Volume 9, Issue 8, September 2014

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

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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 will open on RegOnline beginning July 1, 2014 after 9:00 AM EST. **Those who register by September 12th will be able to take advantage of early bird registration rates!** Any registrations after 11/5 will be considered onsite.

<table>
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<th>Registrant/ event</th>
<th>Early Bird (7/1-9/12)</th>
<th>Regular (9/13-10/19)</th>
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<td>Graduate Student Summit</td>
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<tr>
<td>Graduate Student Package – DOTH + GSS</td>
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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.

**Day on the Hill - Policy Advocacy Event**
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
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.

Any corrections to sessions, titles, or names must be sent to UCEA by September 12th, 2014.

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!**
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!
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.
New Principal Preparation Resources from the Wallace Foundation: “The Principal Story,” Learning Guide

School leadership matters. During the past decade, there has been a growing recognition among educators and policymakers that school principals must be instructional leaders who ensure that high-quality teaching occurs in every classroom. This view is backed up by a solid body of evidence showing that leadership places second only to teaching among school-related influences on learning.

The Principal Story Learning Guide takes clips from The Principal Story – a documentary that follows two determined principals in difficult schools over the course of a year – to illustrate five practices of effective school principals.

The videos are coupled with readings, discussion prompts and a range of other activities that can be completed by individuals or groups.

The guide was developed with Wallace Foundation support by Learning Forward, an association that promotes professional development for educators.

Please be sure to let us know what you think of the guide – and all our knowledge products. Contact us at: Emailalerts@wallacefoundation.org

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
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. Nomination materials 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/org).

To nominate a student, the nomination form must be filled out completely by the nominator. The information requested includes: nominator’s information (name, institution, mailing address, email address, and phone number), nomination statement, student information (name; institution; day, evening, and cell phone numbers; mailing address; email address), an abstract of student research, and a title. In addition, the student should submit a statement of proposed research by uploading it to the website on the David Clark Seminar page. 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/org). 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.


IAP - Information Age Publishing, PO Box 79049, Charlotte, NC 28271
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Publication Date: 2014

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Paperback: $45.99
Hardcover: $85.99

Trim Size: 6.125 X 9.25

Page Count: 300

Subject: Education, Administration, School Leadership

BISAC Codes:
EDU000000
EDU034000
REF000000
REGISTER TODAY!!

Equity Leaders Institute
September 15-16, 2014
IUPUI, Indianapolis, IN

Ensuring Civil Rights in Education through Cross-Agency Collaboration

Join Great Lakes Equity Center along with partners from Indiana Civil Rights Commission, Indiana University School of Education, and guest speakers from the Department of Justice for this two-day Institute focused on leveraging partnerships to safeguard civil rights.

INSTITUTE OBJECTIVES:

• To frame pressing civil rights issues in education and implications for school systems in the Great Lakes region

• To promote the development of collaborative partnerships across state, regional and federal agencies to leverage resources and ensure the civil rights of all students

• To highlight strategies that advance educational equity and ensure the civil rights of all students

Space is limited, be sure to secure your spot today!

REGISTER NOW!!

Great Lakes Equity Center
902 West New York Street
Indianapolis, IN 46202
317-278-6864  glec@iupui.edu
greatlakesequitycenter.org

twitter  facebook
Request for Proposals to Edit and Host the

Journal of Research on Leadership Education

http://www.ucea.org/jrle  http://jrl.sagepub.com

The University Council for Educational Administration (UCEA) requests proposals to host the editorial functions of its influential Journal of Research on Leadership (JRLE). Established in 2005, JRLE is a peer refereed electronic journal (e-journal) published three times a year as part of the SAGE Education Bundle. The journal publishes the latest developments and research on leadership preparation and professional development, serving as an increasingly important source for innovative program ideas and program improvement research and regularly publishing special issues related to important current topics in the field. This is an exciting opportunity for the new editor, with potential for taking the journal to its next phase of progressive growth. JRLE has continued to expand its reach, fast becoming the go-to journal for educational leadership faculty to learn from each other. Host responsibilities will begin in Summer, 2015.

JRLE’s mission is to promote and disseminate rigorous scholarship and provide an international venue across multiple disciplines and contexts to inform the field of educational leadership. JRLE strongly encourages submissions related to:

- Innovative approaches and techniques for leadership preparation pedagogy, programs, and professional development;
- Research on leadership preparation pedagogy, programs, and professional development, including evaluation of impacts and outcomes (e.g., student learning);
- Analysis of current policy trends influencing leadership preparation and development (e.g., political and contextual issues that impact leadership education such as state changes in teacher and principal evaluation systems, impact of Common Core Standards on programs, and/or other timely and relevant policy topics); and
- International and comparative studies of leadership preparation pedagogy, programs, and professional development.

Criteria for Host University

1. UCEA member;
2. Strong commitment to the purposes of JRLE, its development, and expansion; and
3. Willingness and dedicated resources required to host JRLE for at least 4 years.

JRLE Editor Qualifications

1. Intense interest in being Editor;
2. Expertise in educational leadership preparation;
3. A strong record of scholarly publication;
4. Experience in English, editing, publishing, or journalism; and
5. Expertise within the field of educational administration and relevant topics.

JRLE Editor Responsibilities

1. Oversee management of the publication (e.g., quality & timeliness);
2. Directly supervise the Managing Editor and other personnel;
3. Recruit and supervise a diverse Editorial Board and reviewer pool;
4. Conduct the JRLE Annual Editorial Board Meeting; and
5. Prepare JRLE Annual Report for UCEA Executive Committee.

Host Contributions

1. Release time for Editor and release time or equivalent compensation for Associate Editors (2-4);
2. At least one 12-month doctoral graduate assistantship committed to working 20-30 hours a week as the Managing Editor;
3. Travel to UCEA Convention for the annual JRLE Editorial Board Meeting; and
4. Equipment and materials:
   - Office space, furniture and supplies
   - Computers, printer, e-mail, word processing, scanner
   - Telephone and high speed data lines

UCEA Contribution: UCEA provides an annual editorial stipend to support the work of the editorial team.

Deadline:
Sept. 30, 2014
Submission of Proposals

Please answer the key questions below. It is particularly important that the UCEA Executive Committee be provided a clear description of the resources available within your institution to support JRLE’s editorial offices. If you have any questions, please call the UCEA headquarters at (434) 243-1041 or e-mail Associate Director for Publications Liz Hollingworth at liz-hollingworth@uiowa.edu.

1. As a host university and editorial team, what is your vision for the JRLE, how does it align with UCEA’s mission, and how will you fulfill it?
2. As a host university and editorial team, how does JRLE align with your institutional mission?
3. Who are the proposed editor and associate editor(s) for JRLE? How will responsibilities be allocated to the various editorial positions?
4. What qualifications make the proposed JRLE editor and associate editor(s) strong candidates? (Attach current vitae of members of proposed editorial team.)
5. Will there be release time for the editor(s) to ensure effective performance of their editorial responsibilities? Explain.
6. What other resources will the university be able to provide?

Submit letters of intent by the August 30, 2014 and proposals (preferably electronically) are due by September 30, 2014 to UCEA Executive Director Michelle Young, ucea@virginia.edu, and Associate Director for Publications Liz Hollingworth, liz-hollingworth@uiowa.edu

Selection of JRLE Editor and Host University

1. All UCEA full-member universities will have equal access to the selection procedures.
2. The UCEA Executive Committee will select the new host university for JRLE.
3. The new host university will be responsible for JRLE beginning the summer of 2015.
4. Changes in the editorial policy must be made in consultation with the UCEA Executive Director.
5. All major changes in executive editorial personal that occur during term must be made in consultation with the UCEA Executive Director. Changes will not take effect until approved by the UCEA Executive Committee.

Current JRLE Structure and Operations

- JRLE is an electronic, peer-reviewed journal published three times a year by SAGE (April, August, December).
- Each issue is approximately 96 published pages (3-5 articles per issue).
- Submitted manuscripts undergo a rigorous, blind review process by qualified scholars, and SAGE provides final copy-editing for accepted manuscripts.
- Accepted articles are posted on SAGE’s online first system for early access and citation.
- The JRLE Editorial Board consists of 42 members serving staggered 3-year terms, with an additional Reviewer Pool of 40+ scholars.

RFP Timeline

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<td>Letters of Intent</td>
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<td>Proposal Due Date</td>
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<td>Initial review by UCEA EC</td>
<td>Oct. 2014</td>
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<td>Communication with Candidates</td>
<td>Nov. 2014</td>
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<td>Final Decision</td>
<td>Dec. 2014</td>
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<td>Transition Process Begins</td>
<td>Spring 2015</td>
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<td>JRLE Relocation Complete</td>
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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.

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 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.
The Academy for Educational Studies presents the 10th annual

Critical Questions in Education Conferences

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

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

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

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

2014-2015 Theme Questions

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

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

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

Click HERE to see the complete Call for Proposals
Final Call for Research Paper, Student Paper, Case Study, Report Submission!

Jos Hagen and Almira L. E. Lenssen
Department of Education
Twente University
The Netherlands

Ireland International Conference on Education (IICE-2014)
October 27-29
Dublin, Ireland
www.iicedu.org

The Ireland International Conference on Education (IICE-2014) is an international refereed conference dedicated to the advancement of the theory and practices in education. The IICE promotes collaborative excellence between academicians and professionals from Education. The aim of IICE is to provide an opportunity for academicians and professionals from various educational fields with cross-disciplinary interests to bridge the knowledge gap, promote research esteem and the evolution of pedagogy. The IICE 2014 invites research papers that encompass conceptual analysis, design implementation and performance evaluation.

All the accepted papers will appear in the proceedings and modified version of selected papers will be published in special issues peer reviewed journals.

The topics in IICE-2014 include but are not confined to the following areas:

* Academic Advising and Counselling
* Art Education
* Adult Education
* APD/Listening and Acoustics in Education Environment
* Business Education
* Counselor Education
* Curriculum, Research and Development
* Education for Sustainable Development
* Educational Administration
* Educational Foundations
* Educational Psychology
* Educational Technology
* Education Policy and Leadership
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* E-Learning
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* Writing Education
* Religion and Education Studies
* Research Assessment Exercise(RAE)
* Rural Education
* Science Education
* Secondary Education
* Second life Educators
* Social Studies Education
* Special Education
* Student Affairs
* Teacher Education
* Virtual Reality
* Wireless applications
* Ubiquitous Computing
* Cross-disciplinary areas of Education
* Other Areas of Education

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- You can submit your research paper at http://www.iicedu.org/IICE-2014%20April/Paper%20Submission.html
or email it to papers-2014october@iicedu.org

Important Dates:
* Camera Ready Paper Due: September 20, 2014
* Early Bird Registration Deadline (Authors and Participants): May 31, 2014 - September 10, 2014
* Late Bird Registration Deadline (Authors only): September 11, 2014 - October 10, 2014
* Late Bird Registration Deadline (Participants only): August 31, 2014 - October 20, 2014
* Conference Dates: October 27-29, 2014

For further information please visit IICE-2014 at www.iicedu.org
Critical Change for the Greater Good: Multicultural Perceptions in Educational Leadership Toward Social Justice and Equity
By Lorri J. Santamaria

Educational leadership for social justice and equity is the primary leadership response to inclusive and equitable education. This inquiry builds on multicultural education and educational leadership to explore an alternative approach to mainstream leadership practice. To examine ways in which educational leaders of color in K-12 schools and higher education settings, tap into positive attributes of their identities to address issues germane to social justice and educational equity. Qualitative data were examined to determine connections among participants with regard to literature reviewed and research questions.

How Listening to Student Voices Informs and Strengthens Social Justice Research and Practice
By Katherine Cummings Mansfield

The purpose of this research article is to illustrate the value of including students’ voices in educational leadership and research practices, to more fully understand what students are actually experiencing in transformative learning spaces, and to determine what we might learn from them in terms of how to improve both leadership practice and our research efforts. The first 2 years of an ongoing ethnography used participant observation, photography, a student survey, and focus group interviews to discover and describe the emergent school culture and the lived experiences of female secondary students in a single-sex public magnet school.

Novice School Principals’ Sense of Ultimate Responsibility: Problems of Practice in Transitioning to the Principal’s Office
By James P. Spillane & Linda C. Lee

To investigate the problems of practice experienced by novice school principals as they transition into their new occupation, focusing in particular on the first 3 months on the job—a critical transition period according to the literature. This theory-building, mixed-methods, longitudinal study examines a random sample of novice principals from one cohort of new Chicago Public School principals. Using interviews at two time points, we systematically examine the “reality shocks” novices encounter as they experience their new occupation firsthand.

A Bridge Too Far? Challenges in Evaluating Principal Effectiveness
By Edward J. Fuller & Liz Hollingworth

The purpose of this article is to examine the assumptions underlying efforts to evaluate principal effectiveness in terms of student test scores, to review extant research on efforts to estimate principal effectiveness, and to discuss the appropriateness of including estimates of principal effectiveness in evaluations of principals. Method: We review 10 different strategies for estimating principal effectiveness based on student test scores, representing all of the strategies currently employed by states and districts. We base our reviews on the literature in three areas: use of test scores, evaluation, and statistical approaches to estimating the effects of individuals and schools on student test scores.

For Grades or Money? Charter School Failure in North Carolina
By Maria Paimo, Linda A. Renzulli, Rebecca L. Boylan, & Christen L. Bradley

Charter schools are unique public schools in part because this type of school can close if it fails to meet objectives set forth by the chartering body that approved it. Thus far, however, little research has been conducted into the causes of charter school closures. In this article, we examine charter school accountability. Research Design: We consider four types of accountability to guide our event history analysis of environmental influences that affect charter school closures in North Carolina. In addition, we present two case studies of schools that closed in North Carolina to better illustrate the differing micro-level processes that can lead to the closure of a school.
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 Summey & 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.

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THE STATE OF SCHOOLING

The Two Realities Facing Education

In this piece by former Secretary of Education, Margaret Spellings, she suggests that the two most important issues for educational reformers presently are 1) growing diversity in the nation’s students and 2) growing demand for strong cognitive skills in the job market.

For first time, minority students expected to be majority in U.S. public schools this fall

Beginning this school year, the student population is made up of just under 50% white students for the first time in the history of US public schooling. This Washington Post article provides a chart with a more specific breakdown of the student body. This shift is accompanied by increased segregation of public schools.

U.S. Gets Low Scores for Innovation in Education

A recent book by the Centre for Educational Research and Innovation, using data from the OECD, found that the US was not as innovative as some other countries. While this finding could indicate that the US has less of a need for large scale change than some of the other countries, these findings support the common belief that innovation is not happening at the classroom level. The researchers looked at policies and practices as well as pedagogical practice. Most of the policies instituted by the US had to do with accountability, such as using student assessments to monitor school programs, for national and district benchmarking, and to inform parents of student progress.

To access the book directly:
Measuring Innovation in Education: A New Perspective

Living & Learning: Combination schools booming, blurring lines in South Florida

In response to parent input, schools in the Miami-Dade district have started 50 school combination schools that span K-8, adding the middle school grades to elementary schools. Data suggests that these students at these schools are performing better than at regular middle schools.

Why the Education Economy Is The Next Big Thing for the American Workforce

In this Fast Company article by the education expert at Gallup, the author explores the connection between education and jobs. Coining the phrase “educonomy,” he suggests the need to integrate the educational system with the people and organizations who create jobs and employee graduates. Through a series of Gallup polls give to representative samples of parents, business leaders, education professions, students, and recent graduates, they drew three conclusions: 1) Engagement is on the decline; 2) Job preparedness is questionable; and 3) It’s about getting a job, not a degree.

Principal Surveys to Help Build Better ELL Policy

A new survey created by the English Language Learners Alliance and the Regional Education Laboratory Northeast & Islands at the Education Development Corp can be administered to principals to assess how the school is meeting the needs of the ELL population. The survey asks questions about 1) school-level policies and practices for educating ELL students; 2) the types of professional development related to ELL education that principals have received and would like to receive; 3) principals’ familiarity with state guidelines and standards for ELL student education; and 4) principals’ beliefs about the education of ELL students.

To Access the Report:
The English Language Learner Program Survey for Principals
Obama to Report Widening of Initiative for Black and Latino Boys

Over the summer, President Obama announced an initiative to take place in 60 large districts, which educate 40% of all African-American and Hispanic males living below the poverty line. This initiative will last five years and receive $200 million. To help improve schooling for young boys of color, this program would provide more access to preschool, track data to identify struggling students, increase enrollment in AP and honors courses, reduce suspensions for students of color, and increase graduation rates.

Feds reject Washington's request for exemption from No Child Left Behind rule

In July Washington state was informed that they lost their waiver from the No Child Left Behind law, making it the first state to lose a waiver. The Superintendent of Public Instruction requested that schools be exempt from having to send letters to parents indicating that the school had not made adequate yearly progress and giving students the opportunity to transfer. The federal government felt the parents had the right to know. The federal government has assured the state that if they make changes to teacher evaluation, by including test scores, something the state legislators have been resistant to, the states will receive new waivers.

Education Department Tries to Ease Testing Worries

States are relieved since Arne Duncan announced that extra time would be granted before teachers’ evaluations had to be based on student test scores in the 40 states and DC, which all have waivers from NCLB. This decision was made in response to concerns over the changing assessments that have been created to align to common core standards. The waivers require that teachers’ evaluations be used for decisions about their employment.

This Will Make Some Special Education Advocates Really Happy

The federal government ruled that New York state had to hold their students with disabilities to the same standards and the same accompanying tests as all students.

Accountability Report Urges Fewer Tests, More Peer Review

In a recent National Center on Education and the Economy report, the author suggests that the federal accountability should not be so focused on testing. Suggestions include only testing in 4th, 8th, and 10th grades with random samples of students taking exams in other years and shifting the focus to teachers holding one another to higher standards through mentoring and induction.

To access the report directly: Fixing Our National Accountability System

Track News & Policy State-by-State using…

EdWeek State News

Click on the state of interest on the interactive map to see current state education news.

Education Commission of the States, 2013 State Policy Database

An up-to-date collection of state policies and activities enacted in 2013, sorted by topic.
COMMON CORE (CCSS)

No Common Opinion on the Common Core

Education Next has surveyed a representative sample of adults each year since 2007, while also polling public school teachers. CCSS have seen a decline in support since the 2013 survey with the majority of respondents still supporting the standards. The largest decline in support came from the teachers, shifting from 76% in favor of the CCSS to 46% in favor in 2014.

For full results of the survey:
Education Next — Program on Education Policy and Governance — Survey 2014

Common Core Will Improve Education, Most District Chiefs Say

75% of district superintendents think that CCSS will improve education, while 22% suggested that the standards would have no effect. While 14% of superintendents thought the standards were too difficult and 5% thought they were not rigorous enough, the majority felt that they just right. Interesting 43% of the respondents did not feel like the federal government was providing adequate support to implement the standards. The sample included 1,800 superintendents but was not a nationally representative sample.

Despite Training, Half of Teachers Feel Inadequately Prepared for Common Core

The Education Week Research Center released results from an online survey given to October 2013 to registered users of edweek.org. 87% of the teachers surveyed said they had attended professional development for CCSI, but less than half thought that training was high quality. Most of the training was on the standards in ELA and literacy or math, while very little of the training was related to teaching strategies or helping struggling students. Slightly less than half of the teachers felt prepared or very prepared, with that number falling to less than a quarter when asked about students with disabilities or ELL students.

Louisiana

Common Core dispute heads to court

After being an early supporter, Gov. Jindal opposes the CCSS as federal overreach. He wants the state to abandon the standards, but parents and teacher have sued him for violating state law by issuing an executive order to suspend contracts to buy testing materials. The state’s education board, BESE, is in support of the standards and joined the lawsuit. In response Jindal has filed a lawsuit seeking a court injunction to stop the states from using the CCSS-aligned tests.

See also:
Bobby Jindal seeks court injunction to stop use of Common Core tests: UPDATED and
Louisiana’s Common Core dispute gets personal: Analysis

OTHER STATES RETHINKING THE STANDARDS

Ohio

Ohio Could Be Next State to Buck Common Core

Hearings began in August in the Ohio House to discuss withdrawing form the CCSS, which would be the 5th state to do so, making nearly 1/5 of the states non-participants.

Mississippi

Huge confusion in Mississippi over Common Core

Mississippi begins talks about withdrawing from the standards, despite having previous standards deemed less rigorous.

Wisconsin

Scott Walker calls on Legislature to repeal Common Core in January

The governor is urging legislators to pass a bill to repeal the CCSS.
FINANCIAL IMPACT OF POLICY

U.S. states greet new fiscal year with more spending, school funding

The beginning of July signifies the start of the new fiscal year. In 40 of the states, the budget increases spending for education from the previous year by changing school finance formulas. While that is good news in most states, this boost in spending was not as large as originally proposed. These increases are primarily in the areas of early childhood education and higher education, as well as Medicaid.

See also:
Select K-12 Issues Gained State Legislative Traction

Colorado

Districts take wary view of new transparency law

In Colorado a new law requires three main things. The law requires uniformity in how districts display financial information. Also, every district will have to report spending information for every school. Lastly, by 2017 all of this information must be made available on a single website written in clear and comparable language.

Oklahoma

Oklahoma Schools Could See Mid-Year Teacher Layoffs

Dependent on whether the federal government rejects Oklahoma’s waiver, there may need to be layoffs in the middle of the 2014-2015 school year. The waiver is in danger because of the requirement to have standards in place, since the CCSS were repealed by the governor in June.

ACCOUNTABILITY

Virginia

One-third of Virginia’s schools could lack full accreditation as standards toughen

Although Virginia did not adopt the CCSS, the state increased the rigor of the standards, leading to a drop in students passing exams. Schools with lower ratings will be required to create improvement plans.

Ohio

Ohio revises district and school report cards

In response to an investigation into the accuracy of attendance data in Ohio, the state Department of Education is reviewing the district and school rating, making more than 100 revisions. The revisions include recalculating the 2012 and 2013 rating to include student’s test scores that were previously omitted.

See also:
Investigation pushes back deadline for vouchers

South Carolina

State education board to consider conduct grades

In South Carolina the Board of Education is considering including student’s conduct into their report card grades arguing that grading how hard students work will encourage them to work harder.

Illinois

Does Raising High School Grad Requirements Work?

A recent report on the impact of the 2005 law that mandated 3 years math and 2 years of science in high school to prepare students for college and careers suggests that this policy may not be improving learning or college readiness. Using primarily the scores from 800,000 ACT tests from the class of 2005 and 2013, the study found no significant difference in scores and math and science between the two groups.

To access the report directly:

Missing the Mark: Students Gain Little from Mandating Extra Math and Science Courses

For a related report on higher standards and graduation rates:

Study Finds Unintended Consequences of Raising State Math and Science Graduation Requirements
THE COURTS

Kansas

Kansas teachers union sues state over termination law

A bill that grouped school funding and tax credits for school choice with teacher termination policies took away the right for teachers to have a hearing before they are fired. This bill was passed in response to a Supreme Court ruling meant to close the spending gap between rich and poor schools. The Kansas teachers union has challenged this bill in court.

North Carolina

NC to appeal ruling banning taxpayer money for private schools

A judge in North Carolina ruled that the state’s school voucher program was unconstitutional. This ruling came after the start of the school year disrupting those families who had received “Opportunity Scholarship.”
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