Volume 10, Issue 8, September 2015

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

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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

- Friday, September 11 at 11:59 PM EST—Early bird registration ends
- Tuesday, October 20—Advance registration ends
- Monday, October 26—Deadline to upload conference papers to AllAcademic
- Thursday, November 5—Regular registration ends
Headquarters Updates: 2015 Convention

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 on your research.

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

It will include:

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

Register for the 2015 UCEA Convention

Register soon to take advantage of early bird rates!

<table>
<thead>
<tr>
<th>Registrant/Event</th>
<th>Early Bird Ends 9/11</th>
<th>Advance Ends 10/20</th>
<th>Regular Ends 11/15</th>
<th>Late/Onsite</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCEA Member Faculty</td>
<td>$220</td>
<td>$260</td>
<td>$300</td>
<td>$330</td>
</tr>
<tr>
<td>Non-UCEA Faculty</td>
<td>$270</td>
<td>$300</td>
<td>$330</td>
<td>$330</td>
</tr>
<tr>
<td>UCEA Member Graduate Student</td>
<td>$75</td>
<td>$95</td>
<td>$130</td>
<td>$150</td>
</tr>
<tr>
<td>Non-UCEA Graduate Student</td>
<td>$95</td>
<td>$120</td>
<td>$150</td>
<td>$150</td>
</tr>
<tr>
<td>Practitioner</td>
<td>$240</td>
<td>$290</td>
<td>$310</td>
<td>$330</td>
</tr>
<tr>
<td>Other</td>
<td>$240</td>
<td>$290</td>
<td>$310</td>
<td>$330</td>
</tr>
<tr>
<td>Graduate Student Summit</td>
<td>$35 (must add to regular registration to attend)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

UCEA Connections — September 2015 — 3
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

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 uceaconvention@gmail.com or check out our online sponsorship form [https://members.ucea.org/sponsor/events](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](https://members.ucea.org/sponsor/events)!

Welcome to UCEA’s New Associate Member

**Texas Christian University**

UCEA offers a warm welcome to our newest Associate Member, Texas Christian University. Located in Fort Worth, Texas, the mission of TCU’s [Educational Leadership program](https://members.ucea.org/sponsor/events) is to develop teacher-scholar leaders who make a difference for the common good. We hope current members will join us in welcoming them at the 2015 UCEA Convention.

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 uceaconvention@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.

UCEA Connections — September 2015 — 4
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 Issue of Strategies Available this Month

A new issue of Strategies (the on-line publication that Panasonic Foundation produces in cooperation with UCEA and AASA) is close to being finalized. The title of the issue and lead article is "Destination: Equity." The issue highlights practices that have demonstrated that much higher levels of equity can be achieved in our public schools. The issue includes a district case study and has been guest written by Dr. Yvette Jackson, author of The Pedagogy of Confidence: Inspiring High Intellectual Performance in Urban Schools along with her colleague at the National Urban Alliance for Effective Schools Dr. Denise Nessel.

August 2015 Updates from the Consortium for the Study of Leadership and Ethics in Education

New Logo!

Consortium for the Study of CSLEE Leadership and Ethics in Education

New Books!

Olof Johansson recently announced that he and Petros Pashiardis are publishing a new book. The title is Successful School Leadership: International Perspectives and it is being published by Bloomsbury.

Michael Burroughs is also publishing a new book (co-authored with Jana Mohr Lone). The title is Philosophy in Education: Questioning and Dialogue in K-12 Classrooms and it is being published by Rowman & Littlefield (December, 2015).

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 Underserved 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

Program for 20th Annual Values and Leadership Conference, Penn State, October 15 - 17

Michael Burroughs and his conference planning team are doing an exceptionally fine job as hosts of our next conference. Planning and preparations for the 20th Annual CSLEE Values and Leadership Conference (http://sites.psu.edu/cslee20/) are moving along very well. It shows promise of being one of our best conferences. A high number of presentation submissions were received, registrations have begun, and the draft program for the conference was emailed to all participants recently. In case you missed that, you can follow this link to the conference program here: http://sites.psu.edu/cslee20/conference/conference-program/

If you will be able to arrive in time, we encourage you to attend the pre-conference events (http://sites.psu.edu/cslee20/conference/pre-conference-events/) which include presentations by CSLEE Board members, a graduate student research panel, and a graduate student/pre-conference attendee’s reception.
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 life long commitment to Latino youth and communities informs his research and community development agenda. The work with the Llano Grande Center in South Texas has yield 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 also has 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!

<table>
<thead>
<tr>
<th>Stage in Program</th>
<th>UCEA GSC Events at UCEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework &amp; Developing Expertise</td>
<td>- Graduate Student Summit (GSS) - network with other graduate students and learn about their research (11/19-11/20) *GSS registration required</td>
</tr>
<tr>
<td>Networking and Mentoring</td>
<td>- Plenum reception (11/19) - GSS registrants invited*</td>
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<td>- GSS Graduate Student Social (11/19)</td>
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<td>- GSS Paper Presenters Mentor Feedback Sessions (11/20)*</td>
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<td>- Graduate Students of Color Mentoring Session (11/20)</td>
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<td>- Graduate Student Closing Session (11/22)</td>
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<tr>
<td>Writing &amp; Publishing</td>
<td>- AERA Divisions A &amp; L Graduate Student Breakfast: Publish and “Live”: Taking the Fear out of Publishing (11/21)</td>
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<td>- Jigsawing Puzzles While Traveling in a Maze: Simplifying the Complexity of Writing a Literature Review (11/22)</td>
</tr>
<tr>
<td>Preparing a CV</td>
<td>- Dissecting the Curriculum vitae (CV) for Job winning Success (11/20) - Bring copies of your CV!</td>
</tr>
<tr>
<td>Job Search</td>
<td>- Demystifying the Academic Job Search: Tips and Resources for Those Considering the Professoriate (11/21)</td>
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<td>- Demystifying the Academic Job Search, Part II: The Nuts and Bolts Workshop (11/21)</td>
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<td>- Overcoming the “Tyranny of the OR” in Post-PhD Career Planning: How to Remain Engaged in the Worlds of Research and Practice (11/21)</td>
</tr>
<tr>
<td>Preparing for your First Post-PhD/EdD Job</td>
<td>- “Shoulda, Coulda, Woulda . . .”: What We Wish We Had Known Before Becoming a Professor: The Remix (11/22)</td>
</tr>
</tbody>
</table>

*All dates are tentative. See the final program for final dates and times.*
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 Policymakers Guide to Research-Based Policy for Principal Preparation Program Approval and Licensure_ explores code, rules and regulation, 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.

BOOK DETAILS  AUTHOR  TOC  REVIEWS

Rowman & Littlefield Publishers

Pages: 192 • Size: 6 1/2 x 9 1/4
978-1-4758-1796-6 • Hardback • August 2015 • $52.00 • (£34.95)
978-1-4758-1797-3 • Paperback • August 2015 • $26.00 • (£17.95)
978-1-4758-1798-0 • eBook • August 2015 • $25.99 • (£17.95)
Subjects: Education / Administration / General, Education / Aims & Objectives, Education / Counseling / General

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.
problems.

students charges his subordinates with fixing the related letters from members of the AU community. The dean of student behavior. He also received two complaint alumni. The new dean of students is appalled by the con-

dents are extremely intoxicated and belligerent toward In particular, during the annual homecoming parade, stu-

an increased number of student alcohol Atwater University (AU) administration is struggling with 

transformation.

ings of the relationship between the practice architectures and Tobago. The literature used here considers understand-

strategic professional learning for school leaders in Trinidad 

plications of shadowing for leadership development and 

research tools. Teaching notes provide insight into the im-

work 

school. We employ shadowing, a technique popularized in 

students, teachers, and community in a small urban primary 

she worked to transform the social and educational status of 

This case highlights a school principal’s leading practice as 

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 provides principals and principal licensure candi-

dates an opportunity to delve into the nuances of supervis-

ing 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 Stan-

dards (CCSS). The case presents issues related to curriculum, 

instructional leadership strategies, professional learning net-

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Journal Research on Leadership Education

*Editors: Gordon Gates and Sharon Kruse*

*August 2015; 10(2) - NEW!!*

**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.

**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.

**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.

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THE ROLE OF THE SCHOOL LEADER

Rookie Principals' Group Sheds Light on Early-Career Challenges

The newly-formed National Panel of New Principals provides support to first- and second-year principals on a range of issues including school safety, students’ emotional health, technology, professional development, and their own readiness to lead schools. The National Association of Elementary School Principals established the panel to support new principals and collect up-to-date data about what new principals experience. They then use the data to support the organization’s advocacy and programming work.

Keywords: early-career principals, professional development, principal preparation

STUDENT LEARNING AND CURRICULUM

Year-Round Schooling Gains Popularity

Year-round schooling has continuously increased in recent years. The National Center for Educational Statistics estimates the number of year-round schools, which are also known as balanced calendar schools, has increased by 26 percent from 2007 to 2012. Nationally, 4 percent of public school are year-round. There are more than 3,700 year-round schools, 11 percent of which are charter schools.

Keywords: year-round schools, balanced-calendar schools, remediation

TEACHERS

Can Blended Learning Solve the US Teacher Drought?

Blended learning advocates suggest that educational technology tools can help alleviate the shortage of teachers in schools. The supported model, which some schools are currently using, involves putting highly effective teachers in leadership roles and hiring less-experiences teachers to work as their apprentices. This blended learning model is set up to save financial resources on materials such as textbooks, pay for more teachers’ salaries, and spread the effective teaching practices of experiences educators across many classrooms.

Keywords: teacher shortage, blended learning

RECENT RESEARCH

For Principals, Value-Added Takes Back Seat in Decisions about Teachers, Study Says

As part of a five state study, researchers at Vanderbilt’s Peabody College of Education and Human Development found that principals are increasingly using qualitative results from teacher observation rubrics. The educational leaders in schools surveyed across the six urban districts are deciding on teacher hiring, employment contract renewal, classroom assignments, and professional development based are not heavily based on value-added measures, contrary to expectations. Study results report only 18 percent of principals reported regularly reviewing teachers’ value-added scores.

Keywords: value-added testing, teacher evaluation, teacher observation

REFORM

Connecting Principals to School Districts' Top Academic Priorities

Partnerships between school principals and district Chief Academic Officers foster goal development and completion that help both parties serve students. Chief Academic Officers, and personnel serving in similar capacities with different titles, set the academic tone for districts and support the instructional leadership that principals provide in their schools. Some districts’ CAO’s host principal advisory groups to gather input regarding curricular decisions.

Keywords: Chief Academic Officers, principal partnership, leadership support
FEDERAL POLICY

Principal Selection Methods Matter

Although the responsibilities of principals have changed greatly over the past 60 years, the manner in which leaders who fill the position are chosen, has not. The continued implementation of Common Core has required principals to be increasingly accountable for academic achievement of students, as opposed to the management and staffing duties of the past. The shift calls for districts to change their focus when selecting school leaders, as the selection process has not be significantly overhauled since the 1950s.

Keywords: principal selection, Common Core
Research & Headlines
State Policy

FLORIDA
Lawmakers Look to Ditch State Exams, Adopt National Tests
Several Senators in Florida are supporting the removal of newly-developed state assessments. Supporters of the change suggest that the state should use existing national exams such as the Iowa Tests of Basic Skill and the SAT. One supportive district believes that switching to widely-used tests will reduce the time students use taking tests during the school.

Keywords: state assessment, national exams

NEW YORK
NY Looks for Alternatives to Sanctions to Cub Test Opt-Outs
Top education officials in New York’s are working to find solutions to the effects of the opt-out movement in which parents are exercising their right to have their students sit out of state assessments. The state currently financially sanctions school districts with low test participation. Movement organizers expect that more students will not take tests at the end of the 2015-2016 school year. Over 200,000 students, 20 percent of New York’s 1.1 million eligible third-through eighth graders did not take math and English language arts tests last spring. Several school districts feel short of the 95 percent participation rate required by federal law.

Keywords: financial sanctions, test opt-out, testing participation

SOUTH DAKOTA
History Standards Approved for K-12, Despite Concerns
Following close to a year of public feedback, the South Dakota Board of Education approved a new set of social studies standards. Some researchers expressed disappointment about the lack of high school early American history curriculum. Several academic researchers collectively submitted their disapproval of the curriculum, citing that the state’s college freshmen were not prepared for history because of what they did not learn previously in state public schools.

Keywords: history curriculum, curriculum and instruction

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See the ECS State Education Policy Database for legislative updates by date and topic.
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