Volume 9, Issue 9, October 2014

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

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UCEA Connections Editors
Erin Anderson & Amy Reynolds, UCEA Headquarters
Graduate Research Assistants

UCEA Mission Statement

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

We fulfill this purpose by:
• Promoting, sponsoring, and disseminating research on the essential problems of schooling and leadership practice;
• Improving the preparation and professional development of educational leaders and professors; and,
• Positively influencing local, state, and national educational policy.
2014 UCEA Convention
The 28th annual UCEA Convention will be held November 20-23, 2014 at the Washington Hilton in Washington, DC. The purpose of the 2014 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 2014 Convention Program Committee are Noelle Witherspoon Arnold (University of Missouri-Columbia), Sarah Diem (University of Missouri-Columbia); Azadeh Osanloo (New Mexico State University); and Michael Dumas (New York University).

The 28th Annual UCEA Convention theme, Righting Civil Wrongs: Education for Racial Justice and Human Rights is intended as an occasion to talk, meet, think, and organize for a renewed vision and renewed coalition-building on the role of education and educational leadership in fostering intentional purpose and action for racial justice and human rights. Education has been identified as fundamental civil and human right, essential for the exercise of all other human rights. Yet millions of children and adults remain deprived of educational opportunities, many as a result of racial injustice and poverty.

Book your hotel now!

Reservations: To make your reservations online, please visit the UCEA Annual Convention booking site with the Washington Hilton. To make your reservations by phone, please call the hotel's toll-free number: 1-800-HILTONS (445-8667) or local number: 1-202-483-3000.

Availability is limited, so we encourage attendees to book their rooms as soon as possible. For more information on hotel accommodations, click here.

Room Rates:
- Single/Double - $209.00 per night
- Triple - $234.00 per night
- Quad - $259.00 per night

Join us in Washington DC for the UCEA 60th Anniversary as a Sponsor!

SPONSORS gain visibility, interface, and recognition by supporting the 2014 UCEA convention.

SPONSORS connect with 800-900 conference attendees including faculty, graduate students, school and district leaders, as well as College of Education Deans.

SPONSORS tap into UCEA's array of national and international networks that influence and expand into school districts and classrooms, including educational administration networks focused on improving the field.

HOW? Click here for details!

2014 UCEA Graduate Student Summit

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

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

Registration for the UCEA Convention is required to register for the GSS. Participants are encouraged to take advantage of the Graduate Student Package to participate in both the GSS and Day on the Hill events. See the next page and RegOnline for more information.
2014 UCEA Convention Registration Opens on July 1st – Plan Now to Take Advantage of Early Bird Registration Rates!

Registration for the 2014 UCEA Convention is available online through our website. Regular registration rates are available through October 19th. After this date, late registration applies through November 5th. Any registrations after 11/5 will be considered onsite.

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Day on the Hill  
Wednesday, November 19th  
9:00AM – 7:30 PM (final schedule pending)  
Registration required: $20.00

Graduate Student Summit  
Thursday, November 20th  
8:00AM – 12:00 PM (final schedule pending)  
Registration required: $30.00  
Get the Graduate Student Package to participate in Day on the Hill and the Graduate Student Summit for $35!

Awards Luncheon  
Thursday, November 20th  
12:00 PM-2:00 PM  
Registration required: $22.00

UCEA/ASHE Joint Reception  
Friday, November 21st  
8:00 PM – 9:00 PM

UCEA Banquet  
Saturday, November 22nd  
7:00 PM – 8:45 PM  
Registration required: $45.00

UCEA 60th Anniversary Gala  
Saturday, November 22nd  
9:15 PM – 11:00PM

Special Events Highlights at the 60th Anniversary UCEA Annual Convention
UCEA is hosting a series of events at the UCEA Convention to commemorate our 60th anniversary. Please consider registering for the following events when you register for the UCEA Annual Convention.
UCEA 2014 Convention Film Festival: Call for Video Submissions & Video Stories

The 2014 UCEA Convention will play host to the third 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.

The 2014 Convention will also include a “Righting Civil Wrongs” Video Recording Booth where attendees will be invited to share their stories related to the 60th Anniversary of the Brown v. Board of Education decision and the Convention theme. These brief stories will be edited into video segments that will be shared through the UCEA website and other venues after the Convention.

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

To download the application form, please visit the UCEA website:

To view films selected for the 2012 and 2013 UCEA Conventions, visit the UCEA website:
http://www.ucea.org/ucea-2012-film-festival/

The UCEA Preliminary Program is Available!

Please search the program for your name and ensure all information pertaining to you is correct. Watch for the final print program coming to the website soon!

UCEA has worked very hard to ensure as few session conflicts as possible while honoring requests made in individual proposals. At this point, moving papers or sessions is not possible without disruption to the program and work of headquarters employees. We respectfully request that participants not contact UCEA regarding changes in session dates/times.

Save the Date for the 3rd Annual UCEA International Summit!

If you are planning to attend the 2014 UCEA Convention, we hope that you will join us for the 3rd annual International Summit to be held on Sunday, November 23rd from 8:30-12:30 at the Washington Hilton in Washington D.C.

This year’s planning committee: Stephen Jacobson (UCEA Associate Director of International Initiatives), Bruce Barnett, (University of Texas at San Antonio) and RC Saravanabhavan (Howard University) have organized two exciting sessions involving scholars from around the world sharing their perspectives on policies and research addressing leadership development, preparation and practice. The first session will address Successful and Effective School Leadership: International Perspectives from Africa, Asia, Australia, the Caribbean Europe, North and South America, while the second will focus on National Educational Policies Addressing Equity and Equality: Experiences of Europe, USA, India, New Zealand and Brazil. We believe this will be a wonderful opportunity to learn and share with colleagues from across the world. Please join us!
*Click above to view our Day on the Hill digital short!

UCEA Day on the Hill
Register Now!
DAY ON THE HILL 2014
What is the focus of the UCEA-PEA Day on the Hill?
The focus of the November 2014 UCEA-PEA Day on the Hill is leadership, particularly for schools that receive ESEA funding. Two groups of faculty have designed talking points and materials for Day on the Hill participants around Leadership and ESEA.

Before the event
Review the materials being prepared by UCEA and PEA that will include a set of talking points, briefs and web-based materials for visitors. The web-based materials focus on hill visit strategies, such as etiquette, telling a persuasive story, and elevator speeches. We highly recommend you use these tools to educate yourself on how to make the most of this opportunity. Reach out to your legislators, and let them know you are coming.

Day of the event: November 19th
9:00am: Convene for kick-off event and face-to-face preparation
12:00pm: Bus leaves for the Hill
1:00-4:30pm: Visits with legislators and professional associations
5:00-6:30pm: Post- event debriefing and reception

How do I register for the UCEA-PEA Day on the Hill?
Registration for the Day on the Hill is available through the 2014 UCEA Convention http://www.ucea.org/registration/. A follow up form will be send for additional information

Register by October 15th
UCEA Opening General Session featuring Angela Valenzuela

Professor in both the Educational Policy and Planning Program within the Department of Educational Administration at the University of Texas at Austin, Valenzuela is also the new director of the National Latino Education Research Agenda Project (NLERAP) that aims to create a teacher education pipeline for Latino/a youth, nationally.

-11/20/14 at 6:25 PM at the Washington Hilton-

UCEA Presidential Address featuring Current President Mark Gooden

Associate Professor in the Educational Administration Department at The University of Texas at Austin, he is also Director of The University of Texas at Austin Principalship Program (UTAPP). His research interests include the principalship, anti-racist leadership, urban educational leadership and legal issues in education.

-11/21/14 at 9:25 AM at the Washington Hilton-

UCEA General Session featuring Michael Omi

Michael Omi is an American sociologist. Professor Omi is best known for developing the theory of racial formation along with Howard Winant. Omi serves on the faculty at the University of California, Berkeley.

-11/22/14 at 10:50 AM at the Washington Hilton-
Join us for UCEA’s Diamond Anniversary Gala!

We invite you to join us in celebrating 60 years of UCEA in Washington DC at the Washington Hilton. The Gala celebration will start with a reception at 6:45 PM on Saturday, November 22nd, followed by the annual banquet and ending with a dance. Bring your dancing shoes from last year, and get ready to boogie to music from the past 60 years!

Tickets for the banquet at $45; all other events are free.

Attire is business formal.

UCEA will be also showing a slideshow featuring UCEA member faculty, graduate students, and events through the ages paired with music from each decade and a selection of stories about UCEA faculty and achievements over the years. If you have photos or stories to share, please let us know!

Please send UCEA any photos and stories you have from any past UCEA events—conventions, meetings, etc.—the older, the better! If you want your photo included, follow the steps below:

- Scan the photo in an email
- Label all individuals in the photo, and include year and location
- Address the email to uceaconvention@gmail.com
- Put in the subject line “UCEA 60th Anniversary”

If you would like to have your story considered for inclusion, please save it as a Word document, indicate the (approximate) year the story took place, and email it to the UCEA convention email account. Should you have other memorabilia that is significant to the history of UCEA, please send an email with details about the item to uceaconvention@gmail.com.

All photos and materials must be received by October 15, 2014.

Thank you in advance for your contributions—we look forward to showcasing UCEA membership!
UCEA Convention 2014
Programming for Graduate Students and Early Career Scholars

Make the most out of your Convention experience by participating in sessions designed for graduate students!

All sessions will be held in Columbia 4 unless listed otherwise

Thursday, November 20th
2:10-3:25 PM, Demystifying the Academic Job Search: Tips and Resources for Those Considering the Professoriate (Columbia 5-8)

Friday, November 21st
8:00-9:15 AM, AERA Divisions A & L Graduate Student Breakfast: Publish and “Live”: Taking the Fear out of Publishing
10:15 AM - 12:05 PM, Graduate Student Ignite Session: Pushing Forward Understandings of Educational Leaders and Leadership
12:15 – 1:30 PM, Graduate Student Ignite Session: Fresh Approaches to Examining Policy Across Contexts
3:40 – 4:55 PM, Freedom of Inquiry: Discovering Innovative Methods to Answer your Research Questions
5:05 – 6:20 PM, Continuing Conversations with Clark Scholars Alumni (Closed – Clark Alumni only)

Saturday, November 22nd
8:00 – 9:15 AM, Tell Me More: Forging the Research Partnership in Academia
9:25 – 10:40 AM, Education Policy Fireside Chat with Darleen Opfer
12:15 – 1:30 PM, “Shoulda, Coulda, Woulda . . .”: What We Wish We Had Known Before Becoming a Professor: The Remix
1:40 – 2:55 PM, Graduate Students of Color Mentoring Session
3:05 – 4:20 PM, Show Me the Money! (Or, Maybe not...)
4:30 – 5:45 PM, Write On! Tools for Starting an Online or In-Person Writing Group

Start the conversation now! Follow @UCEAGSC, include #ucea2014
Attention Educational Leadership Faculty!:
The Refreshed ISLLC Standards are Available for Public Comment

A letter from UCEA Executive Director, Michelle Young:

You are invited to provide feedback on the revision of national standards for educational leadership preparation programs. Preparation standards are used by national, regional and state accreditation and review bodies, including the Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE and TEAC), to provide guidance for the development, review, revision, and, in some cases, the closure of preparation programs. Given your role as an educational leadership preparation program faculty member, you know how important it is to have high quality standards and a review process that is both rigorous and relevant.

The Council for Chief State School Officers (CCSSO) and the National Policy Board for Educational Administration (NPBEA) have released a draft of the recently refreshed ISLLC leadership standards for public comment. Once finalized, these standards will be used as the basis for the development of National Educational Leadership Preparation (NELP) standards (formerly known as ELCC). CCSSO and NPBEA have developed a committee to draft the NELP standards and recommendations for their use in program review.

As the Chair of this effort, I am inviting you to help us ensure that the NELP standards and recommendations for leadership preparation program review reflect the perspectives and needs of educational leadership preparation programs. To this end, our committee has designed a very short survey 15-minute survey seeking your perspective. Click Here to Take the Survey

We hope you will consider assisting with this effort. Your input will help to strengthen the leadership preparation field generally and the CAEP national accreditation review of educational leadership preparation programs specifically. This survey will be open through October 15, 2014, but please complete it at your earliest convenience.

Call for UCEA Review submission & Call for UCEA GSC Reviewers

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

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

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

Submission guidelines:

Manuscripts should be written in accordance with APA 6th edition guidelines, and submitted electronically to uceagradconnex@gmail.com. The first author should send two copies of the manuscript to uceagradconnex@gmail.com separately. The first copy includes a title page with all authors’ names and affiliation, body of text, and references. The second copy must be blinded. Specifically, all references to the authors’ names, institutional affiliation, and any other identifying information must be blinded. Failing to adequately blind a manuscript will result in an automatic rejection.

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

All submissions will be submitted for blind peer review.

Call for UCEA GSC Reviewers

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

- Email Subject: Reviewer Application
- Message Body: Your name; Email address; Name of your institution; Name of your Department or Program; Which year you are in your doctoral program; and Research interests
Welcome to the New UCEA Headquarters Graduate Assistant, Angel Nash!

The UCEA headquarters office hopes that you will join us in welcoming Angel Nash to the UCEA team! Angel is a Ph.D. student in Administration and Supervision and will be working closely with the Jackson Scholars Network. She also will be joining the editorial team for the UCEA Connections Newsletter.

Angel Nash is an educator with over 10 years of teaching and administrative experience. She joins UCEA from her most recent work at an independent school in Washington, DC, where she helped pilot their school-wide Diversity Task Force for faculty development and founded their Lower School Culture Club for parent and student involvement and inclusion. She was also an adjunct professor at Trinity University, where she taught information literacy and management courses for the last six years. Angel is looking forward to furthering her understanding of issues related to equity, inclusion and diversity in K-20 settings in her effort to improve leadership and teacher preparation practices as a future academic. She earned a B.S. in Engineering from the University of Virginia and an MBA from Trinity University.

Welcome, Angel!

Welcome to the New UCEA Graduate Student Council 2014-16 Representatives!

The UCEA Graduate Student Council is pleased to welcome our new 2014-16 representatives! Please join us in welcoming them to the UCEA community.

Hilary Lustick is a PhD candidate in Educational Leadership at the Steinhardt School of Education, Culture and Human Development at New York University. She has also served as a research associate at the Research Alliance for NYC Schools and an adjunct professor of Philosophy of Ed., History of Ed., and Gender & Ed.

Isaiah McGee is a doctoral student at the University of Iowa in Educational Leadership and Policy Studies Department. He also serves as the assistant human resource executive for the Des Moines Public Schools, focusing on diversity policies.

Jada Phelps Moultrie is a doctoral candidate in the Urban Education Studies at Indiana University, Indianapolis and a 2014-16 Jackson Scholar. Before entering the program, she worked for over ten years in education for a number of schools across the country from Houston ISD to Milwaukee Public Schools.

Wesley Henry is a doctoral candidate studying education policy at the University of Washington in the College of Education. He works for UW as the Assistant Director for the Master’s in Education Policy program. Prior to beginning his doctoral studies, Wesley taught high school in Philadelphia. School of Education.
The David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy, sponsored by the University Council for Educational Administration (UCEA), Divisions A and L of the American Educational Research Association (AERA), and Sage Publications, brings emerging educational administration and policy scholars and noted researchers together for two days of presentations, generative discussion, and professional growth. The majority of Clark Scholars go on to become professors at major research institutions around the world. This year’s seminar will be held in the spring at the beginning of the AERA meeting in Chicago scheduled from April 16-20, 2015.

Nominations for the David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy are due on November 5, 2014.

Nominees should be outstanding doctoral students in educational leadership, administration, and/or policy, seeking careers in research. Nominees must have substantially completed their courses and must have formulated a dissertation proposal. Students who have already started or completed their dissertations are unlikely to gain as much from the seminar as students who are in the early stages of formulating their research. Nominations of students from underrepresented groups are strongly encouraged.

Student proposals are blind reviewed by three prominent scholars. Invitations will be issued to 40 doctoral students, with competition based on the quality of the student’s proposal and their perceived capacity to gain from and contribute to the seminar.

Each university may nominate up to two students. Nominations must be accompanied by a student research proposal. This year, all materials will be submitted online. The nomination form can be found at (https://members.ucea.org/clark/nominations/new) and an overview of the Clark Seminar process can be found on the “David Clark Seminar” page of UCEA website (http://www.ucea.org/graduate-student-opportunities/david-clark-seminar/nomination-process/).

To nominate a student, the nomination form must be filled out completely by the nominator. The information requested includes: (a) nominator’s information (name, institution, mailing address, email address, and phone number); (b) nomination statement; (c) student information (name; institution; day, evening, and cell phone numbers; mailing address; email address); (d) an abstract of student research; (e) a title; and (f) a blinded statement of proposed research. Nominating institutions must also indicate the level of financial support that will be provided to support their nominee’s travel and participation. Please note that the form must be submitted by the nominator and will require that the nominator gather the necessary information from the nominee to complete the nomination form.

Additional information concerning the seminar is available on the “David Clark Seminar” page of UCEA website (http://www.ucea.org/graduate-student-opportunities/david-clark-seminar/). We expect to extend invitations to 40 students in December 2014. If you have any questions, please call (434) 243-1041.
From Policy to Practice: Sustainable Innovations in School Leadership Preparation and Development

Edited by Karen L. Sanzo, Old Dominion University

A volume in UCEA Leadership Series
Series Editor: Liz Hollingworth, The University of Iowa

The official book series of the University Council for Educational Administration (UCEA)

The School Leadership Program (SLP) is a federal grant sponsored by the United States Department of Education. A hallmark of the grant is the connectivity between various agencies to provide quality leadership preparation and development programs for aspiring and current school leaders. These collaborative efforts involve community and educational stakeholders including districts, universities, city agencies, not-for-profit entities, foundations, private academic organizations, and others involved in the development of school leaders. Since its inception in 2002, over one hundred grants have been funded. This edited book’s purpose is to share innovative, research-based practices from the federally funded grants that are sustainable after the life of the grant and are able to be used throughout the field for preparing and developing aspiring and current school leaders. This book features the work of current and past grantees around their innovative practices and lessons learned about school leadership preparation and development, especially around the issue of sustainability of these practices upon completion of the grant. SLP Grantees share practical, usable lessons learned from their experiences with the grants, based on their research, project data, and practical experience.


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The Council of Chief State School Officers (CCSSO) and the National Policy Board for Educational Administration (NPBEA) are organizing a major effort to refresh the model standards for education leaders so they are better able to improve student achievement and meet new higher, expectations of them. The refreshed standards will emphasize important research-based leadership characteristics that detail what effective school leaders need to know and do.

What are the Standards?

The model standards are:
- The Interstate School Leaders Licensure Consortium (ISLLC) standards, which are the standards for practicing education leaders. They were last revised in 2008.
- The Educational Leadership Constituent Council (ELCC) standards, which describe expectations for aspiring leaders and are used by programs that prepare school leaders. They were last revised in 2011.

The standards are voluntary. States, districts, schools and university and nonprofit leadership preparation programs use the standards to guide preparation, practice, support and evaluations for district and school leaders, including superintendents, central-office administrators, principals, assistant principals, and teacher leaders. Most states adapt them to local needs as they set expectations for education leaders and leadership preparation programs.

The project will produce the first-ever model standards for principal supervisors, the central-office leaders who coach, support and evaluate principals.

Why are the Standards Being Refreshed?

The responsibilities of principals and superintendents have changed since the original leader standards were released in 1996, especially in the six years since the standards were last revised. Reform measures across the country set higher expectations for student growth and achievement and place new demands on district and school leaders to ensure all students are learning. Many states and districts are taking steps that demand a rethinking of education leadership, such as implementing principal support and evaluations and clarifying and strengthening roles, such as that of principal supervisors and teacher leaders. In addition, principals in most states are implementing higher learning standards to prepare all students for college, careers and life.

Not only have expectations for school leaders increased, but research also has produced new knowledge. For example, evidence links education leadership with student performance. After teaching, it’s the biggest school-based contributor to student achievement. In addition, research shows that an effective principal is a teacher’s primary reason to stay in a school.

The work on the leadership standards will be rooted in research on the most important characteristics of education leaders.

How is the Work Occurring and When Will it Be Done?

More than 70 principals, superintendents, state education department chiefs, education professors, and others are working to develop the new principal supervisor standards and refresh the leadership standards in a process led by CCSSO and NPBEA. Drafts will be shared to get feedback from stakeholders. The standards will be completed in October 2014.

Project Support
The Wallace Foundation, a national philanthropy that has supported research and work on improving educational leadership for more than a decade, awarded grants to CCSSO to lead the leadership standards work.
INTERNATIONAL CONFERENCE
ON
CHILDREN-IN-SCIENCE
AND TECHNOLOGY

Theme:
EMPOWERING CHILDREN
IN SCIENCE AND TECHNOLOGY
TOWARDS
SUSTAINABLE DEVELOPMENT GOALS

SUB-THEMES

Providing Food and Water
Acquiring Education & Skills
Improving Health
Promoting Gender Equality
Ensuring Environmental Sustainability
Tackling Security Issues

VENUE: UNIVERSITY OF IRINGA, TANZANIA, EAST AFRICA

Conference Fees

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Chief Host
Hon. Chelestino S. Mofuga
(TACELM Chairperson)
P. O. Box 19, Iringa, Tanzania, East Africa.

Chairman L. O. C
Dr. Newton M. Kyando
(TACELM Secretary General)
Dean, Faculty of Science & Education,
University of Iringa, Tanzania.
e-mail: nkyando@gmail.com

Chairman Central Working Committee
Prof. Ibiyinka Ogunlade
Department of Chemistry
Ekiti State University
cscngm@yahoo.com
+234(0)7032378418

Secretary C.W.C
I. Osasona
Department of Chemical Sciences
Afe Babalola University, Ado-Ekiti
oosasona@yahoo.com
+234(0)8030656679

cisttan2014@yahoo.com
Reviews of research play a critical but underappreciated role in knowledge production and accumulation. Yet, until relatively recently, limited attention has been given to the “methodology” of conducting reviews of research. This observation also applies in educational leadership and management where reviews of research have charted intellectual progress since the field’s inception in the 1950s and 1960s. This paper was framed as a “methodological review of reviews of research” in educational leadership and management. The author analyzed 38 reviews of research in educational leadership published in nine international refereed journals over the past 52 years. The author applies a conceptual framework and analytical rubric for conducting systematic reviews of research in analyzing this sample of research reviews. Data analysis focuses on describing methodological characteristics, illuminating patterns of strength and weakness in review methods, and identifying a set of exemplary reviews.

The Meaning and Measure of Organizational Learning Mechanisms in Secondary Schools
By Chen Schechter & Lilach Atarchi
Organizational learning has been conceptualized as a critical component for school effectiveness. This study explored organizational learning in schools through the conceptual framework of “organizational learning mechanisms” (OLMs) and developed a measure of OLMs at the secondary school level. Exploratory and confirmatory factor analyses of items were conducted to examine factorial validity. To test the criterion-related validity, the OLM questionnaire was correlated to other constructs—teachers’ sense of collective efficacy and teachers’ organizational commitment, both of which have been used as independent variables to predict school productivity.

Three Logics of Instructional Leadership
By Jessica G. Rigby
This study examines conceptions of instructional leadership in the institutional environment. We know that principals’ practices affect student learning and that principals are influenced by ideas in the broader environment. This article examines and defines the multiple conceptions of what it means for principals to be instructional leaders. This empirical article relies on the methodology of content analysis. Refinements of the conceptions of instructional leadership were done through iterative data collection and analyses cycles.

Responsible Leadership
By Corrie Stone-Johnson
At a time when school leadership takes on great import, we must ask how leadership can move beyond a focus on individual- and school-level changes to collective leadership that relies on the strength of relationships between schools and the communities in which they reside to foster and sustain change. Such leadership is termed responsible leadership. Using a conceptual framework for responsible business leadership and data from a large-scale multinational study on Performing Beyond Expectations, this article formulates a theory for responsible educational leadership. Data come from the Performing Beyond Expectations project, a large-scale international study undertaken from 2007 to 2010. This study used qualitative interviews and analysis of documentary data to explore how organizations in business, education, and sport achieve exceptionally high performance, given their size, client base, and previous performance.

Psychological Empowerment as a Mediator Between Teachers’ Perceptions of Authentic Leadership and Their Withdrawal and Citizenship Behaviors
By Orly Shapira-Lishchinsky & Sigalit Tsemach
This study explores the mediating role of psychological empowerment on authentic leadership, organizational citizenship behaviors (OCB), and a variety of withdrawal behaviors among teachers, using the psychological model of perceptions-attitudes-behaviors. A total of 366 teachers from 23 randomly selected Israeli schools participated in the study. The research combined self-reports and school records taken at regular time intervals regarding three withdrawal behaviors: lateness, absenteeism, and intent to leave. The model for the hierarchical data (teachers within schools) that included latent as well as manifest variables was analyzed using the Mplus statistical package applying to multilevel analysis.
Tackling Long Delays in Transcript and Certificate Production in Higher Education: A Case Study From Tanzania
By Angela Ruth Savage

Provision of transcripts and certificates at the time of graduation, a normal expectation in higher education in developed countries, was a challenge in the case-study university, which risked affecting stakeholder satisfaction and student enrollment. A group problem-solving method was used to identify the scope of the problem, the goal, and to decide on an appropriate process. The process enabled distribution of student documents close to the time of graduation and earned much positive feedback. Subsequent group evaluation of the process allowed for refinement of the process with the aims of reducing errors and increasing program coverage.

RtI at West Elementary: Supplement, Supplant, or a Little of Each?
By Emily Sumney & Carl Lashley

This case, which addresses supplementing or supplanting special education in a school, is applicable to aspiring and practicing principals who require more experience in special education law and practice. We cover the use of special education personnel to provide intervention activities for students who have not been classified as students with disabilities through a pre-referral strategy called Response to Intervention (RtI). Concerns about the principal’s role as instructional leader for all students and operations manager are raised. Opportunities to work with district-level administrators can also be explored. The case highlights ethical and legal practice in providing students with needed instruction prior to a special education referral. Students can research and become familiar with their state and district special education policies.

The Porter Douglass Case: Examining the Impact of Power, Politics, and the Press on Academic Decision-Making
By Audrey J. Jaeger, Ashley Grantham, & Terry Lynch

Mixing political appointments and university operations can prove challenging and, in this case, caused the resignation of three senior officials at State University. Bolman and Deal's four frames provide a structure for analyzing this complex case. The political frame and issues of power and coalitions offer a particularly useful lens to understand a volatile university situation.

Lessons Learned: Mountain College in the Midst of Change
By Erica Lee Orians & Amy Aldous Bergerson

This case describes a strategic planning process initiated by the division of student affairs at a small, private college. It presents several issues related to institutional identity, strategic planning initiative development, faculty and staff buy-in and stay-in, and the changing landscape of higher education. The case is designed for usage in educational leadership programs and is particularly pertinent to provoke discussions regarding leading from the middle, leadership for institutional change, and moral and ethical leadership. Students in educational leadership enrolled in student affairs leadership and administration courses, budgeting or strategic planning, or organizational theory courses can engage in discussion using multiple aspects of the case.
Editor's Introduction:

**New Trends in Leadership Preparation**

*By Gail Furman*

**Leadership for Transformational Learning: A Developmental Approach to Supporting Leaders’ Thinking and Practice**

*By Ellie Drago-Severson & Jessica Blum-DeStefano*

Given the complexity of contemporary leadership, scholars and practitioners seek to improve preparation programs so that school leaders can more effectively support adult development. This article describes longitudinal research investigating how a university course on leadership for adult development (Leadership for Transformational Learning [LTL]) influenced graduates’ conceptions of leadership immediately after the course and years later. This article describes (a) course goals, structures, and curricula; (b) changes in thinking that leaders attributed to LTL; and (c) course ideas and practices that leaders named as essential to their current thinking and work. This investigation offers insight into how university courses can support leaders’ internal growth.

**Framing Social Justice Leadership in a University-Based Preparation Program: The University of California’s Principal Leadership Institute**

*By Tina Trujillo & Robert Cooper*

Scholars are increasingly considering how theoretical concepts about social justice might permeate leadership preparation programs’ design. Yet the degree to which these concepts actually anchor these programs is unclear. This article addresses this gap by analyzing how the University of California’s Principal Leadership Institute bridges theory and practice according to a social justice framework. It applies a theoretical framework for guiding social justice leadership preparation to guide a content analysis of program syllabi. It identifies specific features of the program’s curriculum, pedagogy, and assessment that reflect or contradict this framework, and then discusses the implications for research and practice.

**Using Transformative Experiences to Prepare Instructional Leaders Through Doctoral Education**

*By Margery B. Ginsberg, Michael S. Knapp, & Camille A. Farrington*

This article examines two questions: (a) In what ways can doctoral-level learning experiences help executive-level P-12 leaders to develop instructional leadership expertise and commitment to high levels of learning among diverse student groups? (b) How can educators be supported in this learning within the context of an Education Doctorate (EdD)? To explore these questions, we first draw on the literature concerning adult professional learning, instructional leadership, and the doctoral education of educators aiming for administrative roles and practice, to create a framework for examining university-based efforts to guide aspiring leaders’ learning in these realms. Then, focusing on the “instructional leadership” strand of an EdD program in which we are instructors, we examine how an appropriate learning environment can be constructed, and then illustrate the nature and evidence of learning with mini-cases of three different kinds of students who participated in the program.

**Teacher Leader Model Standards: Implications for Preparation, Policy, and Practice**

*By Jill Harrison Berg, Cynthia L. Carver, & Melinda M. Mangin*

Teacher leadership is increasingly recognized as a resource for instructional improvement. Consequently, teacher leader initiatives have expanded rapidly despite limited knowledge about how to prepare and support teacher leaders. In this context, the Teacher Leader Model Standards represent an important development in the field. In this article, we use findings from the content analyses of four preexisting teacher leader preparation programs to identify strengths and gaps in these new standards. Our aim is to invite critical dialogue about the standards to improve their utility for strengthening teacher leadership preparation, policy, and practice.
THE ROLE OF THE SCHOOL LEADER

School Superintendent: Vital or Irrelevant?

A recent report by the Brookings Institute explored the role of the superintendent in influencing student learning. The researchers found that typically the superintendent is only in the job for 3 to 5 years and that districts with high student achievement did not necessarily have superintendents serving longer terms. In addition, they suggested that hiring new superintendents did not influence achievement and that there was not a single instance of a superintendent having remarkable impact on student learning. Lastly, the researchers found that the district leader only accounts for a small and statistically significant portion of difference in achievement of .3%.

Are principals prepared to evaluate pre-K teachers?

In New York City, where pre-K is expanding and is now part of many elementary schools, principals will be asked to evaluate teachers whose practice they may not be as familiar with. While some districts, such as D.C., have created separate rubrics, that is not the intention in NYC.

Principals Aren't Tapping Teacher-Effectiveness Data, Says Study

A recent study conducted on 6 urban districts and 2 charter organizations found that despite the increase in data available to principals as the result of the expansion of teacher evaluation systems, principals are not really using the data to make decisions. Principals are more likely to rely on seemingly more subjective data from classroom observations. When asked about different data sources such as parent surveys (14%) and student growth (56%) not all principals saw them as valid measures. The researchers identified five major areas of impediment: time, timing technology, training, and trust.

To Access the report directly:
Principals’ Use of Teacher Effectiveness Data for Talent Management Decisions

RECENT RESEARCH

Facts Are More Important Than Novelty: Replication in the Education Sciences

A recent Educational Researcher feature article argues for the necessity of replication in the education filed. They analyzed the publication history of the top 100 education journals and discovered that less than 1% of the studies were replication studies. Furthermore, most of those studies were able to replicate the original findings. Lastly, the authors suggest that there needs to be third-party, direct replications of key studies in order to improve the validity and reliability of the research base.

Review of the Productivity of Charter Schools

Gene Glass reviewed this cost-benefit analysis of charter schools, using NAEP data, which found that for each dollar spent charter schools were producing better achievement results. Focusing only on the achievement data, he found that the researchers directly compared traditional and charter schools without matching them on key demographic variables, such as poverty, that have been found to be highly correlated with NAEP scores.

To access the report directly:
The Productivity of Public Charter Schools

REFORM

Finn: Eight of the Toughest Challenges Schools Still Face

In this commentary by Chester Finn, a longtime education reformer, he suggests what he finds to be the biggest obstacles to school success. First he identifies what he sees as the two biggest gains: a focus on achievement data to measure success and an increase of school choice. The eight challenges are 1) governance (too many layers); 2) finance (an unfiltered mess); 3) leaders (not enough school-level authority); 4) curriculum and instruction (content matters); 5) high-ability students (not being challenged); 6) preparation (inadequate); 7) complacency (parents and reformers; and 8) greed (profit over children).
STUDENT LEARNING AND CURRICULUM

Keeping 9th Graders on Track Can Move Grad Rate, Research Finds

Recent research from the University of Chicago Consortium on Chicago School Research (CCSR) supported the idea that students who are on track to graduate at the end of the 9th grade are more likely to stay on track to graduate. Starting in 2007, Chicago Public Schools (CPS) focused on keeping 9th graders engaged, which researchers found was sustained in 10th and 11th grade.

To access the report directly:

On-Track Freshmen are Almost Four Times More Likely to Graduate High School Than Their Off-Track Peers

What Effective Schools Do

The website EducationNext summarizes a research project in Boston using a sample of 8th graders from 32 public schools, magnet schools, and charter schools. The researchers collected measures of fluid cognitive skills and found that they are predictors of academic performance but that attending a school with high achievement does not influence fluid cognitive skills. The authors suggest that this means effective schools encourage student achievement beyond their cognitive skills and that figuring out ways to increase these skills is necessary for school improvement.

Music Lessons Enhance Brain Function in Disadvantaged Kids

Citing evidence that poverty can lead to chronic stress and, as a result, hinder academic performance, this article reports on a study conducted with 6 to 9 year olds living in high-poverty, gang-prominent areas of L.A. By comparing students enrolled in a free music program with those students deferred for a year, the neuroscience research found that the children who spent 2 years in a community music program had faster processing skills for hearing certain syllables.

Dispelling the Myth of Deferred Gratification

In an interesting commentary by Alfie Kohn for EdWeek, he suggests that the interpretation of the Stanford “marshmallow” study, often cited as evidence to the value of self-control and grit in education, is misrepresented. In fact, the question the researcher was trying to answer had to do with how the child spent their time while waiting, not if they waited, and follow up studies found that those who had waited did not have more willpower 10 years later. Also, the researchers felt that waiting may not always be the better choice. Additionally research also indicated that the influence of life experiences, such as broken promises, may guide the choice the child made.

See also:

'Grit' May Not Spur Creative Success, Scholars Say

Funding Doesn't Follow National Praise for Civic Education

There is an ongoing concern that schools have eliminated or reduced resources, such as time and money, for civic education. Although 40 states require government or civics, it is usually only for one semester. A recent survey found that only 36% of adults could name all three branches of government.

See also: The Civic Knowledge Survey

When schools can’t get online

While almost 70% of schools do not have adequate infrastructure, rural schools struggle to have the broadband capability to use technology effectively in the classroom. While the federal government intends to provide almost all schools with high speed internet by 2017, many schools are missing out on the opportunity to create interesting lessons, collaborate with others, and teach 21st century skills to their students.

See also: When Schools Can’t Get Online
TEACHERS

The huge problem with professional development for teachers

Alvin Crawford, the CEO of an online professional development site, writes about the concerns with professional development. While most researchers and practitioners believe it is important, most teachers do not feel that the training and support they get is effective. He suggests that we are throwing away half of the $6 billion yearly budget on ineffective training that is not improving student outcomes.

Teach for America shows it's learned a lesson about diversity: Now, what's next?

TFA announced that 50% of the upcoming cohort identify as people of color, which is higher than the nationwide rate of 20%. TFA members tend to teach in high poverty schools and/or schools with large populations of students of color, which has often led to distrust of the largely white, middle class teachers. Andre Perry suggests in his column for the Hechinger Report that while this is a step in the right direction, it does not necessarily change how reform may be imposed on a community.

See also:
North Carolina District Breaks Ties With Teach For America

AND
Teach for America ad faced criticism for years.
New definition of homeless would give kids more help

A new bill being considered by the US Congress would expand the definition of homeless to include students who are staying in motels, cars, or with family, friends, or others. Currently, only students living in shelters are eligible for federally funded services, including assistance with food or mental health services.

Senate Education Panel Clears Education Research Bill

In mid-September, the Senate Education committee passed a bi-partisan education bill to support federal education research through IES. The bill also accounted for oversight by requiring outside evaluation of IES centers every three years. The bill changed the language to be more inclusive of research methods other than experimental research. Vote on the Senate floor is likely to take place in November.

NCLB Waivers Extended for Tennessee and D.C.

Waivers have been granted to Tennessee and D.C., both early adapters of teacher evaluation systems, without any additional requests.

Obama Education Policies Add Fuel to Lawsuit Bid

House Republicans intend to sue the president for overreaching his authority regarding the health care bill would likely directly impact some education initiatives, specifically the NCLB waivers.

A back-to-school conversation with teachers and school leaders

Arne Duncan posted a blog entry in August to respond to educators concerns regarding the federal governments stance on testing. at the start of another school year. He claims to also share concerns that testing takes up too much time, that the current assessments should not be used for accountability, and that test focus on basic skills and not critical thinking.
**States and the (not so) new standards — where are they now?**

ECS released a brief in early September looking at the initial adoption, of the Common Core and additional state legislative and executive action. Highlighting recent activity, they found that 9 governors have issues executive orders regarding standards. Two states have passed legislation to no longer adopt the standards. Four states are considering leaving. Information on the states affirming the standards is also included.

**50-State Look at How Common Core Playing Out in US**

The New York Times presents a state-by-state guide to the acceptance, rejection, and confusion around the Common Core.

**Common Core: yes or no? A debate.**

Recently an organization called Intelligence Squared U.S. held a debate between two pro-CCSS advocates, Carmel Martin, the former assistant secretary for planning, evaluation, and policy development at the DOE and VP at the Center for American Progress and Mike Petrilli, president of the Thomas B. Fordham Institute; and two anti-CCSS advocates, Carol Burris, 2013 New York principal of the year from NASSSP and blogger and Frederick Hess, director of educational policy studies at American Enterprise Institute.

The transcript of the debate can be found on here on The Washington Post website.

If you would like to listen to the debate, check out the following NPR broadcast: [Debate: Should Schools Embrace The Common Core?](https://www.washingtonpost.com/)

**Common-Core Math Textbooks to Get Online Ratings**

The nonprofit organization EdReports.org intends to post a free website comparing textbooks and curriculum being marketed to align with the Common Core in order to encourage the market to meet the needs of educators and students. A team of 19 educators, including classroom teachers, will begin with reviews of 21 different options for K-8 math materials. There are three areas of evaluation: 1) focus and coherence, 2) rigor, and 3) support of learning and engagement. Each instructional series will be vetted by at least three reviewers who will share their findings with the whole group. The project is funded by the Gates Foundation.
Pennsylvania

**Education associations deploy corps to advocate for fair funding formula**

A coalition of veteran teachers backed by the Pennsylvania Association of School Business Officials are traveling throughout the state to try to get reform of a school funding formula that was developed in 1991. The group would like to eliminate the disparities in funding and provide districts with more assurance of funding from year to year.

Texas

**Science education group raises red flag about Texas textbooks**

The Texas Board of Education is in the process of selecting social studies textbooks that align with the new standards and critics are concerned over their emphasis on American's Christian heritage as well as their handling of global warning.

Indiana

**State board approves controversial changes to teacher certification rules**

Indiana has approved a change in state policy that will allow college graduates with a 3.0 GPA who pass a content knowledge exam to teacher in public schools, regardless of training in teaching skills.

Maryland

**Baltimore's Teacher-Pay Experiment Gains Foothold**

In conjunction with teachers unions, Baltimore schools have reformed the teacher-pay scale to focus on professional performance. The city developed a lead teacher role with a higher salary and time built into their schedule to mentor and coach other teachers. Also, teachers who do better on their teacher evaluation can be eligible for higher pay. Teachers chosen as lead or model teachers are selected by their colleagues through blind-review. Early research has been unable to link these pay increases to student learning, but participants are happy with the way teachers are taking ownership of their effectiveness.

New York

**The Battle for New York Schools: Eva Moskowitz vs. Mayor Bill de Blasio**

The *New York Times Magazine* published a story on the struggle for power in New York City between public schools and an ever-expanding charter presence. Eva Moskowitz runs the largest charter network in the city, which has found a high level of success at the elementary level as measured by state exams. Bill De Blasio is the newly elected mayor who ran on a campaign to stop the growth of charter schools. Both are concerned about the quality of education for NYC’s poor and minority students.

California

**The LA School iPad Scandal: What You Need To Know**

This NPR Morning Edition story discusses what is happening in LA Unified School District. The district intended to buy 700,000 iPads for use by both teachers and student so that every student had access to technology. There has always been concern that this plan is expensive, but now it has been further halted by questions over the bidding process.

**California Lawmakers Approve Measure to Repeal Limits on Bilingual Education**

There is a 16 year old law that restricts the use of bilingual education in California schools and the California State Assembly voted to repeal the proposition and expand bilingual education.