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

Table of Contents

Headquarters Updates
UCEA Announcements pp. 2-11

Research & Headlines
UCEA Publications Highlights pp. 12-24
Educational Leadership p. 15
Federal Policy p. 16
State Policy p. 17

UCEA Connections Editors
Amy Reynolds & Angel Nash, UCEA Headquarters
Graduate Research Assistants

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

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

Important Upcoming Dates for the 2015 UCEA Convention

- Sunday, May 10, 2015 (11:59 PM EST)—Proposals due, All Academic closes (extended from original deadline of May 8, 2015)
- Monday, June 1, 2015—Registration opens (take advantage of early bird registration rates!)
2015 UCEA Convention Call for Proposals

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

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

The site for submitting proposals will open on April 6, 2015. All proposals must be received by May 10, 2015 (extended from 5/8), and must adhere to the requirements in the Call for Proposals.

Criteria for Review of UCEA Convention and UCEA GSS Proposals

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

All other proposals will be evaluated for

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

2015 UCEA Graduate Student Summit Call for Proposals

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

The UCEA Graduate Student Summit is an extension of the UCEA Convention. In keeping with the UCEA Convention, students should demonstrate how their proposals for the GSS address the UCEA Convention theme, “Re-Imagining the Frontiers of Education: Leadership With/In Transnational & Transcultural Spaces.” Please refer to the 2015 Call for Proposals for a full discussion of the 2015 Convention theme.

It will include:

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

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

We will begin accepting proposals on April 6, 2015. All proposals must be submitted electronically per the directions located at the UCEA GSS site. Proposals must be received by May 10, 2015 (extended from 5/8).
Congratulations to the 2015 Clark Scholars! This year the seminar will was held prior to AERA in Chicago on April 15-16, 2015. Participants and faculty enjoyed two days of generative dialogue, panel discussions featuring our distinguished faculty mentors, and an engaging keynote talk from Anthony Bryk. Congratulations to all involved!

2015 Clark Seminar Faculty

UCEA
Planning Committee: Michelle Young, University of Virginia
Curtis Brewer, University of Texas at San Antonio
Mark Gooden, University of Texas at Austin
Jane Lindle, Clemson University
Bradley Portin, University of Washington

AERA Division A
Planning Committee: Bonnie Fusarelli, North Carolina State
Scott Bauer, George Mason University
Donald Hackmann, University of Illinois
Diana Pounder, University of Central Arkansas
Megan Tschanne-Moran, College of William and Mary

AERA Division L
Planning Committee: Jennifer Rice, University of Maryland
Mark Berends, University of Notre Dame
Luis Huerta, Teachers College, Columbia University
Betty Malen, University of Maryland
Tina Trujillo, University of California, Berkeley

2015 Clark Scholars

Jared Boyce, Teachers College, Columbia University
Stephanie Brown, Florida State University
Kevin Condon, University of Illinois, Chicago
Dionne Cowan, Georgia State University
F. Chris Curran, Vanderbilt University
Daniella Hall, Penn State University
Pakethia Harris, University of South Florida
Rodney Henderson, Howard University
Laura Hernandez, University of California, Berkeley
Alice Huguet, University of Southern California
Todd Hurst, University of Kentucky
Amy Illingworth, San Diego State University
Detra D. Johnson, Texas A&M University
Kierstyn Johnson, Virginia Commonwealth University
Mary F. Jones, University of Illinois at Chicago
Sarah Hale Keuseman, The University of Iowa
Jeffry King, Texas State University
Priya Goel La Londe, University of Illinois, Urbana-Champaign
Stuart Littlejohn, George Washington University
Hector D. Lopez, University of Texas at San Antonio
D. Gavin Luter, University at Buffalo, SUNY
Bryan A. Mann, Pennsylvania State University
Ashley E. McKinney, University of Utah
Kelly McMahon, University of Michigan
Erika Bernabei Middleton, New York University
Adam Miller, Florida Atlantic University
Jason P. Murphy, Rutgers
Miguel Ordenes, University of California, Berkeley
Karen O'Reilly-Diaz, University of Washington
Jada Phelps-Moultrie, Indiana University (IUPUI)
Lindsay Redd, University of Texas at Austin
Amy L. Reynolds, University of Virginia
Nicole Spencer, University of Missouri
Cameron Sublett, University of California Santa Barbara
Ariel Tichnor-Wagner, UNC at Chapel Hill
Nicole Vaux, University of Alabama
Jessica Wallenstein, Teachers College, Columbia University
Rachel White, Michigan State University
Rodney S. Whiteman, Indiana University
Leslie Wiggins, George Washington University
Sarah Jane Zuckerman, University at Albany, SUNY
UCEA Call for Awards Nominations

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

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

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

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

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

Please send nominations electronically to ucea@virginia.edu.

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

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

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

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

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

Graduate students who are interested in applying for the position should submit the following materials by June 1st, 2015.
1. A one-page statement of interest that explains why the applicant is interested in serving, describes relevant prior experience, and details specifically what the applicant can contribute to the GSC
2. Current curriculum vitae
3. Letter of support from your institution's PSR (see below)

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

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

If you liked the podcast Serial and you are interested in educational leadership, this resource is for you! Check out a new teaching resource from the Penn Graduate School of Education here: [http://midcareer.gse.upenn.edu/backchanneledu](http://midcareer.gse.upenn.edu/backchanneledu). With ten episodes and counting, #BACKCH@NNELedu is a resource for scenario-based ed leadership podcasts. Podcasts range from 15 to 30 minutes and traverse a variety of topics and settings. Check it out and see how you might be able to use it and think about contributing your own episode!
Call for Submissions for the 2015 UCEA Film Festival

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

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

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

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


Video Submission Guidelines:

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

· Video Running Time - 5 minutes or less

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

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

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

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

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

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

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

  Jennifer Friend, Ph.D.  Email: friendji@umkc.edu
  Assistant Dean, School of Graduate Studies | University of Missouri-Kansas City
  300F Administrative Center | 5115 Oak Street | Kansas City, Missouri 64110
Preparing Practitioner-Scholars for Education Research: Conceptualizations, Approaches, and New Directions

Special Issue Editors:
Chad Lochmiller, Indiana University
Jessica Nina Lester, Indiana University

Theme of the Special Issue

The purpose of this special issue of the Journal of Research on Leadership Education (JRLE) is to bring together methodological, theoretical, and empirical discussions that illuminate the unique challenges and possibilities of preparing practitioner-scholars for educational research. For this issue, practitioner-scholars refer to graduate students who are pursuing their Ed.D. or Ph.D. and are primarily interested in returning to their roles as classroom teachers, teacher leaders, school administrators, and district executives after completing their graduate programs.

The special issue is designed to appeal to both faculty and graduate students who are engaged in methods training, independent research, and scholarship that focuses on educational leadership. The guest editors are particularly interested in manuscripts that provide examples of concrete pedagogical strategies that faculty or students found helpful when working with practitioner-scholars; however, theoretical and empirical manuscripts are welcome.

Topically, the special issue will include articles that describe one or more of the following:

- Discussing pedagogical strategies that work well with practitioner-scholars and relate to Action Research, Qualitative Research, Quantitative Research, and Mixed Methods Research
- Conceptualizing practitioner-scholarship as a distinct and emerging research field
- Describing the process of designing education research
- Examining the possibilities or challenges of mentoring practitioner-scholars as independent researchers
- Describing issues related to positionality, reflexivity, power, and privilege in the research process

For questions about this special issue, please contact Chad Lochmiller, guest editor, at clochmi@indiana.edu or (812) 856-0895

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

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

*International Perspectives on Women In Educational Leadership*

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

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

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

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

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

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

Send inquiries and completed proposals to Elizabeth C. Reilly at elizabeth.reilly@lmu.edu.
Moral Literacy and Ethical Leadership
From the Local to the Global
October 15 - 17, 2015
The Nittany Lion Inn, University Park, Pennsylvania, USA

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

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

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

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

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

Featured Speakers:
Dr. Davin Carr-Chellman, The Pennsylvania State University
Dr. Moses Davis, The Pennsylvania State University
Dr. Crystal Sanders, The Pennsylvania State University
Dr. Joan Politer Shapiro, Temple University
Dr. Megan Tschannen-Moran, College of William and Mary
How the Framing of Instructional Coaching as a Lever for Systemic or Individual Reform Influences the Enactment of Coaching
By Melinda M. Mangin & KaiLonnie Dunsmore
Instructional coaching is framed as both a means for systemic and individual reform. These competing conceptualizations of coaching as a mechanism for change have not been systematically examined, and therefore, we know little about how the framing of instructional coaching initiatives affects the enactment of coaching. In response to this gap in the literature, we examined one district’s efforts to use literacy coaching as a means to facilitate system-wide changes in literacy practice. Our investigation asks: How does the framing of coaching as a lever for systemic and/or individual reform influence the enactment of literacy coaching? Qualitative data were collected from four literacy coaches in one district including time allocation logs, interviews (n = 32), recorded discussions, and written documentation. Additional data related to the coaches’ training program included observations of 22 training sessions, interviews with the program leaders (n = 7) and regional district leader (n = 3), and survey data from training participants.

A Measure of the Quality of Educational Leadership Programs for Social Justice: Integrating LGBTIQ Identities Into Principal Preparation
By Michael P. O’Malley & Colleen A. Capper
The purpose of this study is to investigate how aspiring principals in the United States are prepared for social justice leadership, by focusing particular attention on equitable leadership for lesbian, gay, bisexual, transgender, intersex, and questioning (LGBTIQ) persons as a measure of the quality of educational leadership programs. We performed descriptive analysis of Likert-type scale responses with cross-tabulation of selected survey questions and constant comparative analysis of open-ended questions. The descriptive analysis provides a one-moment-in-time snapshot of the perceptions of particular education leadership faculty. As such, the data are illustrative of certain patterns evident across the national sample rather than definitive of these programs.
Beyond “Autopsy Data”: Bolstering Teacher Leadership, Morale, and School Improvement
By William Sterrett & Eric Trizorry
Teacher working conditions surveys provide biennial, comprehensive data regarding school leadership. This case describes how a Title I middle school principal proactively addresses end-of-year data to address identified needs and growth areas in a collaborative manner in her middle school. The principal works in a concerted manner with an assistant principal, district liaison, and teacher leaders to make a collaborative correction in her school to foster time in collaboration, increased teacher leadership, and enhanced professional development.

Separate and Unequal at Hillsborough High: A Principal’s Challenges in Integrating “Academic” and Career and Technical Education Coursework
By Joel R. Malin & Donald G. Hackmann
Dr. Edward White, Hillsborough High School principal, has decided to allocate faculty in-service time to address an unproductive chasm between academic and career and technical education programming within the school, which has created tensions among the faculty. On returning to his office after the professional development session, which was generally positive, he is confronted by his associate principal for curriculum, who is upset because she was excluded from the process. This case provides an opportunity for students to explore the importance of developing a college- and career-readiness curriculum, as well as to strategize mechanisms to resolve conflicts among colleagues.

Site-Based Management Versus Systems-Based Thinking: The Impact of Data-Driven Accountability and Reform
By Ian M. Mette & Ed Bengtson
This case was written to help prepare building-level and central office administrators who are expected to effectively lead schools and systems in an often tumultuous world of educational accountability and reform. The intent of this case study is to allow educators to examine the impact data management has on the types of thinking required when leading school systems, particularly in larger school districts. Educators studying this case should examine the strengths and weaknesses of site-based management as well as systems-based thinking, specifically how both can play a role in how schools and school systems are led in the age of accountability and reform.

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

Florida Senate Bill 1108: A Case Study and Analysis of Implications and Impact
By Michael R. P. Bailey & Kate Bauer-Jones
In the summer of 2013, the State of Florida passed legislation that, among other things, gave parents of students with significant cognitive disabilities the right to refuse a separate curriculum and/or school for their child. This case frames the legal ramifications of Florida Senate Bill 1108 through the lens of the landmark Supreme Court case Schaeffer v. Weast. In doing so, it will explore how one family’s struggle to navigate the special education system has taken on a new light in light of this legislation.

“Who Has Time for This?” Negotiating Roles in Instructional Supervision and Evaluation
By Chris Willis & W. Kyle Ingle
This case examines how school leaders manage the increased demands of a new state-mandated teacher evaluation process. Subject to negotiations, districts and their local teacher unions can allow for teachers to be credentialed and serve as evaluators within their own schools. The challenge is examined through both the opportunity costs of this new evaluation system and the cultural capacities of the administrators and teachers to foster trust and professionalism in a unionized educational environment.

Standing at the Crossroads: The Pedagogical Intersection Between Standards and Relationships
By Jeffry King
The purpose of this case is to examine the connection between the pedagogical practices of standards and relationships. Although research supports the importance of both practices, current efforts often construct a situation where educators must choose between the two. This perception pits one practice against the other, demanding educators choose a side without first reflecting on the validity of the dichotomy. Instead of forcing a choice between standards and relationships, this case explores alternatives for administrators to construct a more holistic pedagogical approach to learning that begins at the intersection of the two practices.

Diversity and Inclusion in Social Media: A Case Study of Student Behavior
By Debra Daugird, Marlena Everett, Mary Jones, Lisa Lewis, & Angela White
A freshman student posts on her social media account remarks that reflect intolerance and bigotry. Fellow students and faculty are upset, and disciplinary action follows. Was the student’s right to free speech infringed or were the rights of others to a welcoming and inclusive environment infringed upon? This case guides the reader through some of the issues associated with the currently confusing world of social media as it intersects with diversity issues. Discussion prompts and activities will prepare faculty and administrators to consider institutional culture, professionalism, and equity issues in an educational setting.
The Urban School Leaders Collaborative: Twelve Years of Promoting Leadership for Social Justice
By Betty Merchant & Encarnación Garza

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

Special Issue Concluding Article: What Makes a Leadership Preparation Program Exemplary?
By Stephen Jacobson, Martha McCarthy, & Diana Pounder

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

Cultivating Exemplary School Leadership Preparation at a Research Intensive University
By Shelby Cosner, Steve Tozer, Paul Zavitkovsky, & Samuel P. Whalen

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

**Louisiana principals could have more say in teacher evaluations, be judged on school scores**

The Education Superintendent of Louisiana has proposed that public school principals have more say in teacher evaluations. The previous value-added model predicts student assessment performance and evaluations teacher on how well students fulfilled those predictions. The new plan also proposed that principals be evaluated in part on the their school’s performance score. In developing teacher evaluations, principals would be able to observe teachers as often as necessary.

Keywords: teacher evaluations, principal autonomy

STUDENT LEARNING AND CURRICULUM

**NAEP Results Show Social Studies Stagnation**

The Nation’s Report Card results recently showed no improvement in social studies knowledge for the nation’s eighth graders. Approximately 29,000 eighth graders took the test. The 2014 results on the National Assessment of Education Progress (NAEP) have not increased much since the 2010 testing. The tests measure proficiency in US history, civics, and geography. Some believe that the emphasis on STEM subjects and reading has caused social studies to be pushed aside.

Keywords: social studies, Nation’s Report Card, National Assessment of Education Progress (NAEP)

TEACHERS

**Teacher Leadership: The Pathway to Common Core Success**

The Center for American Progress (CAP) partnered with Teacher Union Reform Network (TURN) to identify leading school districts that provide opportunities for teacher involvement in decision-making for Common Core implementation. CAP conducted listening and learning sessions with five school districts. They identified common teacher leadership opportunities including participation in district- and school-level governance, district or union special assignments in lieu of classroom assignments, Common Core transition practice in the classroom, professional development, collaboration time, and writing, developing, and choosing instructional materials.

Keywords: Common Core testing, governance, teacher autonomy

RECENT RESEARCH

**Achievement Gap Narrows as High School Graduation Rates for Minority Students Improve Faster than Rest of Nation**

Newly released data from the U. S. Department of Education’s National Center for Education Statistics shows that the graduation rates of Black and Hispanic students increased by 4 percentage points form 2011 to 2013. This increase outpaces the growth of all students in the nation. U.S. students are graduating from high school at a higher rate than ever before, with the rate hitting 81 percent in 2012-2013. This is the highest level in the nation’s history.

Keywords: high school graduation rate, achievement gap

**Amid a statewide surge, city’s opt-out movement is small but growing**

An increasing number of parents are deciding to formally refuse to allow their children to take standardized tests in their schools. Some districts have witnessed their schools’ refusal rates jump from 4 percent last year to 36 percent this year. Some principals and teachers are encouraging their students’ parents not to opt out of testing, while other school personnel have offered panels and sent letters home in which they openly discuss their perceived ineffectiveness of state tests.

Keywords: state testing, opt-out
Idaho Seeks Renewal of ‘No Child Left Behind’ Waiver

The Idaho Department of Education is seeking federal permission to renew its waiver option out of major parts of the federal education program. The state plans to give local districts more control over the way they decide to improve low-performing school. It would like to suspend use of the five-star school rating system, in place since 2012, and realign its accountability system.

Keywords: school accountability system
ALL STATES

Free and compulsory school age requirements

Nationwide, policymakers are pushing for expanding the free and compulsory school age. Increasingly, more states are considering allowing students to start school earlier in life to that they can access free education sooner. Currently, 24 states and the District of Columbia required students to attend school until they are 18 years old. In some states, children as young as three years old are considered school age. Across the country, students are required to stay in school for as many as 13 years and as few as nine years. This report shows each states requirement and the exemptions that are currently in place.

Keywords: school age requirements, school attendance

IDAHO


A recently released annual report shows that more than half of the 48 charters authorized by the Idaho Public Charter School Commission are among the top performing public schools options in their communities. Charter schools are also in healthy financial status and in good operational standing. The charters school tended to have lower enrollments of non-white, low-income, special education, and English language learners than traditional public schools.

Keywords: charter schools, charter school leadership, school operations

MONTANA

Montana Offers A Boost To Native Language Immersion Programs

A new state bill in Montana is providing for an increasing among of Native American students to have the opportunity to learn more about their culture. The bill subsidizes Native American language immersion programs in Montana public schools. This is the first time that a state will be supporting immersion programs – which offer instruction in an indigenous language for at least half of the school day.

Keywords: indigenous language, language immersion

NEVADA

Nevada testing problems impede school accountability ratings

Nevada state testing administrators voted to suspend reporting of its school accountability ratings due to weeks of technology issues that marred online testing systems. The Nevada State Board of Education decided to carry over its school campus ratings from the 2013-2014 school year to the 2014-2015 school year because of the technical errors, which included server glitches. Only 11.5 percent of the third- to eight-grade student population successfully completed the math portion of the online assessment. The Deputy State Superintendent for Student Achievement reported that the department would not make any high-stakes decisions, such as closing a campus, based on the school rating that will carry over to the current year.

Keywords: school accountability, state testing

OHIO

School Closures and Student Achievement: An Analysis of Ohio's Urban District and Charter Schools

A recent analysis of school closures in Ohio’s eight largest urban areas shows that displaced students were disproportionately Black, economically disadvantaged, and low achieving. Overall, displaced students ended up in more effective schools that had a positive impact on their academic achievement.

Keywords: school closures, academic achievement impact

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