Volume 10, Issue 9, October 2015

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

Table of Contents

Headquarters Updates
UCEA Announcements pp. 2-16

Research & Headlines
UCEA Publications Highlights pp. 17-19
Educational Leadership p. 20
Federal Policy p. 21
State Policy p. 22

UCEA Connections Editors
Amy Reynolds & Angel Nash, UCEA Headquarters

Graduate Research Assistants

UCEA Mission Statement

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

We fulfill this purpose by:
• Promoting, sponsoring, and disseminating research on the essential problems of schooling and leadership practice;
• Improving the preparation and professional development of educational leaders and professors; and,
• Positively influencing local, state, and national educational policy.
Headquarters Updates

See the following pages for updates from UCEA Headquarters regarding the 2015 UCEA Convention!

Important Upcoming Dates for the 2015 UCEA Convention

- Tuesday, October 20—Advance registration ends
- Monday, October 26—Deadline to upload conference papers to AllAcademic
- Thursday, November 5—Regular registration ends
2015 UCEA Convention

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

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

2015 UCEA Graduate Student Summit

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

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

It will include:

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

Register for the 2015 UCEA Convention

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<th>Advance Ends 10/20</th>
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2015 Preliminary Program

The 2015 UCEA Annual Convention Preliminary Program has been released for review. Please search the program for your name and ensure all information pertaining to you is correct. 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.

Any corrections to sessions, titles, or names must be sent to UCEA by September 30th, 2015.
2015 UCEA Convention Hotel Reservations

The UCEA Convention is being held at the Manchester Grand Hyatt in San Diego and rooms are filling quickly. Visit here to book your room now! When you book, remember that the Convention will begin at noon on Friday, November 20th and end on Monday, November 23rd.

Room rates:

- Single/Double: $160.00
- Triple/Quad: $185.00

Be a Volunteer at the UCEA Convention!

Interested in being more involved with UCEA? We are always looking for Convention volunteers and can offer discounted registration or complimentary registration based on volunteer hours. Send a message to make inquiries to ucea-convention@gmail.com for more information. It is a great way to support UCEA with your time, meet other members, and get to know the #UCEAwesome Headquarters staff!

Register for the 4th Annual International Summit

UCEA invites you to attend the 4th Annual International Summit at the 2015 Convention. Tickets are $20.00 and are available through registration. The International Summit will occur on Monday, November 23rd, beginning at 8:30 AM and closing at 12:30 PM. Session topics are focused on the theme, Conversations on Transcultural and Transnational Leadership Practice and Preparation. Visit the International Summit page for more details.

2015 UCEA Convention Sponsorship

Thank you to our early 2015 UCEA Convention sponsors! UCEA appreciates your support and looks forward to creating a wonderful experience for all Convention attendees. If you are interested in being a 2015 Convention sponsor, please email ucea-convention@gmail.com or check out our online sponsorship form https://members.ucea.org/sponsor/events. Every sponsor makes a difference!

Early Sponsors for 2015

University of San Diego - Host Sponsor
The Wallace Foundation - Host Sponsor
Pennsylvania State University - Partner
San Diego State University - Partner
Texas A&M University - Partner
University of Connecticut - Partner
High Tech High Graduate School of Education - Partner
University of Iowa - Contributor

Join your colleagues in supporting UCEA by becoming a sponsor!
2015 UCEA Award Recipients

UCEA is dedicated to the promotion and encouragement of educational leaders whose efforts create excellence within the educational leadership community. Each year UCEA recognizes those individuals who have made significant contributions toward the advancement, preparation, and practice of educational leaders. UCEA is proud to announce this year’s award winners for the following awards:

**Roald F. Campbell Lifetime Achievement Award**
Gary M. Crow—Indiana University

**Jack A Culbertson Award**
Anjalé D. Welton—University of Illinois at Urbana-Champaign

**UCEA Master Professor Award**
Gail C. Furman—Washington State University- Spokane

**Jay D. Scribner Mentoring Award**
Betty Malen—University of Maryland

**Paula Silver Case Award**
Matthew M. Kaiser—Metropolitan School District of Washington Township
Kesha M. Seitz—Metropolitan School District of Mount Vernon
Elizabeth A. Walters—Metropolitan School district of Perry Township

**JRLE Best Article Award**
Chad R. Lochmiller—Indiana University

**Distinguished Service Award**
Michele Acker-Hocevar—Washington State University-Spokane
Gail C. Furman—Washington State University-Spokane
Liz Hollingworth—University of Iowa
Edwin M. Bridges Award
Margaret Terry Orr—Bank Street College of Education
Allan Walker—Hong Kong Institute of Education

**Exemplary Educational Leadership Preparation Program Award**
No award given this year

Join us to celebrate the honorees by registering to attend the UCEA Awards Luncheon!
Welcome to the 2015-17 UCEA Graduate Student Council Members!

Please join UCEA in welcoming the new 2015-17 UCEA Graduate Student Council members! We look forward to the work they will do on behalf of graduate students at UCEA. Look for them at the Graduate Student Summit and Convention.

Bryan VanGronigen, University of Virginia
2015-17 UCEA Headquarters Representative

Bryan A. VanGronigen is a PhD student in education administration and supervision at the Curry School of Education at the University of Virginia and serves as a graduate research assistant to both Professor Daniel L. Duke and the University Council for Educational Administration Headquarters Office. His research interests include organizational change, business continuity and organizational resilience, leadership transitions in K-12 schools, and group dynamics in school settings. Prior to his doctoral studies, Bryan was a public middle and junior high school teacher in Missouri and an independent high school teacher and department chair in South Carolina. He also volunteers his time with several non-profits, including serving as the Associate Dean of the Legislative School for The American Legion Boys State of Missouri, an eight-day youth-in-government summer program. He earned his B.S.Ed. in secondary studies from the University of Missouri and his M.Ed. in higher education administration and institutional advancement from the Peabody College of Education at Vanderbilt University.

Elizabeth Gil, Michigan State University
2015-17 GSC Representative

Elizabeth Gil is a doctoral student in K-12 Educational Administration and a research assistant at Michigan State University. Her research interests include family educational involvement, culturally responsive educational practices, and post-high school educational access and success. Prior to pursuing her doctoral studies, she taught in New York City public schools for over 10 years, also serving as a grant coordinator and data specialist working with children, parents, and teachers. Elizabeth holds a Bachelor’s degree in history from New York University, a Certificate in bilingual education, and Master’s degrees in Curriculum and Teaching from Michigan State University, and Educational Administration from the College of Saint Rose.

David Aguayo, University of Missouri
2015-17 GSC Representative

David Aguayo is a doctoral student at the University of Missouri in the Educational Leadership and Policy Analysis Department and a graduate research assistant to faculty working on social justice leadership in marginalized schools and communities across the U.S. David’s research interest encompass community-school-university collaboration, local educational policy-making and leadership, along with the impact of community development in local educational efforts. His methodological interest range from critical qualitative approaches, including mixed methods to encompass the holistic/complex needs encountered in education today. Concurrent with his doctoral work, David is co-leading a grassroots movement aimed to create educational collaboration across families, schools, communities, and universities for the betterment of underrepresented children in Columbia, Missouri. Prior to entering his doctoral program, David received his master’s in counseling psychology, directed a K-5 literacy program, and taught in a Montessori preschool, all aimed to serve under-served students. Follow him on twitter @David_SinLimite.

Rachel White, Michigan State University
2015-17 GSC Representative

Rachel White is an education policy doctoral student at Michigan State University. She is interested in how political processes impact the ability of school districts — especially those serving traditionally undeserved and disadvantaged students — to ensure equitable outcomes for all students. Rachel’s dissertation research focuses on the relationships between policymaking and the institutional structures of state government, specifically exploring whether the institutional structures in which education policymaking take place influence political responsiveness to public preferences. Rachel holds a BA in public policy from the University of Michigan’s Ford School of Public Policy and an MA in education policy and leadership from The Ohio State University.
A CALL FOR NOMINATIONS

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 Washington, DC (tentatively scheduled for April 7-8, 2016).

Nominations for the David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy are due by 11:59 EST November 6, 2015. The nominations website will open in mid-September.

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. All materials will be submitted online on the UCEA website, see directions for nomination materials and an overview of the Clark Seminar process at http://www.ucea.org/graduate-student-opportunities/david-clark-seminar/

To be considered complete, both the faculty nomination and the student proposal must be received by the deadline. Nominating institutions must also indicate the level of financial support that will be provided to support their nominee’s travel and participation. Given the cost of hotels and transportation, we recommend an allocation of at least $700 per student.

Additional information concerning the seminar is available on the “Clark Seminar” page of UCEA website (http://www.ucea.org). We expect to extend invitations to 40 students in December 2015. If you have any questions, please call (434) 243-1041.
Headquarters Updates

**New Report from the Wallace Foundation**

School principals are “invaluable multipliers of teaching and learning in the nation’s schools,” according to this report by political scientist Paul Manna, but to date it’s been unclear what state policymakers could do to boost their effectiveness. Drawing from sources including the experiences of states that have focused on developing stronger principal policy, this report aims to fill that gap by offering guidance in the form of three sets of considerations for those who want to take action.

- The first is an appraisal of the principal’s current status on the list of state priorities and the rationale for placing the principal higher on the agenda, such as the fact that principals can have a powerful effect on the classroom.
- The second is an examination of six policy levers that states can pull:
  - Adopting principal leadership standards into state law and regulation;
  - Recruiting aspiring principals into the profession;
  - Approving and overseeing principal preparation programs;
  - Licensing new and veteran principals;
  - Supporting principals’ growth with professional development; and
  - Evaluating principals.
- The third is an assessment of four important contextual matters for the state: its web of institutions responsible for education governance and the interaction among them; its diversity of urban, suburban and rural locales; its capacity, along with the capacities of its communities, to carry out new policies; and its mandates already affecting principals.

The report emphasizes that every state faces a unique blend of educational, political and financial circumstances and that, therefore, each state’s approach should fit its needs and particularities. “There is not a cookbook recipe for policy development or implementation that will work equally well in all states,” it says. “State and local adaptations will be necessary. Still, there are some useful places for all states to start, regardless of their current conditions.”

**New Double Issue of JALE!**

Heather Rintoul, Editor of the Journal of Authentic Leadership in Education recently announced a new double issue of the journal. Tony Normore is the guest editor for this issue as well as the next issue which will be published in the coming months. In this double special issue titled, Developing, Growing, Preparing, and Supporting Educators in Under-served Urban Schools: A California Perspective on School Leadership, the authors examine several learning institutes of postsecondary training, preparation, and development programs for school leaders. Their use of the concept “school leaders” encompasses not only the commonly known titles of principal / assistant principal / vice principal but also the teacher leader. They explore the differences and similarities of educational contexts including elementary, middle and secondary schools; traditional and non-traditional schools; and how leaders of learning are developed and ready to lead in underserved schools within the large urban setting of Los Angeles, California. Follow this link to see the journal issue: [http://csle.nipissingu.ca/current.html](http://csle.nipissingu.ca/current.html)
UCEA Opening General Session featuring Antonia Darder

Dr. Antonia Darder is a distinguished international Freirian scholar. She holds the Leavey Presidential Endowed Chair of Ethics and Moral Leadership at Loyola Marymount University, Los Angeles and is Professor Emerita of Education Policy, Organization, and Leadership at the University of Illinois Urbana Champaign. Her scholarship focuses on issues of racism, political economy, social justice, and education.

-11/20/14 at 5:15 PM at the Manchester Grand Hyatt Seaport DE-

UCEA Presidential Address featuring Current President Noelle Witherspoon Arnold

Dr. Arnold is a professor at The Ohio State, and received her degree from the University of Alabama in Educational Administration, with minors in Social Foundations and Qualitative Research. Her research agenda includes analyses of life history and spiritual narratives documenting and analyzing how individuals integrate and negotiate personal religious and spiritual belief(s) in schooling practices.

-11/21/14 at 9:20 AM at the Manchester Grand Hyatt Seaport DE-

UCEA General Session featuring Marcellus McRae

Marcellus Antonio McRae is a partner in the Los Angeles office of Gibson, Dunn & Crutcher. California Lawyer featured him as one of its honorees in its 2014 California Lawyer Attorney of the Year Awards. He is a member of the firm’s White Collar Defense and Investigations, Government Contracts, Media, Entertainment and Technology, and International Trade and Regulation Compliance Practice Groups.

-11/22/14 at 1:40 PM at the Manchester Grand Hyatt Seaport DE-
PANELIST
Olympia Kyriakidis: Olympia consults with districts and states on immersion language learning and 21st century skills. Her focus is on working with principals to implement specialized programs. Olympia has presented at national and international conferences on language immersion. For the past seven years, she has served as principal of Riverview International Academy. During her tenure at Riverview, Olympia implemented a unique trilingual program, tripled student enrollment, and improved test scores by 110 API points to the highest in the district. This year Olympia is working with the San Diego County Office of Education’s Superintendent’s Task Force on Closing the Achievement Gap.

PANELIST
Miguel & Francisco Guajardo: Guajardo’s work has been informed by the local ecology and the values of equity, dignity, and democracy in cross-cultural settings. He has traveled to five continents and has engaged in conversations with indigenous leaders, teachers, and citizens on issues of education, development, citizenship, and identity formation. His teaching, research, and service agenda is grounded in a micro-macro integrative theory that is informed by practice. His work and lifelong commitment to Latino youth and communities informs his research and community development agenda. The work with the Llano Grande Center in South Texas has yielded a number of innovative and effective strategies for educating Latino youth and families and has received national recognition.

MODERATOR
Lee Francis: Lee is an educator, activist, and poet with over fifteen years of experience teaching and conducting workshops with minority populations, especially in and around Indigenous and Native American communities in North America. His primary focus has always been on positive youth development and student success, with an eye towards the arts and exploring creativity in all aspects of education. He currently serves as the National Director of a Native American community-youth development organization, Wordcraft Circle, Inc., that focuses on promoting stories as a means of local development and cultural sustainability.

PANELIST
Natalie Tran: Natalie is an associate professor of educational leadership at California State University, Fullerton. Dr. Tran’s research focuses on evaluating the effectiveness of curriculum and services related to science, technology, engineering, and mathematics (STEM) education and examining factors that affect students’ learning experiences both in the classroom and out-of-school settings. She has also been active in developing the National Resource Center for Asian Languages, supported by the Department of Education.
2015 UCEA Annual Banquet

Join us for the 2015 Banquet aboard the Admiral Hornblower! Cruise around the San Diego Bay while enjoying a complimentary glass of champagne, and then head below-deck for a sumptuous sunset dinner. Admiral sails from 5:30 PM until 8:30 PM.

Tickets are $60/person, and are available on Registration.
**Explore Events for Graduate Students at UCEA**

Wherever you are, the UCEA Graduate Student Council has your needs in mind!

### Stage in Program | UCEA GSC Events at UCEA
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**Coursework & Developing Expertise**
- Graduate Student Summit (GSS) - network with other graduate students and learn about their research (11/19-11/20)
  - *GSS registration required*

**Networking and Mentoring**
- Plenum reception (11/19) - GSS registrants invited*
- GSS Graduate Student Social (11/19)
- GSS Paper Presenters Mentor Feedback Sessions (11/20)*
- Graduate Students of Color Mentoring Session (11/20)
- Graduate Student Closing Session (11/22)

**Writing & Publishing**
- AERA Divisions A & L Graduate Student Breakfast: Publish and “Live’’: Taking the Fear out of Publishing (11/21)
- Jigsawing Puzzles While Traveling in a Maze: Simplifying the Complexity of Writing a Literature Review (11/22)

**Preparing a CV**
- Dissecting the Curriculum vitae (CV) for Job winning Success (11/20)
  - *Bring copies of your CV!*

**Job Search**
- Demystifying the Academic Job Search: Tips and Resources for Those Considering the Professoriate (11/21)
- Demystifying the Academic Job Search, Part II: The Nuts and Bolts Workshop (11/21)
- Overcoming the “Tyranny of the OR” in Post-PhD Career Planning: How to Remain Engaged in the Worlds of Research and Practice (11/21)

**Contract Negotiation**

**Preparing for your First Post-PhD/EdD Job**
- “Shoulda, Coulda, Woulda . . .”:: What We Wish We Had Known Before Becoming a Professor: The Remix (11/22)

All dates are tentative. See the final program for final dates and times..
UCEA FILM FESTIVAL

-TWO AVAILABLE VIEWINGS-

FRIDAY, 11/20
(SIP AND SCREEN)
8:30 PM-9:30 PM
SEAPORT DE

SATURDAY, 11/21
3:20 PM-4:10 PM
SEAPORT DE

Featuring the Following Films at Each Showing:

“Teacher Peer Excellence Group”
Vanderbilt University

“Evolution of a Learning Revolution”
East Carolina University

“Partnering with Universities”
Prince George’s County, Maryland & The Wallace Foundation

“Leaders, Leadership and Danforth”
University of Washington

“Digital Storytelling Retreat”
North Carolina State University

“The Value of Danforth”
University of Washington

“Dedicated Support”
Charlotte-Mecklenberg, North Carolina Public Schools & The Wallace Foundation

“Santal School in India”
University of Manitoba
What is the most productive way to prepare for the UCEA Convention over the next three months?

Try a little SELF CARE!

1. care for oneself and support of a meaningful cause simultaneously
2. Jackson Scholars Network 5K [see below]

The Jackson Scholars Network 5K
San Diego Bay
Saturday, November 21, 2015
7:00 AM

GRAB YOUR...

(SNEAKERS) (SUPER SMART WATCH)

AND MOST IMPORTANTLY

(COLLEAGUES, MENTORS, AND MENTEES)

Registration fee: $15 (listed in convention registration options and includes a 5K T-shirt)
Proceeds benefit the UCEA Jackson Scholars Network

Walkers, joggers, and runners are welcome and encouraged to participate

See you on the San Diego boardwalk!
UCEA would like to announce a new report for policy makers and professors of educational leadership.

**Coming in November 2015.**

*The Policymaker’s Guide to Research-Based Policy for Principal Preparation Program Approval and Licensure* explores code, rules and regulations, and State Board of Education documents for all 50 states and the District of Columbia and provides detailed state profiles as well as state-to-state comparisons of 9 policy areas and 22 sub standards that support the development of effective leaders.
Mentoring with Meaning
How Educators Can Be More Professional and Effective

CARLOS R. MCCRAY AND BRUCE S. COOPER

Mentoring with Meaning, and its forthcoming companion, Making Mentoring Work, will help educators to mentor or to be mentored effectively in our schools. We all have had mentors, those key adults from family, work, and/or schools, who have assisted us in learning. Mentors help us to become good adults, skilled and able professionals, and contributing member of community and society. This book seeks to help everyone, educators in particular, to be mentored and to be a mentor.

By Jennifer L. Greer, Linda J. Searby, & Stephen J. Thoma

The public expects school leaders to be moral exemplars, yet prior research indicates that teachers and, more recently, school principals may score lower than other career groups on a widely used measure of moral reasoning, the Defining Issues Test. Moreover, little empirical research has been conducted on educators during leadership preparation in graduate school. The purpose of this research was to create a baseline profile for moral reasoning in educational leadership/administration graduate students in one Southern state and to compare their scores with a composite national average for graduate students across disciplines to see if educational interventions are needed. In the summer of 2012, the updated Defining Issues Test—2 was offered via e-mail as an online questionnaire to 539 master’s, educational specialist, and doctoral students in the five advanced-track schools in the study state. The questionnaire also gathered data on the students’ demographics and the virtual test-taking environment.

School–Nongovernmental Organization Engagement as an Entrepreneurial Venture: A Case Study of Sunlight’s Engagement With Israeli Schools

By Miri Yemini & Netta Sagie

This study examines the objectives, nature, and perceived outcomes of school–nongovernmental organization (school-NGO) engagements in the Israeli education system, focusing on a single case study of a school-NGO interaction. We aim to characterize the conflicting motivations of each stakeholder involved in the creation and formulation of such engagement and to capture the process of interaction—from its initiation through the decision to continue, expand, or abolish these relations. We employ a case study approach based on in-depth interviews with school principals, the NGO’s CEO, representatives of the local education authority and Ministry of Education, and the Israeli parliament’s Education Committee director, in addition to publication analysis, to provide a comprehensive view of the interaction from the stakeholders’ perspectives.

Multisource Principal Evaluation Data: Principals’ Orientations and Reactions to Teacher Feedback Regarding Their Leadership Effectiveness

By Ellen B. Goldring, Madeline Mavrogordato, & Katherine Taylor Haynes

A relatively new approach to principal evaluation is the use of multisource feedback, which typically entails a leader’s self-evaluation as well as parallel evaluations from subordinates, peers, and/or superiors. However, there is little research on how principals interact with evaluation data from multisource feedback systems. This article explores how principals orient and react to multisource feedback on their effectiveness as instructional leaders and how they interpret gaps between their self-assessments of their leadership effectiveness and their teachers’ ratings of their leadership effectiveness. Using interview data collected from 14 principals in an urban school district in the southeast United States at two points in time, this study conducts a qualitative analysis to examine principals’ orientations and reactions to their feedback.

The Apprentice: Pathways to the Principalship and Student Achievement

By Kevin C. Bastian & Gary T. Henry

Nascent empirical research demonstrates the sizable impacts of principals on student achievement. More research is needed on the pathways to the principalship and how principals’ characteristics and training experiences influence their performance. Purpose: (1) To describe the characteristics of first-time principals and the schools that hire them and (2) to assess the extent to which the characteristics of early-career principals and the environments in which they previously worked are associated with changes in student achievement in the schools they lead. Setting: North Carolina public schools. Sample: All first-time principals (981 in total) from 2006-2007 through 2009-2010 and the students attending the schools where they serve. Data: Administrative data on students, school personnel (teachers, assistant principals, principals), and schools provided by the North Carolina Department of Public Instruction. Research Methods: Covariate adjustment and fixed effects value-added models.

School Success as a Process of Structuration

By Dorit Tubin

The purpose of the present study is to explore the process, routines, and structuration at successful schools leading their students to high achievements. The approach of building a theory from case study research together with process perspective and an organizational routines model were applied to analyzing seven successful Israeli high schools that bring their students to high academic outcomes.
Catching Up to the CCSS: A Principal Navigates Out-of-Subject Instructional Leadership

By Sarah Quebec Fuentes, J. Matt Switzer, & Jo Beth Jimerson

This case provides principals and principal licensure candidates an opportunity to delve into the nuances of supervising teachers in content areas, which may be unfamiliar, and to explore strategies for increasing knowledge about the structures and emphases of the Common Core State Standards (CCSS). The case presents issues related to curriculum, instructional leadership strategies, professional learning networks, and supervision and evaluation of teachers. It can also be a springboard for connecting principals and licensure candidates with resources to deepen familiarity with best practice research in mathematics instruction.

In the Shadow/From the Shadow: The Principal as a Reflective Practitioner in Trinidad and Tobago

By Laurette Bristol, Talia Esnard, & Launcelot Brown

This case highlights a school principal’s leading practice as she worked to transform the social and educational status of students, teachers, and community in a small urban primary school. We employ shadowing, a technique popularized in work-based education and photography, as reflective and research tools. Teaching notes provide insight into the implications of shadowing for leadership development and leading learning particularly in the absence of systematic and strategic professional learning for school leaders in Trinidad and Tobago. The literature used here considers understandings of the relationship between the practice architectures of school leading, the reflective practitioner, and school transformation.

Homecoming at Atwater University

By Sarah M. Marshall, Scott Van Pelt, Phoebe Kingsak, & Alexander Williams

Atwater University (AU) administration is struggling with an increased number of student alcohol-related problems. In particular, during the annual homecoming parade, students are extremely intoxicated and belligerent toward alumni. The new dean of students is appalled by the condoned student behavior. He also received two complaint letters from members of the AU community. The dean of students charges his subordinates with fixing the related problems.

Sex Discrimination at Saint Ambrose University: The Moral and Legal Consequences of Unethical Behavior

By Jennifer Martin & Jane A. Beeze

This case was developed for use in a learning-centered course with a focus on administrative leadership and ethical behavior. This case describes the experience of a new faculty member at Saint Ambrose University, as she discovers a wide range of ethical and management problems in her department. The case unfolds as we track her efforts to deal with these issues. Intertwined throughout the case are challenges pertaining to the dean’s responsibilities, particularly in the area of management oversight. Students must analyze the data, identify the inconsistencies in ethical behavior, and identify the potential moral and legal consequences.

Administrators in Action—Managing Public Monies and Processing Emotion in School Activities: A Teaching Case Study

By Penny L. Tenuto, Mary E. Gardiner, & Julie K. Yamamoto

This teaching case describes school administrators in action performing day-to-day leadership tasks, managing public funds in school activities, and interacting with others appropriately. The case focuses on administrative challenges in handling and managing school activity funds. A method for processing emotion is discussed to assist administrators in building capacity in themselves and others. Self-reflection helps leaders to understand themselves and others, improve communication, and avoid misunderstandings, strengthening capacity to lead. Teaching notes, questions for reflection, and an application activity are also included. The case was developed for use within educational leadership preservice and for professional learning by practicing school administrators.

To Bond or Not to Bond? That is the Question

By Wayne E. Balzer

This case, inspired by a real school district scenario, was developed for use in a graduate-level course in school finance. James Spencer had just been selected as the new superintendent of a low-income, 400-student, rural school district in need of many capital improvements. The previous superintendent had refused to hold a bond election because of persistent criticism and negative feelings resulting from the previous bond election 8 years earlier. Mr. Spencer was left to analyze the district’s needs, resources, political climate, state laws, and the latest research to answer this vexing question: to bond or not to bond?
Editors: Gordon Gates and Sharon Kruse
August 2015; 10(2)

Editor's Introduction: Linking Leadership and Instruction
By Sharon D. Kruse & Gordon Gates

Lights, Camera, Action: Advancing Learning, Research, and Program Evaluation Through Video Production in Educational Leadership Preparation
By Jennifer Friend & Matthew Militello
This article analyzes specific uses of digital video production in the field of educational leadership preparation, advancing a three-part framework that includes the use of video in (a) teaching and learning, (b) research methods, and (c) program evaluation and service to the profession. The first category within the framework examines videos produced by students and/or faculty to advance student-centered and reflective learning practices. The second category describes methods for research in leadership education through production of videos or documentary films. The third category explores videos created to evaluate programs or to share innovations within the field. This article includes web links to 23 video examples with guidelines for readers to practice video production within each category.

Improving Instructional Leadership Through the Development of Leadership Content Knowledge: The Case of Principal Learning in Algebra
By Michael D. Steele, Kate R. Johnson, Samuel Otten, Beth A. Herbel-Eisenmann, & Cynthia L. Carver
Instructional leadership is integral to improving mathematics teaching in secondary schools. However, administrators often lack sufficient content knowledge in mathematics to be effective in this role. This study examined the impact of professional development focused on developing leadership content knowledge in algebra. Data included written assessments, case discussions, and interviews from 10 principals. Analysis identified shifts in principals’ algebra content knowledge and their frames for interpreting algebra instruction. Principles improved their connections between mathematical representations and shifted from using frames highlighting teacher characteristics toward using frames highlighting teacher and student thinking. Implications for leadership professional development design are discussed.

Leading Technology-Rich School Districts: Advice From Tech-Savvy Superintendents
By Scott McLeod, Jayson W. Richardson, & Nicholas J. Sauers
Superintendents’ instructional leadership is critical to the academic success of school systems. In addition to traditional work complexities, today’s superintendents must navigate rapid and significant technological transformations. In this study, an exploratory sample of “technology-savvy” superintendents was interviewed to ascertain advice about how to navigate the complexities that surround successful district-level technology leadership strategies and mind-sets. Participants highlighted issues such as budgets, professional development, and instructional leadership, and affirmed the value of personally modeling technology use. They also emphasized both personal and organizational risk-taking and shared how communities of practice can help alleviate skill and knowledge gaps.

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THE ROLE OF THE SCHOOL LEADER

Texas KIPP Principal Details Three MBA Benefits for School Leaders

School leaders are learning business-minded skills at universities that offer MBA programs which focus on educational entrepreneurship. While some in education do not support the idea of managing schools like corporations, other proponents find the approach helpful when it comes to leadership decisions such as hiring. Other key takeaways from this type of preparation include business-minded foci on flexibility in the school environment, group dynamics, and financial management.

Keywords: school management, business decisions

STUDENT LEARNING AND CURRICULUM

Superintendent Connects Students with Career Paths

In western Michigan, the IChallengeU program is a partnership between local schools, business, and community organizations. Collectively, they offer students work experiences that promote school-to-career trajectories by providing opportunities for high school juniors and seniors to work with local businesses in developing solutions to realistic industry challenges. Another program, Connections, offers comprehensive career explorations for sixth through twelfth graders, via similar access to area businesses. Connections focuses on students identifying the relationship between their school work and future career goals. Both programs encourage growth in achievement on high-stakes tests, as well as students’ communication, social skills, confidence, reflection, growth, engagement, and interest in learning.

Keywords: career exploration, industry pipeline

TEACHERS

Educators: Low Pay, Negative Perceptions Behind Struggles to Recruit Teachers

The Indiana Department of Education recently reported a decline in the number of educators who received first-time teacher licenses. Since 2014, 21 percent fewer educators, including classroom teachers, received the credential. The trend, which was measured over the past six years, is purportedly due to familiar reasons: negative opinions about the profession, the burden of teaching to standardized tests, and low salaries. Some reports indicated that first-time teachers make up only one-fifth of new teachers entering classrooms each year. Also of important note are the clarifications in federal data reporting requirements, which complicate the way college data is used to determine teacher shortage statistics.

Keywords: teacher shortage, early career paths, teacher licensure

RECENT RESEARCH

The Pell Partnership: Ensuring a Shared Responsibility for Low-Income Student Success

A recent report from The Education Trust that examined student performance at 1,500 private and public nonprofit colleges revealed some sizeable gaps in graduation rates between students who benefit from Pell Grants and those who did not. Inside Higher Ed reports that the national graduation rate for Pell Grant recipients lags 14% behind their peers. Depending on Pell Grant status, universities with similar sets of incoming students can have different graduation rates, indicating that the ways in which colleges serve their students matters.

Keywords: financial aid, graduation rate

REFORM

Facebook Moves into K-12 Arena through Partnership with Charter Network

Facebook is increasing its support of Summit Public Schools by improving a digital tool called the Personalized Learning Plan. The tool, which customizes lessons to individual students’ needs, was available to 2,000 students and 100 teachers in Summit’s school network during the 2014-2015 school year. Facebook will support Summit’s partnerships with more public schools across the nation, and eventually plans to eventually offer PLP free to any school in the US. Summit has used teacher-created materials to help students plan long-term academic goals that are matched to their career goals, and monitor and improve student performance.

Keywords: curriculum customization, technology integration
FEDERAL POLICY

Digital Equity Bill Targets ‘Homework Gap’

Recently, a co-sponsored bill has been introduced in Congress to explore the nationwide homework gap and to allocate resources for pilot programs that would close it. The Digital Learning Equity Act of 2015 proposes quantifying the gap in access to technology outside of school between students from impoverished backgrounds and students from higher resourced homes. Education technology experts support the bill because it addresses an issue that receives less coverage as school technology integration continues growing.

Keywords: digital divide, home technology access, education technology
**ALABAMA**

**Senate Budget Fix: Shift $100M from School Budget**

In an effort to pass the state 2016 General Fund budget, Alabama legislators proposed taking money from school funds. Senators voted to transfer $100 million from the Education Trust Fund, which pays for schools, to the General Fund, which pays for Medicaid prisons, and non-school state agencies. This latest proposal is the most recent in an ongoing debate regarding the decision to partially or wholly combine the General Fund, which received $1.84 billion, and the $6 billion Education Trust Fund.

*Keywords: state budget, education funding*

**NORTH DAKOTA**

**Waiver Means Most Schools No Longer 'Failing'*

The majority of North Dakota schools were labeled “failing” under the No Child Left Behind Act. However, most of the schools recently received welcome news that they still may have met Adequate Yearly Progress (AYP) due to the U.S. Department of Education’s issuance of state waivers. The waiver that North Dakota received allowed the state to base its AYP reports on the percentage of students who took the standardized tests, school graduation, and attendance rates, as opposed to students’ standardized test scores.

*Keywords: Annual Yearly Progress (AYP), standardized tests*

**WASHINGTON**

**Seattle School Board Halts Suspensions for Elementary Students**

The Seattle School Board recently passed a resolution that calls for a moratorium on out-of-school suspensions for elementary school students. The one-year freeze started at the beginning of this school year following a unanimous vote by the School Board. It targets suspensions for disruptive conduct, rule breaking, and disobedience, which previously made up close to a fourth of all elementary school student suspensions.

*Keywords: school suspensions, student discipline*

**Wyoming**

**Lawmakers Consider Student Social Media Privacy Bill**

State legislators are contemplating a bill that would make it unlawful for school districts to ask for access to students’ social media accounts. The Task Force on Digital Information Privacy recently advanced the bill, which is only applicable to non-school issued accounts. The bill requires parents’ permission to view the accounts.

*Keywords: social media, student privacy*

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See the [ECS State Education Policy Database](#) for legislative updates by date and topic.
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