of First Amendment practices in the public school and the opportunity to assess decision making through various organizational and ethical lenses.

Latina Students, an Early College High School, and Educational Opportunity: A Case Study
By Leslie Ann Locke, Luke J. Stedrak, & Daniel Eadens

This case traces the involvement of a principal of an Early College High School (ECHS) and her understanding of performance of Latina students attending the school. Latina students are the lowest academic performers in the ECHS, despite the school obtaining high accolades in terms of accountability. To best understand the phenomena of underperformance of Latina students, the principal hires a consultant. The consultant discovers aspects of the ECHS and aspects of schooling as experienced by the Latina students that contribute to underperformance. The case raises important issues for aspiring leaders, making it an excellent example of the complexities embedded in student achievement.

Walking the Line Between Employee and Intern: Conflict in an Administrative Internship
By Chad R. Lochmiller

The case positions the reader as a faculty member who must advise a student who is struggling in his administrative internship. The case walks the reader through a set of internship experiences that place the intern in an increasingly uncomfortable position with his internship sponsor. These experiences encourage the reader to reflect on the responsibilities of the intern and the conflict that emerges when these responsibilities are not clear. The case is suitable for use in K-12 educational leadership programs, as well as in professional development for internship supervisors, for principals hosting administrative interns, or for faculty contemplating effective internship experiences for novice administrators.
Editor's Introduction: Business as Usual or Disrupting What and How We Do Our Work
By Michele Acker-Hoevar

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

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

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

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

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TESTING

Three reasons students should opt out of standardized tests — and three reasons they shouldn’t

In this point/counterpoint in the Hechinger Report, a parent gives the top three reasons for opting out of standardized testing, which include: 1) The tests don’t actually measure the skills we want students to learn; 2) The tests aren’t reliable; 3) Schools spend too much time prepping. On the other side, Sandi Jacobs, vice president of the National Council on Teacher Quality, argues that 1) The tests are about to get better; 2) The tests may not reveal everything about how much a student has learned, but they’re an important element of a more holistic picture of student performance; 3) The tests show how unequal the school system is.

Student Evaluating Teachers

A recent publication in AASA’s School Administrator discusses the role that student feedback, specifically using surveys designed for students, can play in teacher evaluation and school improvement. Based on the work by Ron Ferguson, the MET project included student perceptions of their teachers and found that they were more reliable than the feedback of trained adult observers. This work, as well as several other projects based on student voice, have helped to encourage the use of student feedback in teacher evaluation. Teachers have been somewhat slow to embrace the use of student perspectives in evaluation, fearful that they will not take it seriously enough or will be vindictive if they had a recent negative experience with the teacher; however, this concern has been refuted by districts currently surveying students.

US students rank better internationally on new problem solving test than they do on conventional math and reading exams

In a newly released report on results of a new creative problem solving test administered by PISA, the US ranked number 18, above the international average. This 40 minute, computer based test, given for the first time in 2012 to 85,000 students, provides interactive scenarios meant to measure knowledge-utilization tasks.

To access the report directly:
PISA 2012 Results: Creative Problem Solving
To read a counter point:
The Problem With PISA's Problem Solving Results: What The Scores Really Mean

EQUITY

Report: Foundation funding widens the gap between California's 'rich' and 'poor' schools

Using data from California, several researchers are looking at how the money from private foundations is distributed throughout the state. They are finding that these donations are creating spending differences of up to and as high as $3522 per student further widening the resource gap.

See Also:
Reality Check: School Foundations vs. Title I Funds
Poor Students and Students of Color are Less Likely to Get Highly Effective Teaching

The Center for American Progress cross referenced teacher evaluation scores from Massachusetts and Louisiana with and the school’s racial composition and economic status. Teacher effectiveness ratings were measured at the school level as percentages of teachers in each category, ineffective, effective/emerging; effective/proficient; and highly effective. They found that students in schools with high minority enrollment were over twice as likely to have an ineffective teacher as students in schools with low minority enrollment, while students in schools in the highest-poverty quartile were almost three times as likely to be taught by a teacher rated ineffective as a student in a school in the lowest-poverty quartile.

To Access the Report Directly:
Looking at the Best Teachers and Who They Teach
Just Learning: The Imperative to Transform Juvenile Justice Systems Into Effective Educational Systems

In this recent report from the Southern Education Foundation (SEF), they explored the status of effective education in state and local juvenile justice programs and schools, as well as the reasons for encouraging juvenile justice youth to pursue higher education. Additionally, they made an economic argument for providing better education to youth who are incarcerated. Finally, they made the following recommendations: 1) Reorganize the system to advance teaching and learning of students; 2) Set and apply the existing standards for teaching and learning to schools in the state’s juvenile justice system; 3) Establish effective, timely methods of contact; 4) Develop individualized education plans; 4) Establish effective transitions back to school; and 5) Create and maintain useful data systems.

Why Are Black Students Facing Corporal Punishment in Public Schools?

In a disturbing story released by the Hechinger Report, they profile Holmes County in Mississippi, which has a 99% black public school population and uses paddling at all levels of school, starting in preschool. The regulations for the paddle: 30 inches long, ½” thick, and 2-3” wide, are included in the employee handbook for high school teachers. Students are organizing a protest against the policy. According to state figures, teachers paddled students 351 times during the 2013-2013 school year across 9 schools. While Holmes is being used as an example, this practice is used throughout Mississippi. Proponents cite the Bible, the need to teach boundaries, and their own experiences as kids as reasons why corporal punishment should continue.

Brown v. Board at 60

The Economic Policy Institute (EPI) released an issue brief on the current state of desegregation in schools, suggesting that after initial success in integration, schools are more segregated today than at any other point since the 1970’s. This segregation is largely the result of a lack of residential integration. Schools with primarily black student bodies often have less resources and higher percentages of economically disadvantaged students who could actually use additional resources for equal opportunities. Furthermore, federal regulation that communities pursue neighborhood integration have been ignored and programs meant to subsidize low-income families have been in effective.

To Access the Report Directly:
Why Have We Been So Disappointed? What Have We Learned?

See Also:
New York State’s Extreme School Segregation Inequality, Inaction and a Damaged Future

This report by the Civil Rights Project looks at school segregation across New York.

See Also: Segregation Now

This three part series looks at issues around segregation in Tuscaloosa, Alabama providing profiles of three generations of the Dent family.

Performance Gaps Widen as High-Achieving Students Progress in High School

Students of color and from disadvantaged backgrounds, who start high school as high achievers, on average graduate with lower grades and don’t do as well on standardized tests. The report also suggests that the original sample of students who were in the top quartile includes only 1 in 17 black students and 1 in 9 Latino students as compared to 1 in 3 white and Asian students. Also, the average GPA for high-achieving black students was 2.90, for Latino students was 2.97, and for white students was 3.24. Suggestions for this trend include negative teacher perceptions and lack of exposure to AP courses and other advanced classes.

To access the report directly:
Falling Out of the Lead: Following High Achievers Through High School and Beyond
DATA

Understand your data & use it wisely! Tips for avoiding stupid mistakes with publicly available NJ data

Bruce Baker's blog helps to highlight many of the problems with understanding publically-available data. Some of his tips include: 1) Be careful when comparing across grades because different grades have different scaled scores with different cut scores, and the there are different numbers of kids in different grade levels, both of which introduce bias. Not paying attention to this tip and aggregating data to compare grades or schools could be used to game the data. He provides examples of how results change based on unbalanced samples. 2) Measurement matters. The better measure will pick up more variation across settings and will be more correlated. 3) Know your data context.

LEADERSHIP CAPACITY

Does School Board Leadership Matter

A recent report by the Fordham Institute explores the importance of the school board. Using data from a survey of 900 school board members in 417 districts and comparing those results with demographic and achievement data, the report looks at the capacity of school boards to understand conditions and improve learning. They found that 1) Board members, by and large, possess accurate information about their districts and adopt work practices that are generally similar across districts. But there is little consensus about which goals should be central; 2) Districts that are more successful academically have board members who assign high priority to improving student learning; 3) Political moderates tend to be more informed than liberals and conservatives when it comes to money matters; educators and former educators are less informed; and 4) At-large, on-cycle elections are associated with districts that beat the odds.

TEACHER AND STUDENT EXPERIENCE

More Than Half of Students 'Engaged' in School, Says Poll

Student engagement is important for students to succeed in school. In a recent poll, 55% of students were classified as engaged, while 45% of students were not engaged or actively disengaged. The report of these findings emphasizes the importance of individualized learning and the need to promote excitement about the future. The suggestion is that by strengthening leadership, teachers will feel more motivated and increase their engagement.

American Teachers Feel Really Stressed, And It's Probably Affecting Students

Similar to many other professions, in a recent Gallup poll, 70% of teachers responded that they did not feel engaged in their work and 50% of teachers reported that they were stressed. The report suggests that teachers for not feel that their opinions count at work, as compared to 12 other occupations.

In order to access the report referenced in these two articles:

State of America's Schools: The Path to Winning Again in Education

To access the report, you must register with Gallup and then you will receive a link to the report.

At turnarounds, a revolving door for most teachers

School turnarounds in Chicago have been touted for improving student growth on standardized tests; however, more than half are still among the lowest performing schools. In this profile of school turnaround in Chicago Public Schools, the authors discuss how in 16 of the 17 schools that underwent an official turnaround between 2007-2011, more than half of the new teachers hired in year one left by year three and for schools turning around in 2011, 1/3 of the teachers left after year one. When looking at the whole sample, 2/3rds of the teachers, who had been hand-picked, left by the third year, an attrition rate higher than the city as a whole, which already has high turnover.
Obama officials tout Race to the Top, saying it has unleashed ‘enormous positive change’

In a recent interview, President Obama claimed that Race to the Top and the accompanying competitive grants have improved graduation rates and other outcomes for students. He pointed out that the money used to support this initiative makes up only 1% of the overall spending. Opponents argue that RttT was not responsible for the increase in graduates and that are more concerned about unequal funding patterns.

Many States Left Key NCLB Flexibility on the Table

Of the 42 states with waivers from the federal government, only 18 of them responded to the opportunity to use multiple measures instead of just test scores for accountability. Of those 18 states, the alternative measures that they use are usually different tests, such as the SAT or ACT. Part of the reason that states continue to rely on tests is that creating new measures is expensive and time consuming.

U.S. Department of Education Announces Awards to Alabama and California to Continue Efforts to Turn Around Lowest-Performing Schools

Alabama will receive $7,391,039 and California will receive $57 million dollars in order to fund new cohorts of schools with federal School Improvement Grants (SIG). The state administers the money to the State Educational Agencies (SEA) to hand out as subgrants.

Washington Loses Waiver on No Child Left Behind

Washington state was the first state to lose their waiver from No Child Left Behind because they ignored the federal requirement that they include student performance data in teacher evaluations, a controversial practice not supported by the WEA.

Is a New Federal Early Learning Initiative Duplicative?

The Center for American Progress addressed the claim that expanding early learning opportunities would overlap with existing programs and found that was not the case. Only less than 1/3 of low-income students can currently get support for publically funded or subsidized preschool. The Strong Start for America’s Children Act would serve more like 40% of low-income children. They go on to explain that while it may look like there are 45 early childhood programs, only 12 directly fund slots. They also provided a summary of all 45 programs, who they serve, and the funding provided. The center argues that the existing programs are not all high-quality, do not serve enough children, are underfunded, and are often limited in scale.

Barack Obama cracks down on poor teacher training

The next focus of the federal government’s education initiative is the quality of teacher teaching. In line with current approaches to policy, the administration plans commit tens of millions to incentivizing teacher training programs that have proven their worth by producing teachers who increase student achievement, as determined by test scores. In addition to student data, teacher preparation programs will be evaluated based on how many of their graduates find teaching jobs and how long they stay in the profession. A draft of the new regulation will be released to the public this summer.

Graduation Rates Inch Upward, But Achievement Gaps Remain

Starting in 2005, the U.S. Department of Education made an agreement with the National Governors Association to track four-year cohort graduation rates, becoming a requirement in 2008. According to the report, the four-year graduation rate reached 80% during the 2011-2012 school year, up one percent from the previous year. The report also found that while gaps still exist based on race, SES, ELL, and special education, all groups are making gains.

To Access the Report Directly: GradNation
A Research Agenda for the Common Core State Standards: What Information Do Policymakers Need?

The Center on Education Policy (CEP) is conducting an ongoing study meant to better connect research on the Common Core Standards to policy and practice. In a recent report, they spoke to state and local policymakers to better understand their needs around collecting and using data. There were four areas of research that emerged: 1) case studies of successful implementation of the CCSS; 2) studies of outreach strategies; 3) studies of state education agencies capacity; and 4) analyses of the impact of federal requirements.

Pencils Out

In this interview with Linda Darling-Hammond, she discusses the Common Core Standards and the role of assessment. She suggests how the standards themselves are well-intentioned but that the extreme focus on testing may be obscuring their value and causing the US to over rely on assessment. She wants us to move from “test and punish” to “assess and improve.”

How Common Core disintegrated in Indiana

This article outlines the rise and fall of the popularity of the Common Core Standards in Indiana, early adopters of the standards that recently decided to negate the use of the standards. A grass-roots movement grew, largely led by tea party conservatives concerned with federal overreach, that also garnered the support of liberals worried about the attack on teacher autonomy. The author also believes that the government did not build consensus and that a shift in power at the state superintendent level played a role in the dissolution of the standards.

For follow up information:

Indiana panel approves new school standards

New legislation cuts number of SOLs tests

In Virginia a bill passed eliminating five tests in elementary and middle school, reducing the total number to 17 from 22 tests. In the place of tests, schools and districts will develop project-based assessments.

New York City Reducing Role of Tests in Advancing Students to Next Grade

New York City passed a new policy that students in grades 3-8 would be assessed for promotion based on more than standardized tests. In addition, the schools will use writing samples, class projects, and grades to determine whether a student is prepared for the next grade.

Want to Try Out the PARCC tests?

This website allows you to try out PARCC tests.
**CHARTER SCHOOLS**

**New York Schools: The Roar of the Charters**

In this article by Diane Ravitch, she discusses the power of private funders in guiding the political agenda of schools. Despite De Blasio’s plan to slow the expansion of the charter movement, the resisters used their abundant funds and PR firms to run a campaign against his decision to not grant space to three new charter schools that would displace special education students. He also hoped to expand preschool by raising taxes by $1000 dollars for people making over $500,000 but was met again with opposition.

*See Also:*

**New York Finds Space for 3 Charter Schools**

**Mixed results for charter schools statewide in new study**

Recently, the Center for Research on Education Outcomes (CREDO) released a report on the success of charter schools in California. Using data from grades 2-11, the researchers found that students in the aggregate performed better in reading but often did worse in math. Even though 32% of charters outperformed traditional schools in reading, there were 21% of charters that underperformed. In math, 37% underperformed, while 29% outperformed traditional schools. Using matching based on demographics and geographical location, the study found that students gained 14 days in reading but lost the equivalent number in math. Charters were also more successful in urban areas and less successful in rural areas. Finally they found that charter high schools overall performed worse, while middle and elementary schools did slightly better.

**Teacher job protections attacked, defended in landmark trial’s closing arguments**

The Vergara case came to a close last month. For those who haven't followed the story, the trial was to determine if certain policies offering job protection to teachers were violating students constitutional right to an equal education. The lawyer for the nine students questioned superintendents, teachers, parents, the plaintiffs, and researchers trying to make the case that tenure and firing policies forces students into having to settle for lower quality teachers. Harvard economist Chetty testified as to the harm that a highly ineffective teacher can do on student outcomes. The other side focused on the poor measures of teacher effectiveness, as well as the argument that current policy, as it stands, allows districts to fire bad teachers. The trial is a bench trial that will be decided by the judge within 90 days of April 10th.

*To Read More on the Case:*

**Why Vergara Is a Loser for Both Sides**

In a related story:

**Bobby Jindal, teachers reach agreement over firing appeals process**

After a dismissed teacher appealed the decision and won, Louisiana governor Bobby Jindal has agreed to alter the state law known as Act 1. The district judge determined that the process set up for appealing dismissal was unconstitutional because it did not allow for due process. Teachers under the legislation could appeal to a three person board: an appointee from the school superintendent, an appointee from principal who initiated the firing and an appointee from the teacher who was dismissed.

**Using Texas’ model, more states mull ‘religious viewpoints’ in schools law**

An interesting policy issue arising in several states has to do with the right of students to express religious beliefs during the school day or during school-sponsored events. In 2007 in Texas, lawmakers passed the Religious Viewpoints Antidiscrimination Act (RVAA), which requires districts to treat religious expression the same as nonreligious expression in assignments and extracurricular activities, allowing students to express their religious beliefs during the school day. During this past year, Tennessee and Virginia passed similar bills; and several other states are making efforts to enact analogous legislation.