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

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

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

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

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

Important Upcoming Dates for the 2016 UCEA Convention

- Monday, May 9 (11:59 PM EDT)—Proposal submissions window closes
  - Wednesday, June 1—Registration opens (see rates here)
2016 UCEA Convention Updates

The 30th annual UCEA Convention will be held at the Detroit Marriott Renaissance Center in Detroit, Michigan. The Convention will open on Thursday, November 17th and will close on Sunday, November 20th. The purpose of the 2016 UCEA Convention is to engage participants in discussions about research, policy, and practice in education with a specific focus on educational leadership.

Members of the 2016 Convention Planning Committee are UCEA President Elect April Peters-Hawkins (University of Georgia), Wayne Lewis (University of Kentucky), Kristy Cooper (Michigan State University), and Dana Thompson Dorsey (University of North Carolina).

2016 UCEA Call for Proposals

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

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

Introducing… the Single Sign-On!

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

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

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

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

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

For any questions or concerns, please email UCEA at uceaconvention@gmail.com OR call UCEA at 434-243-1041. We appreciate any and all feedback as we continue to improve our website and convention experience for the UCEA community.
2016 UCEA Convention Hotel

We are proud to announce the 2016 Convention Hotel – the Detroit Marriott Renaissance Center in Detroit, Michigan! Recently renovated, it is located on the river walk and includes a food court and Starbucks. Room rates are as follows:

- Single/Double/+: $159.00

For the UCEA room rates, please use this passkey to explore the hotel and make your reservations online, or call (313) 568-8000.

2016 UCEA Film Festival Call for Videos

The 2016 UCEA Convention will play host to the 5th annual UCEA Film Festival! UCEA has opened an opportunity for submissions of 5-minute videos that explore broadly the landscape of quality leadership preparation, including our research and engaged scholarship, our preparation program designs and improvement efforts, our policy work, and the practice of educational leaders. To submit your film, please use this submission form. All film submissions are due by July 31, 2016.

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

2016 Clinical Call for Proposals

According to recent research conducted by Hackmann and McCarthy (2014) on the educational leadership professoriate, clinical faculty members are the most quickly growing segment of leadership preparation program faculty. In an effort to tap the interests and expertise of this growing faculty community, UCEA is piloting a strand of sessions focused on the work of clinical faculty. If you are a clinical faculty member, please consider submitting a proposal for the UCEA Convention highlighting your research and development activities, and/or share the call with colleagues who might be interested. UCEA’s proposal submission system opens April 6th, and guidelines for submitting a Clinical Proposal are included below.

2016 UCEA Graduate Student Summit—Call for Proposals

The 2016 UCEA Graduate Student Summit Call for Proposals has been released! It can be downloaded from the UCEA GSS webpage.

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

Please Note:

- The 5th annual UCEA Graduate Student Summit will be held November 16-17, 2016 at the Detroit Marriott Renaissance Center in Detroit, MI.
- The 30th annual UCEA Convention will be held November 17-20, 2016 at the Detroit Marriott Renaissance Center in Detroit, MI.
- AllAcademic will open for proposal submission on Wednesday, April 6, 2016. All proposals are due by May 9, 2016 at 11:59 PM EDT.

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

Should you have questions at any point, feel free to email the UCEA Graduate Student Council at uceagradconness@gmail.com.
New Book: Lessons on the Lowest-Performing Schools

The years from 2002 through 2015 represent the high-water mark for federal, state, and local efforts to improve the plight of America’s lowest-performing schools. A President from each political party took advantage of their tenure in the White House to help schools leave no child behind. In the process they found themselves trying to prevent the quest for educational accountability from colliding with the cause of educational equity.

Professor Daniel L. Duke believes that the recent reauthorization of the No Child Left Behind Act – the Every Student Succeeds Act – is a good occasion to reflect on what has been learned from 15 years of intense effort by states and local school districts to turn around persistently low-performing schools.

Using comparative analysis, Duke examines selected states and school districts that achieved impressive gains with those that lagged behind. One lesson that emerges from this work concerns the quest for panaceas. While it is understandable that policy makers hope to scale up local successes, the evidence more often than not favors highly idiosyncratic solutions customized to local conditions, including available resources, political circumstances, and labor-management relations.

Another lesson is that every strategy for raising student achievement has the potential to generate unanticipated problems. A move to close a low-performing school, while well-intentioned, can disrupt an already destabilized neighborhood and transfer students to other low-performing schools. Louisiana’s Recovery School District has been relatively successful at expanding educational choice for the children of New Orleans, but Michigan’s attempt to create its own statewide takeover district for failing Detroit schools has foundered amidst political infighting.

Conversations of low-performing public schools to charter schools, one of the options under No Child Left Behind Act and the Obama administration’s Race to the Top, has an uneven track record. When Tennessee’s Achievement School District insisted that charter organizations take over existing neighborhood schools in Memphis, local leaders discovered that charter organizations preferred to start schools from scratch. Urban charter schools in several large Ohio cities have struggled to match student outcomes in traditional public schools.

Duke’s findings underscore the necessity of effectively engaging parents and community partners in efforts to turn around low-performing schools and districts. Yet even parent and community support cannot overcome the absence of highly qualified teachers and principals. Duke predicts that the greatest challenge facing turnaround efforts in the future will be recruiting and retaining talented educators, especially minority educators, to work in the neediest schools.

IES Announcement: Research Grant Competitions Announced — New Topic Areas include Arts, Career Technical Education, and Student Mobility

The Institute for Education Sciences (IES) is the nation's engine for research that can be used to improve teaching, learning, and student outcomes. One of the major ways that IES fulfills its missions is through grants that can be used to identify and study educational challenges, develop and test innovative solutions, and improve the research field.

Today (March 28, 2016), IES' National Center for Education Research (NCER), released the funding announcements for two of its Fiscal Year (FY) 2017 grants competitions—Education Research Grants (84.305A) and Statistical and Research Methodology in Education Grants (84.305D). Full information is available on IES Funding Opportunities website and the Federal Register. The IES Funding Opportunities website also has information about funding webinars.

The remaining grant competitions, including those from the National Center for Special Education Research (NCSER), will be announced later this week.

Education Research Grants

The Education Research Grants focus on outcomes and challenges on a broad range of topics at all levels, including early childhood, elementary, secondary, postsecondary, and adult education. Grants can be funded for up to five years and support many kinds of projects, including exploratory research, development and pilot-testing of new interventions, efficacy and effectiveness studies, and measurement studies. For this year's competition, NCER has added three special topics for which it will accept applications:

- **Arts in Education**: Research investigating the relationship between arts participation and education outcomes or the effects of arts programs on education outcomes;

- **Career Technical Education (CTE)**: Research on policies, programs, and practices that are aimed at increasing career readiness in K-12 students. IES is particularly interested in understanding what types of CTE programs work best, for whom, and under what conditions. (Read a blog post on the need for more CTE research); and

- **Educating Highly Mobile Students**: Research to improve the education of students who are highly mobile, including those who are homeless, in foster care, from migrant backgrounds, or are from military families. These students often face many learning challenges and IES is interested in developing a body of evidence on effective policies and practices that support the educational needs of highly mobile students.

As in previous years, IES is accepting applications for research in Cognition and Student Learning; Early Learning Programs and Policies; Education Leadership; Education Technology; Effective Teachers and Effective Teaching; English Learners; Improving Education Systems; Mathematics and Science Education; Postsecondary and Adult Education; Reading and Writing; and Social and Behavioral Context for Academic Learning.

Statistical and Research Methodology in Education

As part of its commitment to improve the quality and quantity of research, IES funds projects that seek to advance education research methods and statistical analyses. The long-term outcome of this research program will be a wide range of methodological and statistical products that will better enable education scientists to conduct rigorous education research.

For the FY 2017, there are two topics in this area: Regular Grants and Early Career Grants for researchers who completed their doctorates on or after April 1, 2012. Grants can be funded for up to three years.

Visit the IES website to view previously funded grants in all competition areas.

Important Links:

- IES Funding Opportunities Website
- Federal Register Announcement
US DEPARTMENT OF EDUCATION: Upcoming Grant Competitions in 2016

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

**Fulbright-Hays Programs**

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

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

**Title VI Programs**

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

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

**INVESTING IN INNOVATION (i3), U.S. Department of Education: Call for Peer Reviewers**

CONTEXT: In the FY 2016 Development grant competition, the U.S. Department of Education’s Investing in Innovation (i3) Program seeks to support innovative K-12 education projects that have the potential to serve as models of best practice for increasing student achievement among high needs students.

WHO: i3 now seeks principals and other school leaders, teachers, foundation officers, university faculty, researchers, professional development providers, and other individuals who have significant K-12 education experience to serve as reviewers in the following priority areas:

- **Promoting Diversity**
  - Familiarity with socioeconomic integration strategies within and across districts
  - Expertise in racial, cultural, and socioeconomic issues that affect student achievement
  - Expertise in district recruitment, enrollment, and application policies and practices
  - Familiarity with issues such as school attendance boundaries, district choice policies, magnet school or charter school admissions, and transfer policies

- **Improving School Climate**
  - Expertise in programs to improve school climate and culture as a means of improving student outcomes
  - Familiarity with school discipline policies and practices and how they affect disparities in student achievement
  - Understanding of the root causes of disciplinary problems
  - Familiarity with alternative discipline practices and behavioral supports

(Continued on next page)
Headquarters Updates

Improving Students’ Non-Cognitive Skills and Behaviors

- Familiarity with strategies to improve students’ development of skills and behaviors such as academic mindset, perseverance, self-regulation, social and emotional skills, and approaches to learning.
- Familiarity with school policies and practices to promote such skills and behaviors.
- Familiarity with research on the relationship between non-cognitive skills and learning.

Implementing College- and Career-Ready Standards and Assessments

- Familiarity with school practices to implement college and career-ready standards and associated assessments.
- Experience implementing rigorous standards in instruction.
- Experience in using assessment data to improve instruction and student learning.

Improving Rural Education

- Expertise in Implementing Programs in Rural Schools/Districts.
- Experience in at least one of the four priority areas listed above (diversity, school climate, non-cognitive skills, or standards and assessments).

Evaluation Design/Research

- Expertise in research design and evaluation.
- Experience conducting randomized controlled trials (RCTs), quasi-experimental designs (QEDs) and other rigorous studies.
- Familiarity with What Works Clearinghouse standards.

The Notice Inviting Applications includes a complete description of each priority and explains in more detail what i3 is looking to fund. The NIA is available at https://www.gpo.gov/fdsys/pkg/FR-2016-04-25/pdf/2016-09436.pdf.

Instructions to Apply to Become a Reviewer

- To serve as a reviewer, you must register as a reviewer and submit your resume in G5 (www.g5.gov). For support with this process, it is recommended that you consult the PowerPoint instructions (see the link within the online version of this form at http://innovation.ed.gov/investing-in-innovation-i3-call-for-peer-reviewers/). If you need additional help, you may contact the G5 helpdesk at edcaps.user@ed.gov or call 1-888-336-8930. When the system prompts you for your areas of specialization, select all that are applicable to you, but please ensure you select at least one of the aforementioned i3 priority areas such as: “School Climate,” “Rural Education,” etc. Please note that registering in G5 does not guarantee that you will be selected as a reviewer.
- To expedite consideration of your resume, you may also send a copy (maximum of 5 pages) to i3peerreview@ed.gov. However, you cannot be selected unless you register in G5.
- On your resume, include bullet points highlighting your expertise in each priority area in which you wish to be considered.
- Please also indicate on your resume whether you have previously been an i3 reviewer, whether you have worked on a funded i3 grant project, or whether you have served as a project director or staff person on another recent Department of Education grant.
- Please note: you are not eligible to be a reviewer if you will be applying to the competition, if you will be involved in the preparation of a grant application, or if you would stand to benefit from an application that were to receive funding in this new competition. You are eligible, however, if you are a current or past i3 grantee and are not submitting a new application.

Responsibilities/Payment

- Dates of review are approximately June 2 to June 28, 2016.
- You will be expected: a) to participate in a one-hour orientation webinar; b) to read and review approximately 15-20 preliminary applications (7-pages in length); to participate in approximately three (3) panel discussion conference calls (each several hours in length); and to complete revisions of your reviews based on the panel discussion. All reviews will be submitted in the Department’s online G5 system.
- For the Development i3 competition, payment will be $75 per application after successful completion of all required tasks.

Reviewer Selection

Reviewers who are selected to participate will be contacted by i3’s contractor, Longevity, and asked for additional information about contact information, availability, and potential conflicts of interest. Those not selected will remain in the i3 reviewer pool for future competitions, including the Validation and Scale-up competitions to be announced later this year.

Program Information

For more information about the i3 Program or to access information about the 2016 i3 competition, go to http://innovation.ed.gov/what-we-do/innovation/investing-in-innovation-i3/. Please direct all questions about peer review to the i3 Peer Review inbox at i3peerreview@ed.gov.
2016 Excellence In Educational Leadership Award
Deadline: Monday, March 28, 2016
Recognize a distinguished and practicing school administrator who has an exemplary record of supporting school administrator preparation efforts. This award provides a unique mechanism to build good will and recognize the contributions of practitioners.

2016 Exemplary Educational Leadership Preparation Award
Deadline: Thursday, June 30, 2016
Leadership educators are invited to nominate their programs as exemplars. Programs determined most worthy of recognition will receive a significant cash award and will be recognized at a session during the 2016 UCEA Convention, on the UCEA website, and through a case-study publication.

Edwin M. Bridges Award,
Deadline: Tuesday, May 31, 2016
This award is 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
Deadline: Tuesday, May 31, 2016
This award is given to senior colleague recognizing a lifetime of excellent achievement.

The Jack A. Culbertson Award
Deadline: Tuesday, May 31, 2016
This award is given to a professor in the first six years of his or her career for outstanding accomplishment.

The Master Professor Award
Deadline: Tuesday, May 31, 2016
This award is given to an individual faculty member whose record is so distinguished that UCEA must recognize this individual in a significant manner.

The Jay D. Scribner Mentoring Award
Deadline: Tuesday, May 31, 2016
This award is given to an educational leadership faculty who have made substantive contribution to the field by mentoring the next generation of students into roles as university

For more information visit http://www.ucea.org/opportunity_category/awards/ or email ucea@virginia.edu
UCEA and New Leaders are pleased to announce the new State Evaluation of Principal Preparation Programs Tool Kit—or SEP³ Toolkit. The SEP³ Toolkit provides essential guidance on implementing a more in-depth and rigorous principal preparation evaluation process. The goal is to enable states to accurately assess quality, promote improvement, and intervene in the case of performance that raises concerns.

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

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

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

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

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

Contact UCEA to get started today.

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

Outcome measures include:

- Leadership Learning and Practices
- Leadership Career Intentions and Advancement
- School Improvement Work
- School Climate
- Student, Parent, and Teacher Engagement
- Student Learning
- Program Content, Features, and Effectiveness

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


or contact Marcy Reedy at mar5q@virginia.edu
Call for Applications

UCEA Associate Director for the Jackson Scholars Network

The University Council for Educational Administration (UCEA) is pleased to announce a call for applications for the Associate Director for the Jackson Scholars Network (ADJSN).

For over 60 years, UCEA has sponsored opportunities for mentoring, networking and professional development of graduate students and educational leadership faculty. Currently, UCEA supports several graduate student development initiatives, including the Barbara L. Jackson Scholars Network. The primary purpose of UCEA’s Barbara L. Jackson Scholars Network is to support the development and success of doctoral students of color who intend to become educational leadership faculty members. UCEA’s investment in the Jackson Scholars Network is an investment in the future of our field and is considered a signature program in that it advances the efforts of UCEA to increase the diversity of perspectives and ideas in the educational leadership professoriate.

Responsibilities:

The ADJSN plays an important service leadership role within the consortium, as the person who holds this position
- provides leadership and guidance for the program and program participants
- works with the UCEA Executive Director as a member of UCEA headquarters staff
- chairs the Barbara Jackson Scholars Advisory Board, which is responsible for advising the ADJSN and the UCEA Executive Board on the activities and quality of the program, reviewing student and mentor nominations, assisting the ADJSN in increasing the reach and impact of the Jackson Scholars Network
- ensures effective communication with UCEA headquarters and submits bi-annual reports focused on goals and achievements

UCEA Associate Directors:

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

Applications:

Review of formal applications will begin May 30, 2016. A final decision regarding this position is scheduled by the end of June 2016. Applicants should submit a letter addressing their interest in the position, qualifications, a full curriculum vita, and the names, addresses, and phone numbers of one or more individuals who may serve as a reference. Completed applications must also include letters of support from the applicant’s department chair and/or dean. UCEA also requests that interested individuals submit a letter of intent to apply by April 30, 2016.

Application materials should be sent to the attention of: UCEA Executive Director Michelle D. Young at the following email address: ucea@virginia.edu. Please include the phrase “UCEA JSN Associate Director” in the Subject line of your email.

For more information about this UCEA Associate Director position or about the Jackson Scholars Network, please contact UCEA Headquarters: email: ucea@virginia.edu; telephone: 434.243.1041

Information on UCEA’s Jackson Scholars Network can also be found on the UCEA webpage: http://www.ucea.org/graduate-student-opportunities/jackson-scholars-program/
Call for Nominations
2015-17 Jackson Scholars
Deadline: May 27, 2016

The Award

The UCEA Barbara L. Jackson Scholars Program Advisory Committee is calling for nominees for scholars for the 2016-2018 Jackson Scholars cohort (a two-year term). The program recently celebrated its tenth anniversary and has over three hundred alumni. Nominators are encouraged to nominate doctoral students between the first and second year of their programs.

The Jackson Scholars Program develops future faculty of color for the field of educational leadership and policy. In the structured mentoring program feature, scholars are matched with experienced faculty mentors who provide guidance in professional development, a model for students to reference when assuming mentor roles, and opportunities for networking. Mentors may also serve as a sounding board for scholars as they navigate the phases of dissertation development, a research agenda, and publication in preparation for their entry into higher education. In the networking program feature, nominating UCEA institutions provide registration, travel, lodging, and meal funding for scholars to attend two UCEA annual conventions and two AERA annual meetings where the scholars may engage in networking with guidance from their mentor.

The Procedure

Who can nominate:

A faculty member of a UCEA member institution (no self-nominations)

How (Part I):

Review the Memorandum of Understanding for Jackson Scholars with both a department head and with the nominee. The Memorandum of Understanding is available in the following link: http://www.ucea.org/graduate-student-opportunities/jackson-scholars-program/

The institution should be able to cover the costs defined therein, and the nominee should be available and willing to attend the networking events discussed. In some cases, as a result of the preliminary discussions of the Memorandum of Understanding with the department head and the nominee, the nominee may choose to assume some of the costs of the program.

How (Part II):

To proceed with formally nominating a candidate and declaring financial responsibility, kindly navigate to the following link: http://www.ucea.org/graduate-student-opportunities/jackson-scholars-program/

Nominations must be received by May 27, 2016

Please email ucea@virginia.edu or call (434) 243-1041 with questions
Call for Nominations
2015-17 Jackson Scholars - Mentors
Deadline: May 27, 2016

THE MENTORSHIP

The UCEA Barbara L. Jackson Scholars Program Advisory Committee is calling for nominees for mentors for the 2016-2018 Jackson Scholars cohort (a two-year term). This program, which recently celebrated its tenth anniversary and has over three hundred alumni, develops future faculty of color for the field of educational leadership and policy. Nominators of mentors are encouraged to consider colleagues who could mentor doctoral students of color during the first and second years of their programs.

For the structured mentoring program feature, through ongoing media communications and face-to-face visits during the networking program features (see below), mentors will provide guidance in professional development, a model for students to reference when assuming mentor roles, and opportunities for networking. Mentors may also serve as sounding boards for scholars as they develop their dissertations, research agendas, and publications in preparation for entering the field of higher education.

For the networking program feature, institutions nominating mentors provide registration, travel, lodging, and meal funding for mentors to attend two UCEA annual conventions and two AERA annual meetings where they will 1) guide their scholars to engage in networking 2) attend their scholars’ second year presentations for which they also provide pre- and post-support.

THE PROCEDURE

Who can nominate:

UCEA member institution faculty and faculty of non-UCEA member institutions may nominate (self-nominations accepted)

How (Part I):

Review the Memorandum of Understanding for Jackson Mentors with both a department head and with the nominee. The Memorandum of Understanding is available in the following link: http://www.ucea.org/graduate-student-opportunities/jackson-scholars-program/

The institution should be able to cover the costs defined therein, and the candidate should be available and willing to attend the networking events and scholar presentations discussed. In some cases, as a result of the preliminary discussions of the Memorandum of Understanding with the department head and the nominee, the nominee may choose to assume some of the costs of the program.

How (Part II):

To proceed with formally nominating a candidate and declaring financial responsibility, kindly navigate to the following link: http://www.ucea.org/graduate-student-opportunities/jackson-scholars-program/

Nominations must be received by May 27, 2016

Please email ucea@virginia.edu or call (434) 243-1041 with questions
Call for Papers
*Trends in Diversity*
Volume 1, 2016
**Deadline to submit: June 30, 2016**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For more information: www.mwera.org
The 21st Annual
Values and Leadership Conference

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

Thursday, October 20 – Saturday, October 22, 2016

Hosted by Western University at
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Submit a proposal, register, and find information at
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First announcement
22nd Annual CSLEE Values & Leadership Conference | September 5 - 9, 2017
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www.pol.umu.se/cpd

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

QUESTIONS CAN BE DIRECTED TO
OLOF.CA.JOHANSSON@UMU.SE OR KATARINA.NORBERG@UMU.SE
A common strategy used in school improvement efforts is a mandated process of formal planning, yet little is known about the quality of plans or the relationship between plan quality and implementation. This mixed-methods article investigates plan quality, factors associated with plan quality, and the relationship between plan quality and implementation, drawing on the first 3 years of a Los Angeles Unified School District school improvement initiative that relied on formal school planning. Our research team rated all 206 school plans submitted to the district in the first 3 years of the initiative and drew on surveys of applicant teams and principals implementing the plans. We use these data in descriptive analyses to explore relationships between plan quality and various inputs and outcomes. We also utilized school- and system-level qualitative data to contextualize and explain our findings.

Caring Leadership in Schools: Findings From Exploratory Analyses

By Karen Seashore Louis, Joseph Murphy, & Mark Smylie

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

El legado problemático del caso Brown v. Board of Education

By Gerardo R. López & Rebecca Buriaga

Este artículo presenta una reflexión sobre el 60º aniversario de la decisión judicial de la Corte Suprema en el caso Brown v. Board of Education y discute las lecciones significativas aprendidas de ésta y las subsiguientes decisiones de la corte. Afirmamos que un nuevo diálogo fundamentalmente diferente referido al legado del caso Brown es necesario si apuntamos a entender de manera crítica el pasado, el presente y el futuro de las relaciones raciales como telón de fondo de las cuestiones de segregación escolar en este país. El legado problemático de Brown provee una oportunidad para interrogar la cuestión de por qué nosotros como un país continuamos teniendo fe en este caso en particular como solución por la inequidad racial. Invitamos a los lectores a “soltar” simbólicamente a Brown para imaginar nuevas posibilidades de la justicia racial, la oportunidad educacional, y la reforma social.
marginalized students of color but also students who are lesbian, gay, bisexual, transgender, or questioning (LGBTQ). The day before graduation, Principal Olson listened as the class president rehearsed her speech where she told the audience she is transgender. This is not a debate of whether the speech should be given, but the issue is how Principal Olson will respond when questioned.

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

Whose Language Is Legit? Intersections of Race, Ethnicity, and Language
By Margarita Zisselsberger & Kristina Collins
This case describes St. Lucy School, a K-8 elementary school in a mid-sized urban center. St. Lucy has traditionally served African American students. In the past 10 years, the neighborhood has experienced a significant shift in population, such that many Latino/a families are now entering the school. In response to these changes, the school administration made the decision to transition into a fully bilingual school. As the school has begun to treat the Spanish language as an asset, however, tensions have arisen regarding why African American English (AAE) has not been—nor is currently—treated as an asset as well. In addition, there are tensions around the varieties of Spanish used, revealing different attitudes and beliefs about non-standard varieties of Spanish.

The Changing Colors of Maple Hills: Intersections of Culture, Race, Language, and Exceptionality in a Rural Farming Community
By Martin Scanlan
This case describes Maple Hills Elementary, a K-8 school in a rural farming community of the Midwest. As a community, Maple Hills has historically experienced a narrow range of diversity across race, ethnicity, language, and religion. Residents have predominantly been White, with German and English heritage, speak English as a mother tongue, and identify as Protestant Christian. In the last decade, Maple Hills has experienced an influx of immigrants from several nations leading to a confluence of issues in Maple Hills Elementary involving culture, language, and special education. In this case, one immigrant mother begins asking hard questions that force the teachers and principals to begin to question their assumptions and practices regarding how student support services are delivered.
Evaluating State Principal Evaluation Plans Across the United States
By Edward J. Fuller, Liz Hollingworth, & Jing Liu
Recent federal legislation has created strong incentives for states to adopt principal evaluation systems, many of which include new measures of principal effectiveness such as estimates of student growth and changes in school climate. Yet, there has been little research on principal evaluation systems and no state-by-state analysis of the principal evaluation systems adopted at the behest of the legislation. This study uses survey data and document review to assess the components of principal evaluation systems in the 50 states and Washington, D.C. Finally, based on recent research, this study critiques the various components of these new evaluation systems.

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

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

How school leaders can address teacher workload issues

Principals and other leaders in schools influence teacher workload in a myriad of ways. It is essential that various leaders consider the collective demands they put on individual teachers so that realistic expectations are in place. Possessing a firm grasp on the deadlines they impose on teachers will also help administrators develop a healthy work environment in which teachers are not overwhelmed. To make requests for productivity realistic, school leaders should also determine what is necessary and what is unnecessary in their workload. By considering the requirements of external agencies and governments, and honing in on what matters most to students' success, schools leaders can positively influence teachers and students' lives.

Keywords: balance, stress, communication

STUDENT LEARNING AND CURRICULUM

The internet of things smart school is coming

The Internet of Things, which consists of extreme networks of entities such as wearables, sensors, located through classrooms, eBooks and tablets, collaborative classrooms, smart lighting, and HVAC, is increasing impacting schools. A survey of over 600 IT leaders noted that IOT smart schools will have major impact in the next one to two years. The positive effects that have been noticed thus far include higher levels of student engagement, use of mobile learning, better measurements of student success, and improved efficiency, and more creativity. The biggest concerns for schools are privacy, interoperability, and cost.

Keywords: instructional technology, personalized education

TEACHERS

Low pay is not the only problem facing teachers

Teachers around the world face a myriad of challenges that affect their morale. Recent survey results of 1,400 teachers in the UK show that bullying by administrators, discriminatory practices, and a lack of recognition also impact their feelings about their work environment. Similar issues affect teachers in the US, as some states struggle to hire a diverse teaching force. For example, some locales facing this problem reported that Black students outnumbered Black teachers by as much as 97 to 1. Establishing strategies to support teachers will be essential to address teacher shortages and attrition.

Keywords: teacher workforce, hiring, job satisfaction

RECENT RESEARCH

AASA launches new initiatives to support, advance women in key school leadership positions

A recent research endeavor, The Study of the American Superintendent: 2015 Mid-Decade Update, shows that there has only been a modest increase in the number of education leadership positions held by women school districts across the country. Motivated by that reality, the School Superintendents Association recently launched a new two-year initiative that aims to mitigate the impact of social barriers women face as they aspire to lead school systems as CEOs and superintendents. The project includes access for participants to professional learning opportunities and greater recognition via conferences, forums, and awards programs. The AASA will also establish the National Women’s Leadership Consortium, which will offer a space for participants to strategize regarding the barriers women face by offering coaching and mentoring.

REFORM

White House launches $100M competition to expand tuition-free community college

The White House recently pledged $100 million to further develop workforce training programs at community colleges across the nation to unemployed, underemployed, and low-income workers who plan to pursue careers in industries that require skilled labor. Expanding on President Obama’s goal of offering free community college education, the grants will be awarded via the Labor Department to establish partnerships with employers, training programs, and community and technical colleges. Employers will offer apprenticeships or paid internships to help students gain real-world work experience while they pursue their education.

Keywords: workforce readiness, higher education affordability
ESSA Negotiated Rulemaking Continues—Agreement on Testing Issues Reached

After engaging in six days of negotiated rulemaking to reach agreement around regulatory details of ESSA, no consensus was reached, and a third session became necessary. The two sets of issues pertained to assessments and “supplement-not-supplant” funding requirements. The third session yielded an agreement on testing issues. The most challenging aspect of the assessment requirements was testing for students with severe cognitive disabilities. States will be able to define what constitutes severe cognitive disabilities, within strong parameters. They also agreed to work towards identifying a nationally recognized test to be used, including those that count for college placement or entrance, but tests were not specified. No agreement was reached for supplement-not-supplant regulations, intended to ensure that federal dollars serve the most disadvantaged students. The US DOE will effectively get to write these regulations, although some majority Congressional leaders have already suggested they will challenge what they see as an attempt to rewrite this section of ESSA.

Related content:

- Overview of regulatory issues being negotiated
- Agreement on testing, not supplement-not-supplant
- What happens if if negotiated rulemaking fails?
- State School Boards feel new urgency to flex muscles with new authority through ESSA

Bill to Support Education Research Passed Senate and Stalls in House

The Strengthening Education through Research Act (SETRA), sponsored by Lamar Alexander (R-TN), passed the Senate with unanimous consent in December 2015 and now is stalled in the House of Representatives despite originally passing in the House in 2014. The bill reauthorizes the Education Sciences Reform Act of 2002 through the fiscal year of 2021 and funds IES and NAEP. Although SETRA strengthens privacy provisions with regards to personally identifiable information, opponents suggest that SETRA collects an unacceptable amount of information and violates student privacy rights. Proponents hope it passes by December before it would need to be restarted in the 115th Congress.

Related content:

- Senate HELP Committee statement
- Track on GovTrack
- SETRA opposition perspective

Obama Administration Takes Action to Ensure Fewer and Better Tests for Students

The US DOE released a series of case studies with examples of districts doing work to ensure fewer, improved, and fairer tests for students. This builds upon President Obama’s Testing Action Plan. The DOE also released proposed priorities for the Enhanced Assessment Grant, a competitive grant program for states and groups of states to develop improved state assessments.

State Teams See Mixed Progress on Teacher-Leadership Initiatives

A group of teachers from seven states recently convened as a part of the US DOE and National Board for Professional Teaching Standards Teach to Lead program, announced by Arne Duncan earlier in the year. Initially focused on the district-level, the goal of this meeting was to foster plans to influence policy relevant to developing teacher leaders at the state policy level. State-specific groups have developed specific ideas with regards to career ladders and other means of developing teacher leaders. Despite progress, participants note communication breakdowns within groups and concerns about day to day challenges in school systems and pushback from political special interest groups.
ILLINOIS

School Funding in Illinois and Potential CTU Strike

As a 10-month budget standoff in Illinois continues, educators continue to pressure lawmakers to approve a budget that supports education. Budget problems have already spurred teacher furlough days in Chicago Public Schools (CPS), higher education layoffs, and the expected closure of Chicago State University (a public institution that serves nearly 7000 culturally diverse students, 2/3 from the Chicago area). With increasingly vitriolic rhetoric, Chicago Teachers Union (CTU) Karen Lewis referred to Governor Rauner as an “ISIS recruit” due his actions terrorizing the poor and working-class of the state and city. The current proposed budget from the Governor would lead to cuts to CPS funding amid an existing $1 billion deficit. Amid the budget crisis, the CTU has rejected the most recent contract recommendations in efforts to protect economic demands, limit class sizes, and limit opening of new charter schools. The CTU may opt to strike as early as mid-May.

Related content:

Educators pressure Illinois lawmakers over school funding
CTU rejects fact-finder’s report, can strike in 30 days
CTU, CPS will head back to the bargaining table, but are more budget cuts coming?

INDIANA

Indiana Scholarship Law Aims to Entice Top Students Into Teaching

A bipartisan initiative signed into law by Governor Mike Pence (R-IN) provides more than $10 million to create a scholarship fund aimed at enticing high performing students into careers in K12 education. The program will begin in 2017 and up to 200 college students who make a commitment to stay and teach in Indiana for 5 years will be eligible for $7500 per year to cover tuition. This tuition assistance program is in response to a drop in new teacher licensures and potential teacher shortage.

FLORIDA

Florida Principal Autonomy Pilot Program Initiative Signed into Law

The pilot program specifies areas of expanded authority for approved principals and includes a suggested appropriation of a $10,000 salary supplement for each participating principals. The intent is to grant more autonomy to effective principals to improve student achievement. It allows the State Board of Education to enter into performance contracts with up to 7 districts for a 3-year trial period. Each district must have at least 3 principals rated as highly effective in the previous year and at least 3 schools that received 2 or more grades of D or F in the past 3 school years.

Related content: H.B. 287

NORTH CAROLINA

N.C. Law Restricts Transgender Student Restroom Access, Legal conflicts with federal law may arise

North Carolina recently became the first state to enact a law that limits access to the restrooms and locker rooms that transgendered students use in public schools. The legislation, which has faced national backlash from civil rights groups, requires school boards to adopt measures that limit access to these facilities by transgendered students, increasing existing stigmatization. This sets the stage for conflict with federal law since the US DOE has stated that Title IX includes honoring transgender students’ gender identities. This was affirmed by a recent similar case in Virginia, which favored a transgender student.