Loyola Marymount University
Doctoral Program in Educational Leadership for Social Justice

Preparing the next generation of transformational leaders.

http://soe.lmu.edu/doctoral
UCEA Convention 2014:
Righting Civil Wrongs: Education for Racial Justice & Human Rights

November 20-23, 2014
Washington Hilton, Washington, DC
University Council for Educational Administration
Curry School of Education
The University of Virginia

mailing: PO Box 400287, Charlottesville, VA 22904
shipping: Olsson Hall Room 226, 151 Engineers Way, Charlottesville, VA 22904
Phone: 434-243-1041 E-mail: ucea@virginia.edu

www.ucea.org
twitter.com/ucea
Convention Hashtag: #ucea2014
# Table of Contents

Convention Welcomes ............................................................ 6  
Executive Committee and UCEA Staff List ............................. 10  
Convention Theme ............................................................... 11  
About the Convention 2014 ................................................... 12  
Events at a Glance ................................................................ 14  
Convention Session Highlights ............................................. 15  
New UCEA Members ............................................................ 16  
UCEA SIG and Program Center Sessions ............................. 17  
International Summit ............................................................ 18  
Graduate Student Sessions .................................................. 19  
Jackson Scholars .................................................................. 20  
Wallace Foundation Sessions .............................................. 22  
Higher Education Sessions .................................................. 23  
Proposal Reviewers .............................................................. 26  
2013-14 Plenum Session Representatives .............................. 31  
Exhibitor and Sponsor List ................................................... 32  
Raffle Contributors ............................................................... 33  
Convention Program: SESSIONS & MEETINGS .................. 34  
  PRECONVENTION ............................................................ 34  
  THURSDAY .................................................................... 34  
  FRIDAY ......................................................................... 75  
  SATURDAY ................................................................. 126  
  SUNDAY ...................................................................... 174  
List of UCEA Presidents ....................................................... 73  
Introduction to UCEA .......................................................... 180  
UCEA Member Institutions .................................................. 181  
Award Recipients ............................................................... 182  
Program Subject Index ........................................................ 185  
Program Participant Index .................................................... 186  
Hotel Information and Maps ............................................... 193
Dear Colleagues:

Welcome to the 28th Annual UCEA Convention! This year’s theme, Righting Civil Wrongs: Education for Racial Justice and Human Rights, will present multiple opportunities to dialogue, congregate, think, and organize for a renewed vision and purposeful coalition-building for exploring the role of education and educational leadership in fostering intentional action for racial justice and human rights. Education is essential for the exercise of all other human rights, and I can think of no better goal than using it to secure justice, especially in light of our contemporary challenges. When we reflect on this year we might recall the release by the U.S. Department of Education and U.S. Department of Justice of a joint Dear Colleague Letter in January on Nondiscriminatory Administration of School Discipline. We might recall President Obama’s launch of the My Brothers Keeper Initiative to build ladders of opportunity for boys and young men of color. You might even recall the events that took place in Ferguson, Missouri at the end of summer. You may even reflect on how you have already addressed these issues in your respective courses and research. Regardless of what comes to mind, surely it is apparent that education is related to democracy, citizenship, and the addressing of civil wrongs, and our work is relevant at all levels of educational, economic, and social systems. And, if we are not there yet, I hope that by convention’s end we can agree as educators “Racial justice matters.”

Thanks to this year’s talented convention planning team for this powerful theme, their vision, and hard work. Planning the UCEA annual convention is an important but demanding undertaking, and President-Elect Noelle Witherspoon Arnold, Sarah Diem, Michael Dumas, and Azadeh Osanloo have unremittingly engaged all of their mental and physical capacities over the last year to construct a relevant and thought-provoking program. Thank you! I am especially excited about this year’s Opening General Session keynoter Angela Valenzuela and Pennsylvania State Mistifer Speaker Michael Omi, the Day on the Hill, the Ed Talks, the film festival, our great graduate student symposium, and the International Summit on Sunday. Of course, as always, we have a vast array of excellent sessions, workshops, and special events that are planned, so there is much learning on the horizon.

I also publicly acknowledge and thank Michelle Young, Pamela Tucker, Lieve Pitts, Kiran Lakshman, Erin Anderson, Amy Reynolds, Angel Nash, and other members of the UCEA Headquarters team for their amazing work. Their efforts, which are sometimes out front but mostly behind the scenes, should not be missed. Indeed, those efforts are what transform this convention from just a meeting to an outstanding event. Thanks! I also encourage you to thank them when you see them.

A convention like this is only possible because of the generous contributions of our sponsors. Thanks to our UCEA host institution, The University of Virginia, and Dean Bob Pianta, for their continuing support. Also, I appreciate the support of other sponsoring institutions.

As UCEA’s 53rd president, it is my pleasure to officially welcome you to this year’s convention. It is my sincere hope that you enjoy your time in Washington, DC and that you are truly transformed and reinvigorated to make changes in your respective locales. We are in for an intellectually exhilarating convention, filled with wonderful opportunities to network with old colleagues and make new friends, share research and burgeoning ideas, and collectively and purposely prepare for action that makes a positive difference. Please take advantage of all that this year’s convention has to offer!

Sincerely,

Mark A. Gooden, 2013-2014 UCEA President
The University of Texas at Austin
On behalf of the University Council for Educational Administration, I am pleased to welcome you to the 2014 UCEA Convention in Washington, DC.

I have been asked, from time to time, why UCEA uses the word *convention* instead of the more widely used term *conference*. Because the decision proceeded my term as Executive Director, I tapped the memories of UCEA colleagues who have been engaged in the organization at least since the first Annual Convention 28 years ago. The word convention means to formally bring together a group of people for a specific purpose, and “convening” is something that UCEA Headquarters has done since it was first established in 1954. Prior to the first Convention, UCEA convened other governance meetings, research seminars, and development meetings. We continue the tradition of bringing people together for a specific purpose this November. Scholars of educational leadership and policy will convene to share and discuss research and its implications for practice, preparation, policy, and future scholarship.

The 2014 UCEA Convention theme focuses on education as a basic human right as well as the role of leadership in supporting equity, justice, and rights within educational systems. Building on this theme, the 2014 planning team has created a thought-provoking program that challenges UCEA members and educational leadership stakeholders to reflect on how they can improve preparation, practice, and policies impacting educational leaders through their research and development initiatives. I hope you will join me in thanking this year’s convention planning team, including Noelle Witherspoon Arnold (UCEA President-Elect), Sarah Diem, Michael Dumas, and Azadeh Osanloo, for the commitment and vision they brought to the convention planning this year.

In addition to presenting and attending the many sessions and occurring during the UCEA Convention this year, we hope you will join us for our different social events, including the Annual Awards Luncheon celebrating the many individuals who contribute to and serve as extraordinary representatives for our field; Opening General Session in honor of UCEA's Past Presidents; a join reception with our partner organization, the Association of the Study of Higher Education (ASHE) and the UCEA Jackson Scholars; the Annual UCEA Banquet celebrating our 60th Anniversary as an organization; and coffee breaks in the exhibits area on Friday and Saturday afternoons. We have some terrific general sessions featuring UCEA President Mark Gooden, Michael Omi, and Angela Valenzuela; two Ed Talk sessions; and a town hall session focused on the revision of national educational leadership standards and their implications for educational policy, research, practice, and preparation.

UCEA Convention 2014 is going to be a fantastic learning and networking opportunity, and we have many people and organizations to thank for the support they have provided as UCEA headquarters has organized and arranged the event. UCEA extends sincere gratitude to our generous sponsors, who have enabled UCEA to support powerful learning opportunities for attendees. Finally, please help me thank and acknowledge the hard work and dedication of UCEA's headquarters team. Lieve Pitts, Erin Anderson, Amy Reynolds, Angel Nash, Kiran Lakshman, Jennifer Cook, Lisa Wright, and Pamela Tucker have been critical in bringing together the program and the many different activities that make our annual UCEA Convention experience a meaningful one each year.

Sincerely,

Michelle D. Young
UCEA Executive Director
Greetings UCEA members, from the Curry School of Education at the University of Virginia, the headquarters for the University Council for Educational Administration! Welcome to the 28th UCEA Annual Convention. It is an honor for the Curry School to be a small part of supporting leadership development in our nation’s schools.

The theme of this year's conference, “Righting Civil Wrongs: Education for Racial Justice and Human Rights,” brings into focus the very central role that leadership plays in fostering equity and opportunity in our schools.

The Curry School’s long-standing commitment to the work of preparing leaders for education is grounded in three areas—our research on best practices for classrooms, on assessment of leadership, and efforts related to educational policy. All of this work has a focus on equity and social justice.

We recognize the most important measure of our success in preparing leaders is how these leaders impact communities and educational opportunity for all students. A commitment to equity and justice, and the skills required to capably enact that commitment, are the hallmarks of educational leaders that foster success for all students.

Preparing leaders for success in fostering equity and justice is a complex and challenging task. I have great respect for UCEA’s efforts in this regard and am confident that member institutions have much to share that can make important contributions to the field.

This UCEA convention is a great opportunity for engagement among the community of leadership preparation programs and an opportunity for our reflection on our impact on our greater communities. Like those before, this convention is a great opportunity to make a real contribution to students and the people who serve them.

Best wishes for a great convention!

Sincerely,

Bob Pianta
Dean, Curry School of Education
Novartis US Foundation Professor of Education and Professor of Psychology
UCEA Values

UCEA is a community of learners that values:

- Learning and social development for ALL children
- Contributions of educational leaders to the success of all children
- Systematic inquiry that is relevant, integral, and essential to the success of children, schools, and school leaders
- Quality and excellence in the preparation of school leaders and professors
- Collaboration with schools, other educational and service agencies, and professional organizations
- Professional community, collegiality and respect for diverse perspectives
- Educational and social policy that positively support the learning and development of all children
- Diversity, equity, and social justice in all educational organizations

UCEA Vision

UCEA is a community of scholars committed to the improvement of leadership and policy that supports the learning and development of ALL children. UCEA actively initiates and leads educational reform efforts through its high quality research and preparation programs. UCEA institutions work collaboratively with schools and educational agencies to positively influence local, state, and national educational policy. UCEA constantly questions and reevaluates its practice and beliefs to ensure its effectiveness and relevance.

UCEA Goals

UCEA is a consortium of research/doctoral granting institutions committed to advancing the preparation and practice of educational leaders for the benefit of schools and children. In realizing this purpose, we:

- Promote, sponsor, and disseminate research on the essential problems of schooling and leadership practice
- Improve the preparation and professional development of educational leaders and professors
- Positively influence local, state, and national educational policy
THE 2013-14 UCEA EXECUTIVE COMMITTEE

Mark Gooden, President
University of Texas at Austin

Andrea Rorrer
University of Utah

Noelle Witherspoon Arnold, President-Elect
University of Missouri

C. Cryss Brunner
University of Minnesota

Cynthia Reed, Secretary/Treasurer
Auburn University

Mónica Byrne-Jiménez
Hofstra University

Mariela Rodriguez
University of Texas at San Antonio

Ex-officio:
Michelle D. Young
Executive Director UCEA
University of Virginia

Hanne Mawhinney
University of Maryland

Pamela D. Tucker
Senior Associate Director, UCEA
University of Virginia

April Peters-Hawkins
University of Georgia

2014 Convention Committee
Noelle Witherspoon Arnold, University of Missouri–Columbia
Sarah Diem, University of Missouri–Columbia
Azadeh Osanloo, New Mexico State University
Michael Dumas, New York University
Michelle D. Young, UCEA, University of Virginia
Lieve Pitts, UCEA, University of Virginia

UCEA Staff
Michelle D. Young, Executive Director
Pamela D. Tucker, Senior Associate Director
Liz Hollingworth, Associate Director of Publications
John Nash, Associate Director of Communications
Jayson Richardson, Associate Director of Program Centers
Stephen Jacobson, Associate Director of International Affairs
Gerardo Lopez, Associate Director of Graduate Student Development
Sheneka M. Williams, Associate Director for Policy and Advocacy
Ed Fuller, Associate Director for Policy and Advocacy
Lisa C. Wright, Financial Director
Lieve Pitts, Project and Events Manager
Kiran Lakshman, Executive Assistant
Jennifer E. Cook, Publications Editor
Pei-Ling Lee, Webmaster
Erin Anderson, Graduate Assistant
Amy Reynolds, Graduate Assistant
Angel Nash, Graduate Assistant
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 Witherpoon 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 a 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.

This year, UCEA celebrates its 60th anniversary with other milestones of *Brown v. Board of Education* (60th), ESEA (50th), Civil Rights Act (50th), *Milliken v. Bradley* (40th), and *Lau v. Nichols* (40th). This annual conference and its location in our host city of Washington, DC, offers a unique opportunity to engage scholars of every discipline, practitioners, policymakers, legislators, and community members in examining research, practices, and policies impacting educational contexts. We also encourage proposals addressing P-20 issues of racial justice and human rights that engage scholars attending ASHE and other scholars from areas of study including, but not exclusive to, fields such as social foundations, law, public policy, history, cultural studies, global and international studies, and economics.

In addition, the 2014 UCEA Convention accepted 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. Selected videos will be posted on the UCEA website and featured prior to the general sessions at the 2014 UCEA Convention.
The 2014 Convention Program provides brief listings of all presentations, registration information, hotel information, and general information regarding the University Council for Educational Administration. Each session is listed with a title, a room assignment, presentation time, and the list of presenters. UCEA has developed an accompanying website for the convention program. Changes to the program can be found on the UCEA website at www.ucea.org under Convention. A room layout of the hotel can be found at the back of the program.

REGISTRATION
If you have not registered for the convention, we urge you to do so as soon as you arrive at the hotel. UCEA Registration is available Wednesday 7:00 am - noon in the International Terrace and Thursday through Saturday, 7:00 am – 5:00 pm in Columbia West.

NAMETAGS
Nametags, received at registration, are required for all sessions and events.

DISPLAY OF ANNOUNCEMENTS
A table in the Exhibit area has been made available for you to display announcements, reports, and other publications from your institution.

BUSINESS CENTER
The Washington Hilton has a FedEx Office Center for all printing and supply needs. The lobby has a complimentary computer kiosk and print station.

INTERNET
Basic Internet is complimentary in the meeting spaces and guest rooms. High-speed Internet will be at an additional cost to the attendee.

EXHIBITORS
UCEA is proud to host its book and educational resource sponsors at this year’s convention. Book and journal exhibitors will be in the International Terrace and UCEA exhibits will be in Columbia West.

SESSION ON MEMBERSHIP IN UCEA
UCEA continues to serve as the field’s leading professional organization and maintains an international reputation as a consortium of the most prestigious universities with doctoral programs in educational leadership. UCEA’s mission is to advance the preparation and practice of educational leaders for the benefit of all children and schools, and membership in UCEA is a marker of program quality. During the Membership Session (Session 238), Executive Committee members will provide information and answer questions about membership.
WORKSHOPS
Each year, UCEA hosts a small number of workshops, specifically designed to meet the needs of educational leadership scholars. These workshops are scheduled either on Thursday or Sunday of the Convention to allow for full participation.

THE UCEA ANNUAL BANQUET & 60th ANNIVERSARY GALA
This year’s UCEA Banquet will be held Saturday evening 6:00–11:00 pm, Columbia 5-8 (Session 260). A limited number of tickets to the banquet will be available to purchase at the registration desk; the dance at 9:00 pm is open to all.

SPONSORSHIP OF UCEA EVENTS
If you are interested in hosting a future convention or sponsoring an event, please contact UCEA Headquarters at 434-243-1041. Please contact Michelle D. Young, Executive Director, for arrangements. Hosting and event sponsorships are excellent ways to increase the visibility of your institution while providing valuable resources to UCEA.

New Types of Sessions

ED TALKS
Join us in panel sessions on social justice.
FRIDAY: Session 167, Ed Talk I: Research for Resistance and Action, 6:30-7:30 pm, Columbia 5&7.

IGNITE SESSIONS
For the third year in a row, UCEA is offering Ignite sessions, which provide purposeful opportunities for in-depth, spontaneous dialogues and deliberations on topics critical to educational leadership. They are best summarized by the motto “Enlighten us, but make it quick.” Presenters will focus on a single message that shares personal and professional passions or unique strategies and approaches.

FILM FESTIVAL
Sip and screen minute films. Three showings are available, all in the Washington Hilton,
FRIDAY: Session 144 3:40 - 4:55 pm Columbia 5&7
Session 169 9:30 - 11:00 pm Columbia 5&7
SATURDAY: Session 216 12:15 - 1:30 pm Columbia 5-8
2014 Events at a Glance

MONDAY, November 17
   Executive Committee Meeting: 1:00 - 6:00 pm

TUESDAY, November 18
   Executive Committee Meeting: 8:00 am - 6:00 pm

WEDNESDAY, November 19
   Registration: 7:00 am - noon, International Terrace
   Day on the Hill

THURSDAY, November 20
   Registration: 7:00 am - 5:00 pm, Columbia West
   Plenary Session: 7:30 - 11:30 am
   BELMAS–UCEA Research Collaboration: 8:00 am - noon
   Graduate Student Summit (registration required): 8:00 am - noon
   Jackson Scholars Presentations & Workshop: 9:10 am - 4:50 pm
   Jackson Scholars Recognition ceremony: 2:20 - 3:25 pm
   UCEA Awards Luncheon: 12:00 - 2:00 pm
   Sessions: 2:10 - 6:15 pm
   General Session I: 6:25 - 7:45 pm
   Convention Opening Reception: 7:45 - 9:40 pm

FRIDAY, November 21
   Registration: 7:00 am - 5:00 pm, Columbia West
   Sessions: 7:00 - 9:15 am
   General Session II Presidential Address: 9:25 - 10:40 am
   Sessions: 10:50 am - 1:30 pm
   General Session III UCEA-Wallace Town Hall: 1:40 - 3:10 pm
   Sessions: 3:40 - 6:20 pm
   General Session IV: Ed Talk I: 6:30 - 7:30 pm
   UCEA-ASHE Joint Reception: 7:40 - 9:10 pm

SATURDAY, November 22
   Registration: 7:00 am - 5:00 pm, Columbia West
   Sessions: 7:00 - 10:40 am
   General Session V: 10:50 am - 12:05 pm
   Sessions: 12:15 - 5:45 pm
   Ed Talk II: State of Racial Justice and Human Rights, 3:05 - 4:20 pm
   UCEA 60th Anniversary Gala & Banquet: 6:00 - 11:00 pm

SUNDAY, November 23
   JRLE Editorial Board Meeting: 8:00 - 9:30 am
   Pre- and Post-Convention Workshops 8:00 - 11:30 am
   JCEL Editorial Board Meeting: 8:45 - 10:15 am
   EAQ Editorial Board Meeting: 9:40 - 11:00 am
   Evaluation Research Taskforce 10:10 - 11:30 am
   UCEA Publications Meeting: 10:30 - noon
   International Summit: 8:30 am - 12:30 pm
Convention Highlights

THURSDAY, November 20

042. Is It Time for Voices 4 and If So What Should It Look Like? 2:10-3:25 pm, L’Enfant
045. UCEA Looking Back and Looking Forward on a Legacy for Leadership Preparation. 3:35-4:50 pm, Columbia 1
060. We Know What Effective Leadership Preparation Looks Like: Featuring the 2014 Award Winning Programs. 5:00-6:15 pm, Columbia 1
064. Special Topic Symposium: A Wrong Without A Remedy?: 40 Years Post-Milliken in the Struggle to Right Educational Inequities. 5:00-6:15 pm, Columbia 2
070. International/Comparative Models of Educational Leadership. 5:00-6:15 pm, Jay

FRIDAY, November 21

088. Celebrating 50 Years as the Premier Journal in Educational Leadership: Recent Editors Discuss Where EAQ Has Been and Where It Is Going. 8:00-9:15 am, Columbia 1
089. Building Leadership Capacity for Social Justice. 8:00-9:15 am, Columbia 10
098. Principals’ Use of Teacher Effectiveness Data for Talent Management Decisions. 8:00-9:15 am, Holmead
111. Twitter School for Educational Leadership Scholars. 10:50 am-12:05 pm, Columbia 5&7
118. Intersectionality in Inclusive Leadership: How School Leaders Negotiate Multiple Dimensions of Diversity. 10:50 am-12:05 pm, Kalorama
120. The New ISLLC Standards: Building a Future of Excellence in the Profession. 12:15-1:30 pm, Columbia 1
137. Setting Standards and Expectations for the Supervision of Building Level Leaders: A Wallace Foundation Sponsored Session. 3:40-4:55 pm, Columbia 1
140. Realities of Resegregation: Problems, Politics, and Policy. 3:40-4:55 pm, Columbia 12
161. Knowledge for District and School Improvement. 5:05-6:20 pm, Columbia 8

SATURDAY, November 22

181. School Turnarounds: Policy and Practice. 8:00-9:15 am, Columbia 11
194. Designing the New National Educational Leadership Preparation Standards. 9:25-10:40 am, Columbia 1
198. Special Topic Symposium: Community-Based Education Reform: Implications for Policy and Accountability. 9:25-10:40 am, Columbia 2
209. State and Federal Policy Impacting Leadership Preparation. 12:15-1:30 pm, Columbia 1
213. Special Topic Symposium: School Leaders Leading for Sustainability: Green Schools in Practice. 12:15-1:30 pm, Columbia 2
217. Dismantling Discourses in Leadership Preparation. 12:15-1:30 pm, Columbia 9
224. Improving Educational Leadership Preparation with the INSPIRE 360. 1:40-2:55 pm, Columbia 1
231. Leadership Initiatives Within the Framework of the Common Core. 1:40-2:55 pm, Columbia 9
237. Weaving Research and Policy-Making for Inclusion and Human Rights in Global Education: A Joint UCEA-ASHE Session. 2:00-3:15 pm, Cabinet Room
259. The Role of District Leaders in Supporting School-Level Instruction and Practice. 4:30-5:45 pm, Northwest
New Members

UCEA welcomes the following new member institutions to our community. Please help them feel welcome by introducing yourself and offering words of congratulations.

- Howard University
- Loyola Marymount University
- University of Michigan at Ann Arbor
- University of North Carolina at Charlotte
- University of South Florida

Deans, department chairs, and faculty from non-UCEA member universities interested in pursuing membership are invited:

Informal Session on UCEA and UCEA Membership
Session 238, Saturday 3:05 - 4:20 pm
Washington Hilton, Columbia 1

Or contact:
Michelle D. Young, UCEA Executive Director
Curry School of Education, The University of Virginia
P. O. Box 400287, Charlottesville, VA 22904
434-243-1041 ucea@virginia.edu

We found an Urban Education Studies doctorate that

- Directly and frankly addresses race/ethnicity, class, gender, LGBTQ, disabilities, and cultural and linguistic diversity in urban settings
- Strongly validates critical orientations toward research and research methodology, such as critical race theory, critical qualitative research, LatCrit, Afrocentrism, feminism, and queer theory
- Highly values direct involvement with community-based social justice organizations

Indian University
School of Education–Indianapolis

- Located in an urban context with strong faculty and substantive courses that are student-oriented, supportive, and accommodate full-time work.

Be part of a powerful, exciting, challenging, and transformational doctoral program.

educations.iupui.edu/urbanedphd

Applications for 2015 cohort due Dec. 1

Program Coordinator
Jim Scheurich
THURSDAY, November 20

10:20 - noon 021. Connecting Local and International Research to Practice! (UCEA Center for the International Study of School Leadership), Columbia 9

2:10 - 3:25 pm 029. UCEA Center for Leadership in Law and Education: Methodologies for Studying the Legal Components of Education Issues, Columbia 1

FRIDAY, November 21

7:00 - 7:50 am 076. Latino Research SIG, Columbia 1
077. UCEA Center for Educational Leadership and Social Justice, Columbia 10
078. UCEA Center for the Advanced Study of Technology Leadership in Education (CASTLE), Columbia 11
081. UCEA Center for the Study of Leadership and Ethics, Columbia 3
082. UCEA Program Center for the Study of the Superintendency & District Governance: Findings from an International Governance Study, Columbia 4
083. Supervision and Instructional Leadership SIG, Columbia 9
084. Gay Straight Alliance, Holmead
085. UCEA Center for Leadership in Law and Education, Independence
086. Leadership for Social Justice SIG, Jay

12:15 - 1:30 pm 125. Handbook of Ethical Educational Leadership: Drawing Together Theory, Research, and Supporting Literature Inspired by the CSLE, Columbia 3

SATURDAY, November 22

7:00 - 7:50 am 171. Leadership for School Improvement SIG, Columbia 10
174. Learning and Teaching in Educational Leadership (LTEL) Executive Committee SIG, Columbia 1
175. Politics of Education SIG, Columbia 3
176. Program Centers Director, Board of Directors, & Advisory Board Meeting, Columbia 4
177. UCEA Research on Women in Leadership SIG, Columbia 9

SUNDAY, November 23

7:00 - 7:50 am 261. UCEA Center for the International Study of School Leadership, Columbia 1
The International Summit will bring together researchers, practitioners, and policy makers from around the world. Participants will engage in interactive sessions, allowing them to learn with colleagues locally and abroad. This year’s planning committee is Bruce Barnett (University of Texas at San Antonio), Stephen Jacobson (University at Buffalo), and Rc Saravanabhavan (Howard University).

8:00 am      Check-in begins
8:30 am       Welcome and Greeting
               Stephen Jacobson & Bruce Barnett
               Michelle Young & Leslie Fenwick
8:45 am       Roundtable discussion: Successful and Effective School Leadership: International Perspectives
               • African perspectives: Jan Heystek, North-West University, South Africa
               • Asian perspectives: Elson Szeto & Annie Cheng, Institute of Education, Hong Kong
               • Australian and Pacific perspectives: David Gurr & Lawrie Drysdale, University of Melbourne
               • North American perspectives: Elizabeth Murakami, Texas A&M University-San Antonio; Stephen Jacobson, University at Buffalo
               • South American perspectives: Candido Gomes & Magali Machado, Catholic University of Brasilia, Brazil; Alexandre Ventura, University of Aveiro, Portugal
               • Caribbean perspectives: Paul Miller, University of Bristol, UK
               • European perspectives: Helene Ärlestig, Umea University, Sweden
               • Summation: Petros Pashiardis, Open University of Cyprus; Georgia Pashiardis, Ministry of Education of Cyprus; Olof Johansson, Umea University, Sweden
10:45 am     Break
11:00 am     Panel discussion: National Educational Policies Addressing Equity and Equality: Experiences of Europe, USA, India, New Zealand and Brazil
               • European perspective: Olof Johansson, Umea University, Sweden
               • North American perspective: Cristóbal Rodríguez, Howard University
               • Indian perspective: Rc Saravanabhavan, Howard University
               • Australian perspective: David Gurr, University of Melbourne
               • Brazilian perspectives: Elizabeth Murakami, Texas A&M University-San Antonio; Cynthia Paes de Carvalho & Ana Cristina Prado de Oliveira, Pontifica Universidade Catolica do Rio de Janeiro
12:25-        Closing Comments
12.30 pm      Stephen Jacobson & Bruce Barnett
THURSDAY, November 20

8:00 - 9:00 am  Graduate Student Summit Orientation, Lincoln West. Requires GSS registration.

9:00 am - noon  Graduate Student Summit paper session. Requires GSS registration. Sessions 007-011, 015-020, 025-026.

5:00 - 6:15 pm  066. Graduate Student Summit Mentor Feedback, Columbia 4. Requires GSS registration.

FRIDAY, November 21

8:00 – 9:15 am  091. Fireside Chat with Angela Venezuela, Columbia 12

094. AERA Divisions A & L Graduate Student Breakfast- Publish and "Live": Taking the Fear out of Publishing, Columbia 4

10:50 am - 12:05 pm  108. Demystifying the Academic Job Search: Tips and Resources for Those Considering the Professoriate, Columbia 2

110. Graduate Student Ignite Session: Fresh Approaches to Examining Policy Across Contexts, Columbia 4

12:15 - 1:30 pm  126. Graduate Student Ignite Session: Pushing Forward Understandings of Educational Leaders and Leadership, Columbia 4

3:40 - 4:55 pm  143. Freedom of Inquiry: Discovering Innovative Methods to Answer Your Research Questions, Columbia 4

5:05 - 6:20 pm  159. Continuing Conversations with Clark Scholars Alumni, Columbia 4 (closed session for past Clark Scholars)

SATURDAY, November 22

8:00 - 9:15 am  185. Tell Me More: Forging the Research Partnership in Academia, Columbia 4

186. Graduate Student Abstract Exchange, Columbia 5-8

9:25 - 10:40 am  200. Fireside Chat with Darleen Opfer, Columbia 4

12:15 - 1:30 pm  215. “Shoulda, Coulda, Woulda...”: What We Wish We Had Known Before Becoming a Professor: The Remix, Columbia 4

1:40 - 2:55 pm  230. Graduate Students of Color Mentoring Session, Columbia 4

3:05 - 4:20 pm  244. Show Me the Money (Or... Maybe Not...), Columbia 4

4:30 - 5:45 pm  253. Write On: Creating a Dissertation Writing Group, Columbia 4
Jackson Scholars

Jackson Scholars are urged to register for the Graduate Student Summit Thursday November 20 and engage in Graduate Student Sessions.

THURSDAY, November 20

JACKSON SCHOLARS PAPER SESSIONS

9:10-10:30 am  012. Improving the K-12 Student Experience by Responding to Individuals’ Needs, Holmead
013. African American Student Experiences in Higher Education, Independence
014. Public School Change: The Experience of Individuals and the Organization, Kalorama

10:40 am - noon  023. Hispanic Students in Higher Education: Strategies for Improving the Experience, Independence
022. Policies and Programs in Higher Education, Holmead
024. Teachers and Leaders: Experiences and Perceptions of Identities and Roles, Kalorama

JACKSON SCHOLARS PROGRAMS

2:10 - 3:25 pm  035. Jackson Scholars Recognition Ceremony, Columbia 4
3:35 - 4:50 pm  051. Julie Laible Memorial Session, Columbia 4

FRIDAY, November 21

8:00 – 9:15 am  091. Fireside Chat with Angela Valenzuela, Columbia 12

SATURDAY, November 22

1:40 - 2:55 pm  230. Graduate Students of Color Mentoring Session, Columbia 4

Want to save this information for on-the-go access? Use your mobile device’s QR code scanner to snap a screenshot of these important events.

Unaffiliated-UCEA Sessions

THURSDAY, November 20

8:00 - 9:30 pm  Southern Methodist University Joint UCEA/ASHE Reception, Georgetown East. SMU faculty welcome conference attendees from both UCEA and ASHE to a reception in the Georgetown East room. Come catch up with old colleagues, make new friends, and enjoy a drink on us.
2013-2015 Cohort
Nazneen Ali, University of Missouri-Columbia
Dominique Baker, Vanderbilt University
Jacqueline Kiki Bispo, University of California-San Diego
Richard Blissett, Vanderbilt University
Karina Canaba, University of Texas El Paso
Rosie Connor, University of Utah
Ricardo Cooke, San Diego State University
Taurean Davis, Clemson University
Youmna Dbouk, University of Texas at San Antonio
Chris Faison, North Carolina State University
Lee Francis, Texas State University
Yvania Garcia, Miami University of Ohio
Chetanath Gautam, Stephen F. Austin State University
Elizabeth Gil, Michigan State University
Azuri Gonzalez, University of Texas El Paso
Jessica Holman, University of Tennessee
Jeffery Huerta, University of Texas Pan American
Sakiko Ikoma, Pennsylvania State University
Johnnie Jackson, Miami University of Ohio
Tina Jackson, University of Texas at Austin
Tonja Jarrell, University of California Berkeley
Brandolyn Jones, Sam Houston State University
Twanjua Jones, University of Kentucky
Myriam Khan, Sam Houston State University
Van Lac, University of Wisconsin-Madison
Dongmei Li, University of Texas at Austin
Santosh Madahar, Pennsylvania State University
Samuel Martin IV, University of Missouri-Columbia
Marsha Modeste, University of Wisconsin-Madison
Cindie Neilson, University of Massachusetts-Boston
Victoria Pando, New Mexico State University
Jonathan Pettigrew, Clemson University
Keith Reyes, Washington State University
Carleatha Shaw, Florida Atlantic University
Kirsten Smith, Ohio State University
Jean Swindle, University of Alabama
Michelle Talbert-Horsey, Duquesne University
Shamira Underwood, Duquesne University
Dawn Williams, University of Washington
Tamey Williams, Texas State University

2014-2016 Cohort
Da’vid Aguayo, University of Missouri
Danielle Allen, University of North Carolina at Chapel Hill
Gwendolyn Baxley, University of Wisconsin-Madison
Heather Bennett, Pennsylvania State University
Nana Brantuo, University of Maryland, College Park
Arnold Chamanlal, University of Massachusetts at Boston
Lorenda Chisolm, University at Buffalo - SUNY
Hee Jin Chung, Pennsylvania State University
Kevin L. Clay, Rutgers University
Alvin Curette, University of Texas at San Antonio
Marcus Davenport, Michigan State University
Dorothy Dixon, Sam Houston State University
Samuel Garcia, Texas State University
Nakia Gray, New York University
Ramond Griffin, Michigan State University
Amaris Guzman, Louisiana State University
Kortney Hernandez, Loyola Marymount University
Regina Hopkins, University of Connecticut
Youshawna Hunt, Stephen F. Austin State University
Kierstyn Johnson, Virginia Commonwealth University
Adam Kho, Vanderbilt University
Dorado Kinney, University of Texas at Austin
Stephen Labrie, Howard University
Kelly Lane, University of Kentucky
Charlene Lewis, University of Tennessee
Stefanie Marshall, Michigan State University
Rhodesia McMillian, University of Missouri
Benterah Morton, Louisiana State University
Sheldon Moss, Sam Houston State University
Farris Muhammad, University of Georgia
Jada Phelps-Moultrie, Indiana University
Rachel Pope, Howard University
Karen Ramlackhan, University of South Florida
Nicole Reyes, University of Texas at San Antonio
Patricia Rocha, Texas State University
Luis Rodriguez, Vanderbilt University
Omar Salaam, University of South Florida
Malaika Samples, Florida State University
Joanna Sanchez, University of Texas at Austin
Kortney Smith, University of Wisconsin-Milwaukee
Atiya Strothers, Rutgers University
Kai Thomas, University of San Diego
Christine Tran, University of Washington
Hershawna Turner, University of Pittsburgh
Karina Vielma, University of Texas at San Antonio
Taurean Walker, University of North Carolina at Charlotte
James Wright, Michigan State University
Wallace Foundation Events

Over the last 14 years, The Wallace Foundation has invested significant resources in educational leadership preparation, research and policy. UCEA has been a partner to the Foundation, seeking ways to leverage important research and development activities within higher education. This year at the UCEA Convention, The Wallace Foundation is sponsoring the following events. All UCEA Convention participants are welcome to join in these events.

FRIDAY, November 21

10:50 - 12:05 pm  109. Professional Learning Communities: Fertile Ground for Building Capacity to Sustain and Scale Best Practices, Columbia 3
3:10 - 3:40 pm  135. Wallace Townhall Coffebreak, Columbia West
3:40 - 4:55 pm  137. Setting Standards and Expectations for the Supervision of Building Level Leaders: Columbia 1

SATURDAY, November 22

8:00 - 9:15 am  179. Leadership Matters: Five Key Practices of Effective Principals: Columbia 1

Workshops

THURSDAY, November 20

8:00 am - noon  005. BELMAS-UCEA Research Collaboration: The International School Leadership Development Network, Albright

SUNDAY, November 22

8:00 - 10:00 am  263. Faculty, Your Professional Growth? Taking on Change – The Promise of the Four-Column Exercise, Columbia 11
8:00 - 11:30 am  264. Intersectional Dialogues: A Tool to Improve Pedagogy in Teaching Social Justice Leadership, Columbia 9
Below is a sample of Higher Education sessions included in the UCEA program. For additional sessions, look for “HE” indicating sessions of special interest to ASHE attendees.

THURSDAY, November 20

2:10 - 3:25 pm  029. UCEA Center for Leadership in Law and Education: Methodologies for Studying the Legal Components of Education Issues, Columbia 1
  043. Rethinking Curriculum and the Capstone in Doctoral Preparation Programs, Northwest

3:35 - 4:50 pm  052. International Perspectives on Higher Education Issues, Columbia 9

5:00 - 6:15 pm  068. A Social Justice Leadership Dilemma: Confronting Low Academic Expectations and the Challenge of College Readiness, Holmead
  073. Students’ Experiences of Resilience in Higher Education, Northwest

6:25 - 7:40 pm  074. General Session I: Keynote Angela Valenzuela, Columbia 5&7

FRIDAY, November 21

8:00 - 9:15 am  092. Adult Development, Social Capital, Distributed Leadership, and Coaching in 21st Century Professional Learning Environments, Columbia

1:40 - 3:10 pm  134. Wallace Town Hall General Session, Columbia 5&7

3:40 - 4:55 pm  143. Freedom of Inquiry: Discovering Innovative Methods to Answer Your Research Questions, Columbia 4


6:30 - 7:30 pm  167. Ed Talk I - Research for Resistance and Action, Columbia 5&7

7:40 - 9:10 pm  168. UCEA-ASHE Joint Reception, Columbia West

SATURDAY, November 22

8:00 - 9:15 am  185. Tell Me More: Forging the Research Partnership in Academia, Columbia 4


4:30 - 5:45 pm  246. Queering the Ed.D: Developing Advocacy Leadership for LGBTQ Students and Studies in the CSU System, Albright

Please join us Friday evening for the UCEA-ASHE Joint Reception, 7:40 - 9:10 pm, Columbia West.
The Educational Leadership program at the Pennsylvania State University College of Education is a place where students learn how to be leaders in today's schools and communities and get the skills needed to shepherd in the future of education.

 Ranked 7th in the nation by US News and World Report, the Educational Leadership program is a place where you can make a difference in the classroom and in the world.
From Policy to Practice: Sustainable Innovations in School Leadership Preparation and Development

Edited by: Karen L. Sanzo, Old Dominion University

PB: 978-1-62396-783-3
HC: 978-1-62396-784-0

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. This book will be available at the IAP exhibit table along with the previous volumes from the UCEA series. We will also be exhibiting other titles of interest published by IAP.

Research in Learning and Teaching in Educational Leadership

Edited by: Liz Hollingworth, University of Iowa and Arnold Danzig, San Jose State University

PB: 978-1-6239-6508-2
HC: 978-1-62396-509-9

This collection of award-winning research in Learning and Teaching in Educational Leadership is sponsored by the Learning and Teaching in Educational Leadership Special Interest Group of the American Educational Research Association (LTEL SIG of AERA). The research includes superintendent preparation, a grow-your-own principal program, and an investigation into the instructional leadership practices of principals with respect to special education. The LTEL SIG brings together professors and graduate students of educational leadership and administration, discipline specialists, educational theorists, curriculum developers, instructional technology specialists, learning specialists, educational researchers, classroom experts, practitioners, policy makers, and others concerned with Learning and Teaching in Educational Leadership. This book will be available at the IAP exhibit table along with the previous volumes from the UCEA series. We will also be exhibiting other titles of interest published by IAP.

Sale Price of $30.00 for any IAP paperback book within the US ($37.50 internationally)

Free Shipping if you call or fax in your order before December 30th
Toll Free: 1-866-754-9125

IAP is a social science publisher of academic and scholarly works. Our program is composed of book series, handbooks, monographs, and journals that cover a variety of niches; but we feel it is time to expand further as the number of publishers diminishes. IAP prides itself on being a publisher that embraces today’s technology for the benefit of the academic community. We never have a title go out of print; we offer paperback, hardcover, and E-Book editions of all titles at reasonable if not low prices; we work closely with our editors and authors to market their project. IAP’s goal is to develop comprehensive program’s that break down and define specific niches that lack high-level research material in the fields of Education, Technology, Educational Technology, Psychology, Management and Leadership. Our products are offered in both print and electronic formats where possible. Authors and Editors can find out more information on how to submit a proposal at http://www.infoagepub.com/guidelines.html

Please visit our website at www.infoagepub.com for more information.

IAP–Information Age Publishing, Inc.
PO BOX 79049, Charlotte, NC 28271
Phone: 704-752-9125 Fax: 704-752-9113 URL: www.infoagepub.com
Graduate Student Summit Only
Danielle Allen, University of North Carolina at Chapel Hill
Helen H. Avis, University of North Carolina
Jennifer Castro, University of Texas at San Antonio
Christen E. Clemson, Pennsylvania State University
Margaret Ann Cude, Ball State University
Thad Michael Dugan, University of Arizona
Ramon Griffin, Michigan State University
Alicia Elan Harkum, New York University
Edward Harris, Oklahoma State University
Adam J. Hocker, Pennsylvania State University
Alexandra Jane Holter, Oklahoma State University
Sarah Ishmael, University of Texas at Austin
Jing Liu, Pennsylvania State University
Julia Mahfouz, Pennsylvania State University
Venus Medina, University of Texas at San Antonio
Samantha Meier
William Barney Nye, University of Utah
Frank Perrone, University of Virginia
Amy Reynolds, University of Virginia
Dinorah Sánchez Loza, University of California, Berkeley
Kevin Totty
Melinda VanDevelde, Virginia Commonwealth University
Karina Ivette Vuelma, University of Texas at San Antonio
Yinying Wang, Georgia State University
Sun Young Yoon, University of Wisconsin–Madison

Graduate Student Summit & UCEA Convention
Erin Anderson, University of Virginia
Stephanie Barber Applewhite, Stephen F. Austin State University
Ashi Askin-Garmager, University of Iowa
Lauren Bailes, Ohio State University
Justin Barbaro, Teachers College, Columbia University
Nik Barkauskas, Pennsylvania State University
Heather Bennett, Pennsylvania State University
Richard Blissett, Vanderbilt University
Andrew David Bratspis
Kristina Franciska Brezicha, Pennsylvania State University
Aaron Butler, Indiana University
Cynthia M. Callahan, University of Connecticut
Hector R. Campos, University of Iowa
Karina Canaba, University of Texas at El Paso
Yvette Cantu, Texas State University
Jessica Faith Carter, University of Texas at Austin
Julie Chancellor, University of Louisville
Kevin Clay, Rutgers University
Colleen Cleary, University of Missouri–Columbia
Monica Y. Cole-Jackson, California State University, Long Beach
Amy Colucci, University of Louisville
Matthew Phillip Cunningham, Loyola Marymount University
Shelby Eden Dawkins-Law, University of North Carolina at Chapel Hill
Gwendolyn C. Dorsey, Frederick County Public Schools
Timothy Drake, Vanderbilt University
Erica L. Evans, University of Missouri
Lisa Fetman, University of Arizona
Christine M. Fierro, University of North Carolina at Chapel Hill
Trina Gandy, University of Wisconsin–Madison
Wellinthon Garcia, Hofstra University
Chetanath Gautam, Stephen F. Austin State University
Giana Lynn Gleeson, University of Connecticut
Sarah Guthery, Southern Methodist University
Sarah G. Hale, University of Iowa
Daniella Hall, Pennsylvania State University
Alicia Hill, Texas State University
Todd Hurst, University of Kentucky
Marie Hurt, Ohio State University
Sung Tae Jang, University of Minnesota
Detra DeVerne Johnson, Texas A&M University
Zukiswa Kekana, Teachers College, Columbia University
Lauren Tarabokia Kendall, University of North Carolina at Chapel Hill
Myriam Quintero Khan, Sam Houston State University
Sumaira Taj Khan, University of Iowa
Jeffry King, Texas State University
Stephen Kotok, Pennsylvania State University
Kathleen Kraus-Zadrozy, George Mason University
Adam John Kurth, University of Iowa
Ahmet Latifoglu, University of Melbourne
Hilary Alissa Lustick, New York University
Santosh Madahar, Pennsylvania State University
Gloria Martinez, University of Texas at San Antonio
Julie Ann Martinez, University of Texas at Austin
Eri Mytajjasik, University of Arizona
Isaiah Clarence McGee, University of Iowa
Ashley McKinney, University of Utah
Lee Morgan, University of Denver
Ana Cristina Prado Oliveira, Pontifical Catholic University of Rio de Janeiro
Dorian Dawn Olsen, University of Iowa
Alexandra E. Pavlakis, University Wisconsin–Madison
Jada Phelps-Moultrie, Indiana University
Amanda U. Potterton, Arizona State University
Laura Ramp, Florida State University
Shawna L. Richardson, Oklahoma State University
Omar J. Salama, University of South Florida
Chelsey Lee Saunders, Teachers College, Columbia University
Allison Schilts, Loyola Marymount University
Victoria Sherif
Allison Rose Socol, University of North Carolina at Chapel Hill
Nicole Spencer, University of Missouri
Elizabeth Leisy Stosich, Harvard University
Wei-Ling Sun, University of Texas at Austin
Lolita A. Tabron, Texas A&M University
Darcy Tessman, University of Arizona
Jasmine Ulmer, University of Florida
Samantha Viano, Vanderbilt University
James E. Vines, Clemson University
Min Wang, University of Alabama
Diana Marie Ward, University of New Orleans
Miles Brandon Ward, Stephen F. Austin State University
Ronald William Whitaker, II, Duquesne University

Rodney S. Whiteman, Indiana University
Tamey Rochelle Williams, Texas State University
Kathleen Winn, University of Iowa
Sarah Woulfin, University of Connecticut
James S. Wright, Michigan State University
Rui Yan, University of Utah
Erica Young, University of Louisville

UCEA Convention Only
Joel Abaya, Wichita State University
Nahed Aaed AbdelRahman, Texas A&M University
Muhammed Abu Nasra, Hebrew University of Jerusalem
Vonzell Agosto, University of South Florida
Israel Aguilar, Texas A&M University–Corpus Christi
Barry Aidman, Texas State University
Denise Tobin Airola, University of Arkansas
Karen Akom, University of Virginia
Danielle Allen, University of North Carolina at Chapel Hill
David Allen, College of Staten Island, City University of New York
James G. Allen, Northern Kentucky University
Judy Alston, Ashland University
Kristin Smith Alvarez, University of California–Berkeley
Matt Anderson, University of Louisville
Roma B. Angel, Appalachian State University
Pamela Angelle, University of Tennessee
Anika Anthony, Ohio State University
Matias Arellano, Florida Atlantic University
Helene Arlestit, University of Umea
Atakan Ata, University of Georgia
Sarie Elizabeth Ates-Patterson, University of Denver
Erin Atwood, Texas Tech University
Donna Augustine-Shaw, Kansas State University
Kevin Wayne Badgett, University of Texas of the Permian Basin
Michael Richard Paul Bailey, University of South Florida
Sarah Jean Baker, Texas State University
Arthur Bangert, Montana State University
Mette Lise Baran, Cardinal Stritch University
Bruce Barnett, University of Texas at San Antonio
Lisa Bass, North Carolina State University
Vincent Baxter, George Washington University
Brian R. Beabout, University of New Orleans
Floyd Beachum, Lehigh University
Karen Stansberry Beard, Ohio State University
Thomas H. Beatty, Virginia Commonwealth University
Danna M. Beatty, Tarleton State University
Brandon Beck, Texas State University
Ed Bengston, University of Arkansas
Dan Berebitsky, Southern Methodist University
Amy I. Berman, George Washington University
Eric Bernstein, University of Pennsylvania
Risha Berry, Virginia Commonwealth University
Catharine Biddle, Pennsylvania State University
Susan Cadle Bineham, University of Texas at Austin

Kelley C Bliden, University of Denver
James R. Bliss, Eastern Kentucky University
Jessica Blum-DeStefano, Teachers College, Columbia University
Ronit Bogler, Open University of Israel
Elliot F. Bolles, Virginia Tech
Mohomodou Boncana, Georgia Southern University
Allison M. Borden, University of New Mexico
Cabrins Bosco, University of Louisville
Alex J. Bowers, Teachers College, Columbia University
Jared Boyce, Teachers College, Columbia University
Jill Bradley-Levine, University of Indianapolis
Marc Braso, Arcadia University
David Brazer, Stanford University
Patricia Briscoe, Western University
Jeffrey S. Brooks, University of Idaho
Anita R. Brown, University of Massachusetts–Boston
Kathleen Brown, University of North Carolina at Chapel Hill
John Michael Bryant, Western Carolina University
Miles Bryant, University of Nebraska–Lincoln
Frederick C. Buskey, Clemson University
Leslie Hazle Bussey, Georgia Leadership Institute for School Improvement
Rebecca M. Bustamante, Sam Houston State University
Jimmy Byrd, University of North Texas
Monica Byrne-Jimenez, Hofstra University
Kathy Canfield-Davis, University of Idaho
Gina Cappelletti, University of Pennsylvania
Colleen Capper, University of Wisconsin–Madison
Bradley W. Carpenter, University of Louisville
Kate Cassada, University of Richmond
Jean Cate, University of Oklahoma
Isis Stephanie Cerda, University of Texas
Madhur Chandra, Michigan State University
Sisi Chen, University of Michigan–Ann Arbor
Rebecca Cheung, University of California–Berkeley
Joshua Childs, University of Pittsburgh
James Coaxum, III, Rowan University
Heather Cole, University of Texas at Austin
Jennifer Crowe Coleman, Virginia Commonwealth University
Sharon Conley, University of California, Santa Barbara
Kristy Susan Cooper, Michigan State University
Robert Cooper, University of California, Los Angeles
Elizabeth A. Crane, Eastern Kentucky University
Emily Crawford, University of Missouri–Columbia
Robert Kelly Crow, Western Carolina University
Lyn Denise Crowell, Texas State University
Margaret Ann Cude, Ball State University
Katherine A. Curry, Oklahoma State University
Ardella Dailey, California State University, East Bay
Michael Dantley, Loyola University
Arnold Danzig, Arizona State University/San Jose State University
John C. Daresh, University of Texas at El Paso
Bradley W. Davis, University of Texas at Arlington
Carolyn Ann-McBride Davis, Houston Community College
Justin Dayhoff, University of Maryland, College Park
Janet R. Decker, Indiana University
Amaarah DeCuir, George Washington University
Matthew R. Della, Sala Purdue University
David DeMatthews, University of Texas at El Paso
Peter Demerath, University of Minnesota
Suzanna J. Desjardin, University of Arizona
Sara L. Dexter, University of Virginia
Sarah Diem, University of Missouri
Catherine C. DiMartino, Hofstra University
Michael DiPola, College of William and Mary
Morgaen Lindsay Donaldson, University of Connecticut
Robert Donmoyer, University of San Diego
Ellie Drago-Severson, Teachers College, Columbia University
Michael Dumas, New York University
Ibrahim Duyar, University of Arkansas at Little Rock
Jonathan Eckert, Wheaton College
Suzanne Elizabeth Eckes, Indiana University
David Eddy-Spicer, University of Virginia
Christina Ellis, Galena Park ISD
Cynthia M. Ellwood, Marquette University
Chinasa Elue, Kent State University
Nancy Elizabeth Encarnacion, University of Texas at San Antonio
Andrea Elaine Evans, Governors State University
Susan C. Faircloth, North Carolina State University
Sarah K. Ferguson, Southern Methodist University
Jonathan Matthew Finch, Auburn University
Anne Marie FitzGerald, Duquesne University
William C. Frick, University of Oklahoma
Ed Fuller, Pennsylvania State University
Bonnie C. Fusarelli, North Carolina State University
Yan Gao Zhejiang, University of China
Patricia Guerra, Texas State University
Fred Guerra, Jr., University of Texas Pan American
Andrea Guice, Bowling Green State University
Jarrett Gupton, University of Minnesota
Keith Gurley, University of Alabama at Birmingham
Kathrine Gutierrez, University of Oklahoma
Robert F. Hachiya, Kansas State University
Donald G. Hackmann, University of Illinois at Urbana-Champaign
Anne Hafner, California State University, Los Angeles
John Hall, University of California, Berkeley
Jared Halter, Clemson University
Hattie Lee Hammonds, Clemson University
Ellen Marie Hampshire, Clemson University
Robert E. Harper, University of Cincinnati
Margaret Harris, California State University, East Bay
Ann Hassenplug, University of Akron
D. Cameron Hauseman, Ontario Institute for Studies in Education/University of Toronto
Paul Richard Haxton, University of Central Oklahoma
Jennifer Sue Heinhorst, University of Illinois
Amy Heitzman, University of Central Oklahoma
Lydia Hewitt, Texas A&M University–Corpus Christi
Erin Henrick, Vanderbilt University
Carl Hermanns, Arizona State University
Kristina Astrid Hesbol, University of Denver
Kim Kappler Hewitt, University of North Carolina at Greensboro
Alexander Mishra Hoffman, AleDev Consulting
Lauren Hoffman, Lewis University
Sharon Hoffman, Southeastern Louisiana University
Alexandra Jane Holter, Oklahoma State University
Ngaire Honey, Vanderbilt University
Lisa Hood, Illinois State University
Mary Anne Howlett-Brandon, Virginia Commonwealth University
Wafa Hozien, Virginia State University
Karen Hueting, Loyola Marymount University
William Kyle Ingle, University of Louisville
Debra Ingram, University of Minnesota
Beverly J. Irby, Texas A&M University
Marla Susman Israel, Loyola University Chicago
Gary Ivory, New Mexico State University
Huriya Jabbar, University of Texas at Austin
Karen Jackson, Hofstra University
Kimberly Jamison, George Washington University
Tonja Jarrell, University of California, Berkeley
Patrick M. Jenlink, Stephen F. Austin State University
Jo Beth Jimerson, Texas Christian University
Yujun Jin, Southwest University China
Jason Johnson, University of Minnesota
Christopher Michael Jones, George Washington University
Janice Elizabeth Jones, Cardinal Stritch University
Karen D. Jones, Texas State University
Roderick James Jones, University of South Florida
Vijay Kanagala, University of Vermont
Zorka Karanxha, University of South Florida
Carol Karpinski Fairleigh, Dickinson University
Woweok Sean Kearney, Texas A&M University–San Antonio
Sean Kelly, University of Pittsburgh
These individuals contributed generously to the success of this program by carefully reviewing proposals for various convention sessions.

The Convention Committee & UCEA staff express sincere appreciation for their efforts!
UCEA Plenary Session Reps

UCEA PSRs serve an important function for their respective institutions and for UCEA. PSRs provide a link between institutions and UCEA, serve as a major part of the electorate for Executive Committee members, determine their institutions’ contribution to UCEA’s mission, and can serve as a catalyst for many activities in which UCEA is involved.

Arizona State University: Jeanne Powers
Auburn University: Lisa Kensler
Australian Catholic University: Scott Eacott
Bank Street College: Margaret (Terry) Orr
Bowling Green State University: Chris Willis
Brigham Young University: Pam Hallam
Chinese University of Hong Kong: Paula Kwan Yu-kwong
Clemson University: Hans W. Klar
College of William and Mary: Megan Tschannen-Moran
Duquesne University: Darius Prier
Florida Atlantic University: Daniel Reyes-Guerra
Florida State University: Maryza Gawlik
Fordham University: Gerald Cattaro
Georgia State University: Yining Wang
Hofstra University: Eustace Thompson
Howard University: Cristobal Rodriguez
Illinois State University: Dianne Gardner
Indiana University Samantha Scribner
Iowa State University: Joanne Marshall
Kansas State University: Donna Augustine-Shaw
Kent State University: Christa Boske
Lehigh University: Jill Sperandio
Louisiana State University: Dana Bickmore
Loyola Marymount University: Elizabeth Reilly
Miami University: Andy Saultz
Michigan State University: Madeline Mavrogordato
New Mexico State University: Azadeh Osanloo
New York University: Eddie Fergus
Nipissing University: Ronald Wideman
North Carolina State University: Susan Faircloth
Northern Illinois University: Teresa Wasonga
Ohio State University: Karen Beard
Oklahoma State University: Katherine Curry
Pennsylvania State University: Ed Fuller
Portland State University: Deborah Peterson
Rutgers University: Melinda Mangin
St. Johns University: Mary Ellen Freeley
St. Louis University: Jo Wood
Sam Houston State University: Julie Combs
San Diego State University: Cynthia Uline
Southern Methodist University: Dan Berebitsky
Stephen F. Austin State University: Patrick Jenlink
Temple University: Christopher McGinley
Tennessee State University: Janet Finch
Texas A & M University: Beverly Irby
Texas State University: Sarah Nelson
Texas Woman's University: Teresa Starrett
University at Buffalo, SUNY: Corrie Stone-Johnson
University of Alabama: Jingping Sun
University of Arizona: Jeffrey Bennett
University of Arkansas: Ed Bengtson
University of Central Arkansas: Shelly Albritton
University of Cincinnati: Sam Stringfield
University of Connecticut: Richard Gonzales
University of Dayton: David Dolph
University of Denver: Susan Korach
University of Florida: Bernard Oliver
University of Georgia: Sheneka Williams
University of Houston: R. Anthony Rolle
University of Illinois at Chicago: Shelby Cosner
University of Illinois at Urbana-Champaign: Donald Hackmann
University of Iowa: Liz Hollingworth
University of Kansas: Thomas DeLuca
University of Kentucky: Wayne Lewis
University of Louisville: Bradley Carpenter
University of Maryland: Tom Davis
University of Massachusetts–Boston: Tricia Kress
University of Michigan: Donald Peurach
University of Minnesota: Karen Seashore
University of Missouri: Sarah Diem
University of Nebraska–Lincoln: Jiangang Xia
University of New Mexico: Allison Borden
University of North Carolina at Chapel Hill: Dana Thompson-Dorsey
University of North Carolina at Charlotte: Brenda J. McMahon
University of North Carolina at Greensboro: Kimberly Hewitt
University of North Texas: Jimmy Byrd
University of Northern Colorado: Linda Vogel
University of Oklahoma: Hollie Mackey
University of Oregon: Keith Hollenbeck
University of Pennsylvania: Michael Johanek
University of Pittsburgh: Sean Kelly
University of San Diego: Bob Donmoyer
University of South Florida: William Black
University of Tennessee at Knoxville: Mary Lynne Derrington
University of Texas at Austin: Terrance Green
University of Texas at El Paso: David DeMatthews
University of Texas at San Antonio: Curtis Brewer
University of Texas Pan American: Francisco Guajardo
University of Toledo: Nancy Staub
University of Utah: Irene Yoon
University of Virginia: Sara Dexter
University of Washington: Ann O'Doherty
University of Wisconsin–Madison: Peter Miller
University of Wisconsin–Milwaukee: Decoteau Irby
Vanderbilt University: Jason Grissom
Virginia Commonwealth University: Charol Shakeshaft
Washington State University: Kristin Huggins
Wayne State University: Ben Pogodzinski
2014 Exhibitors & Sponsors

In the past 27 years that UCEA has held its convention, many institutions have served as generous sponsors and exhibitors. In all cases, these cooperative endeavors served to create a more dynamic relationship between UCEA and those institutions and organizations. UCEA acknowledges the substantive contributions that the following sponsors and exhibitors have made to this year’s Convention. We greatly appreciate their support and continuing endorsement:

Exhibitors

- Taylor and Francis–Routledge http://www.routledge.com
- SAGE Publications http://www.sagepub.com
- Rowman and Littlefield http://rowman.com
- Information Age Publishing http://www.infoagepub.com

Sponsors

- New York University Steinhardt
- Howard University
- University of Connecticut
- The Wallace Foundation
- University of Missouri-Columbia
- Texas A&M
- Pennsylvania State University
- Indiana University School of Education at Bloomington
- New Mexico State University
- Arizona State University
- Loyola Marymount University
- Auburn University
- Indiana University School of Education at Indianapolis
- University of Louisville
- The Brock Foundation
- University at Buffalo
- Rowan University
- The Hook Center
Show Your Badge!

Wear your convention badge when you visit participating restaurants, stores, and attractions or when you participate in select performing arts, recreation, and tour activities to receive a discount off of your purchase.

For more information, visit http://washington.org/syb

Online Raffle

Sincere Thanks to Our Online Raffle Contributors

TK ARTS PUBLISHING
www.tkasiain.com

NEWSEUM
www.newseum.org

BIG BUS TOURS
http://eng.bigbustours.com

CRIME MUSEUM
www.crimemuseum.org
Monday, November 17

001. UCEA Executive Committee Meeting I
Meeting
1:00 to 6:00 pm
Washington Hilton: Morgan

Tuesday, November 18

002. UCEA Executive Committee Meeting II
Meeting
8:00 to 6:00 pm
Washington Hilton: Morgan

Wednesday, November 19

003. Day on the Hill Orientation
Special Session
8:00 to 11:30 am
Washington Hilton: International Terrace
Participants will meet at 8:00 am in the Hilton for a morning orientation session. Buses will load for the Hill at 11:30 am.

004. Day on the Hill Visits and Special Session
Reception
1:00 to 7:00 pm
Capitol Hill/NEA Headquarters
Participants will engage in visits with legislators and professional associations from 1:00- 4:30 pm and then regroup at NEA headquarters for a post-visitation debriefing and reception.

Thursday, November 20

005. BELMAS-UCEA Research Collaboration: The International School Leadership Development Network
Pre- and Post-Convention Work Sessions and Workshops
8:00 to 12:00 pm
Washington Hilton: Albright
Research team members from the International School Leadership Development Network will meet to discuss future directions and operating procedures. Teams from around the world will refine research designs for projects dealing with (a) leadership for high need school and (b) social justice leadership; examine potential funding sources to support research projects; establish plans for reporting findings at future professional conferences; and determine outlets for publishing research findings
Chair:
Bruce Barnett, University of Texas at San Antonio/
006. UCEA Plenary Session
Plenary Session
7:30 to 11:30 am
Washington Hilton: Columbia 6&8

007. Graduate Student Summit Orientation
Special Session
8:00 to 9:00 am
Washington Hilton: Lincoln West

In this session we will formally welcome all UCEA Graduate Student Summit (GSS) registrants to the 3rd annual GSS. During this time you will have an opportunity to meet the members of the UCEA Graduate Student Council, learn about programming for graduate students at UCEA, and meet fellow graduate students. We will also honor past and outgoing members of the Graduate Student Council during this time.

Chairs:
Amy Reynolds, University of Virginia
Rodney S. Whiteman, Indiana University
James E. Vines, Clemson University
Yinying Wang, Georgia State University
Jasmine Ulmer, University of Florida
Kristina Franciska Brezicha, Pennsylvania State University
Daniela Torre, Vanderbilt University
Isaiah Clarence McGee, University of Iowa
Hilary Alissa Lustick, New York University
Jada Phelps-Moultrie, Indiana University
Wesley Henry, University of Washington

008. Graduate Student Summit: Putting the Principalship in Perspective
Paper Session
9:10 to 10:30 am
Washington Hilton: Columbia 1

Participants:
Dissertation Study: Beliefs and Attitudes Held by Assistant Principals in Massachusetts Public High Schools. Samantha Meier, University of Massachusetts - Boston
Rural School Principals and Local Politics: The Hierarchy of Control. Daniella Hall, Pennsylvania State University
The Intersection of Policy and the Role of the Elementary Principal as an Instructional Leader. Kathleen Winn, University of Iowa
What Factors Affect Principal Mobility and Departure? An Analysis of 2007-08 Schools and Staffing Survey. Rui Yan, University of Utah; Yongmei Ni, University of Utah
How Important Is the Match Between the Characteristics and Experiences of Principals and Their Supervisors? Nik Barkauskas, Pennsylvania State University
The Need for More African-American Male Principals. Omar J. Salaam, University of South Florida
Chair:
Gary M. Crow, Indiana University

GRADUATE STUDENT SUMMIT
Registration for the Graduate Student Summit will be available 7:00 am - 5:00 pm Wednesday, November 19 and Thursday, November 20. When you register for the summit, you will also receive your registration materials for the convention.
009. Graduate Student Summit: Continuity and Change in Educational Reform
Paper Session
9:10 to 10:30 am
Washington Hilton: Columbia 2
Participants:
Lessons from East Central High School: Reconstitution in a Historically Marginalized Community High School. Sarah Ishmael, University of Texas at Austin; Anthony Vincent LeClair, University of Texas at Austin
The Impact of an Announcement of Closure on a School’s Culture and Daily Operations. Diana Marie Ward, University of New Orleans
Leadership Capacity and Practice of Assistant Principals. Lee Morgan, University of Denver
The Long Goodbye: Mayoral Control, Privatization, and the Fate of Chicago’s Local School Councils. Colleen Cleary, University of Missouri-Columbia
Latino Doctoral Students’ Experiences With Political Agency at their Places of Employment in Public Education. Yvette Cantu, Texas State University; Patricia A. Rocha, Texas State University
Public Charter Schools with Transportation: Increasing Access to Learning Opportunities for All Students. Shelby Eden Dawkins-Law, University of North Carolina at Chapel Hill
Chair:
Daniel Linden Duke, University of Virginia

010. Graduate Student Summit: Exploring Justice in Education Through Theory
Paper Session
9:10 to 10:30 am
Washington Hilton: Columbia 3
Participants:
Megan Meier: Making the Case for Policy in Education. James E. Vines, Clemson University
Unlearning in Education: The Real School Reform. Tamey Rochelle Williams, Texas State University
Learning for System Leadership. Catherine Carbone, University of Connecticut; Sarah Woulfin, University of Connecticut
Intergroup Contact in Inclusive Classrooms: A Survey Validation of the Inclusive Classroom Environment Scale (ICES). Matthew Phillip Cunningham, Loyola Marymount University
Professor Narrations of Critical Consciousness Development and Praxis: Implications for Preparing Socially Just Leaders. Thad Michael Dugan, University of Arizona
Chair:
Jim Scheurich, Indiana University School of Education Indianapolis

011. Graduate Student Summit: Leadership Preparation Pathways and Experiences
Paper Session
9:10 to 10:30 am
Washington Hilton: Columbia 4
Participants:
International Students’ Experience in K-12 Educational Administration Programs: A Phenomenological Pilot Study. Asih Asikin-Garmager, University of Iowa
Black School Leaders, Teachers, and Students: A 20-Year Trend Analysis in Texas. Heather Bennett, Pennsylvania State University
Success Becomes a Reality for Latinas from the Barrio: The Road Map to the Superintendency. Gloria Martinez, University of Texas at San Antonio; Ramiro Nava; Jennifer Castro, University of Texas at San Antonio; Venus Medina, University of Texas at San Antonio
One Latina’s Navigation to the Superintendency. Venus Medina, University of Texas at San Antonio; Jennifer Castro, University of Texas at San Antonio; Gloria Martinez, University of Texas at San Antonio; Ramiro Nava

A Backchannel Community: A Look Into how Online Educational Leadership PhD Students Communicate. Todd Hurst, University of Kentucky; Ericka Hollis, University of Kentucky

Performativity and Mobilization of Agency: How Latina Leaders Resist the Existing Structure of Power Relations. Erin Matyjasik, University of Arizona

Chair:
Margaret Grogan, Claremont Graduate University

012. Jackson Scholars: Improving the K-12 Student Experience by Responding to Individual Needs
Paper Session
9:10 to 10:30 am
Washington Hilton: Holmead
Participants:
Creating Culturally Responsive Learning Environments in the Elementary Years to Support the Needs of English Language Learners With Dyslexia. Victoria S. Pando, New Mexico State University
Culturally Responsive Leadership and Teaching: A Response to African American Student Development in Reading. Brandolyn Jones, Sam Houston State University
Educating for Sovereignty: The Development of Indigenous Knowledge and the Journey Home. Lee Francis, Texas State University
Achievement Factors of Gifted, African American Males. Kirsten J. Smith, The Ohio State University
Homework as Friend or Foe: A Cross-National Analysis on Homework, Teacher Quality, Parental Help on Homework, and Student Achievement. Sakiko Ikoma, Pennsylvania State University
Chair:
Fernando Valle, Texas Tech University

013. Jackson Scholars: African American Student Experiences in Higher Education
Paper Session
9:10 to 10:30 am
Washington Hilton: Independence
Participants:
African American Students and the Community College Completion Agenda. Michelle Talbert-Horsey, Duquesne University
Professor or Practitioner: Factors Influencing African American Female Physicians in the Academy. Rosie Marie Connor, University of Utah
A Phenomenological Study of the Experiences of Undergraduate African American Males’ Mentoring Relationships at a Public, Predominately White Institution in the South. Jonathan C. Pettigrew, Clemson University
Let’s Talk About Sex: Popular Narratives About the Body that Integrated the University of Alabama. Jean Swindle, University of Alabama
Chair:
Terah Talei Venzant Chambers, Michigan State University

014. Jackson Scholars: Public School Change: The Experience of Individuals and the Organization
Paper Session
9:10 to 10:30 am
Washington Hilton: Kalorama
Participants:
Examining Urban Low Performing Public Schools’ Response to Charter School Competition Pressure.
Dongmei Li, University of Texas at Austin

Perceptions of Community Leaders in “Low-Performing/Failing” Traditional Public K-12 School Districts: A Counter-Narrative. Christopher Faison, North Carolina State University

“Promoting Communication, Connection, and Access”: Participants’ Experiences in a Community-Based Technology Program. Elizabeth Gil, Michigan State University

Chair:
Katherine Cumings Mansfield, Virginia Commonwealth University

015. Graduate Student Summit: Disciplining Policies: Rules, Regulations and Implications for Student Outcomes
Paper Session
9:10 to 10:30 am
Washington Hilton: L’Enfant

Participants:
The School to Prison Pipeline: A Critical Analysis of Zero Tolerance and Juvenile Justice. Helen H. Avis, University of North Carolina; Mark Johnson, University of North Carolina at Chapel Hill
Wrong Desires: “No Promo Homo” Laws, Sex Education, and a Discourse of Queer Sexualities. Alicia Elan Harkum, New York University
Policy, Practices, and Perspectives: An Investigation of Arizona’s Language Acquisition Policy in One Public School. Lisa Fetman, University of Arizona
The Prison Pathway. Christen E. Clemson, Pennsylvania State University
Diminishing the School to Prison Pipeline Through Character and Civic Education. Monica Y. Cole-Jackson, California State University, Long Beach

Chair:
Colleen L. Larson, New York University

016. Graduate Student Summit: Analyzing the Impacts of School Leaders
Paper Session
9:10 to 10:30 am
Washington Hilton: Northwest

Participants:
Formative Data Use: Getting Assessment Right at the Classroom Level. Katherine A. Curry, Oklahoma State University; Mwarumba Mwavita, Oklahoma State University; Alexandra Jane Holter, Oklahoma State University
Developing Teacher Leaders: An Evaluation of an Online Teacher Leadership Program. Adam J. Hocker, Pennsylvania State University
Staying or Leaving? An Examination of Career Trajectories of Beginning Teachers. Ahmet Latifoglu, University of Melbourne
Keeping Teachers in Schools: An Institutional Perspective on Job Embeddedness in Education. Aaron Butler, Indiana University
Promise Scholarship Interventions and School-Based Social Capital: Examining the Mediation Effects of Social Capital. Sun Young Yoon, University of Wisconsin-Madison; John Diamond, University of Wisconsin-Madison
Conflict and Adult Development: How Educational Leaders Describe and Understand Difference in Collaborative Contexts. Chelsey Lee Saunders, Teachers College, Columbia University

Chair:
Stephen L. Jacobson, University at Buffalo
017. Graduate Student Summit: Examining the Connection Between School Culture and Teachers
Paper Session
10:40 to 12:00 pm
Washington Hilton: Columbia 1
Participants:
Teacher Diversity in Pennsylvania: A Portrait of Demographic Characteristics of Pre-Service Teachers, Teachers, and Students. Jing Liu, Pennsylvania State University; Hee Jin Chung, Pennsylvania State University
Social Justice in Teacher Education: How Elementary Teachers Translate Theory into Practice. Allison Schildts, Loyola Marymount University
Ecological and Gender-Role Influences on the Career Choices of African American Male Teachers. Jessica Faith Carter, University of Texas at Austin
Texas Charter Schools: A Multiyear Analysis of Teacher Characteristics. Myriam Quintero Khan, Sam Houston State University; John R. Slate, Sam Houston State University
Integrating a Cultural Competency Continuum to Increase Cultural and Social Capital in Schools. Isaiah Clarence McGee, University of Iowa
Dealing with Internalized Racism in Urban Teaching: A Case Study of White Pre-Service Teachers. Kevin Clay, Rutgers University
Chair:
Janie Lindle, Clemson University

018. Graduate Student Summit: Context Matters: State and Local Policies’ Influence on Student Outcomes
Paper Session
10:40 to 12:00 pm
Washington Hilton: Columbia 2
Participants:
Read to Achieve: A Critical Policy Analysis. Allison Rose Socol, University of North Carolina at Chapel Hill
Are Efficiency and Equity Extreme Trade-Offs or Compatible Values? A Longitudinal Study in Minnesota. Sung Tae Jang, University of Minnesota
Stewarding Anti-Discrimination Policy Changes in a Conservative Context to Include LGBTQ Identities. William Barney Nye, University of Utah
Policy Analysis of Inequities in District Preparation & Training of Principals: The Case of Florida. Laura Ramp, Florida State University
Chair:
Cynthia Reed, Northern Kentucky University

019. Graduate Student Summit: The Implications and Implementation of Federal and State Policy in Practice
Paper Session
10:40 to 12:00 pm
Washington Hilton: Columbia 3
Participants:
Righting Civil Wrongs: The Journey Through a School Improvement Process. Erin Anderson, University of Virginia
Do Weighted Lotteries Equal Better Support for Special Education Students? Lolita A. Tabron,
020. Graduate Student Summit: Making Sense of School Culture and Leadership

Paper Session
10:40 to 12:00 pm
Washington Hilton: Columbia 4

Participants:
The Role of School Culture in Supporting Beginning Teachers: A Case Study. Shawna L. Richardson, Oklahoma State University; Edward Harris, Oklahoma State University
Examining the Differences Between Charter School Leadership and Traditional Public School Leadership. Sarah G. Hale, University of Iowa
School Leadership, Culture, and Community: Navigating the Winds of Change. Nicole Spencer, University of Missouri
Culture of Success at a Latino Majority High School: A Principal’s Story. Jennifer Castro, University of Texas at San Antonio; Venus Medina, University of Texas at San Antonio; Gloria Martinez, University of Texas at San Antonio
Exploring Principals’ Use of Teacher Effectiveness Data for Human Capital Decision Making. Timothy Drake, Vanderbilt University
How Teacher Collaboration Can Transform High School Classroom. Stephen Kotok, Pennsylvania State University; Sakiko Ikoma, Pennsylvania State University

Chair:
Diana G. Pounder, University of Central Arkansas

021. Connecting Local and International Research to Practice!

Innovative Session / Mini-Workshop
10:40 to 12:00 pm
Washington Hilton: Columbia 9

The purpose of this mini-workshop is to provide local and international participants with knowledge and skills to communicate and connect research to practice through knowledge mobilization practices. This interactive workshop, organized by the newly re-established UCEA Center for the International Study of School Leadership, aims to increase the dissemination of knowledge of school leadership at a global level. Participants will develop their own knowledge mobilization plan for their specific research.

Chairs:
Elizabeth T. Murakami, Texas A&M University San Antonio
Monika Törnsén, Center for Principal Development, Umeå University
Jeffrey V. Bennett, University of Arizona

Participants:
Katina Pollock, University of Western Ontario
Carol Campbell, Ontario Institute for Studies in Education (University of Toronto)
022. Jackson Scholars: Policies and Programs in Higher Education
Paper Session
10:40 to 12:00 pm
Washington Hilton: Holmead
Participants:
Examining Predictors of College Enrollment and Persistence. Jeffery Huerta, University of Texas Pan American
STEM Workforce Development Targeting African American Students in Community Colleges. Tina M. Jackson, University of Texas at Austin
The Effect of Undergraduate Loans on Postbaccalaureate Aspirations. Dominique Baker, Vanderbilt University
Reframing Study Abroad. Johnnie Jackson, Miami University
Chair: Augustina H. Reyes, University of Houston

023. Jackson Scholars: Hispanic Students in Higher Education: Strategies for Improving the Experience
Paper Session
10:40 to 12:00 pm
Washington Hilton: Independence
Participants:
Help, I've Fallen and I Can't Get Up: Remediation at a Hispanic-Serving Institution. Keith Reyes, Washington State University
Understanding Hispanic Students’ College Choice: The Effects of Student and High School Contexts. Youmna Dbouk, University of Texas at San Antonio
Who and Where are the Diversity Advocates? Can Access and Excellence Reach a Balance Through Such Advocates? Azuri L. Gonzalez, University of Texas at El Paso
Chair: Melissa Ann Martinez, Texas State University

024. Jackson Scholars: Teachers and Leaders: Experiences and Perceptions of Identities and Roles
Paper Session
10:40 to 12:00 pm
Washington Hilton: Kalorama
Participants:
Distributed Leadership and the Concept of Team: Perceptions of the Assistant Principal. Ricardo Cooke, San Diego State University
The Superintendency: The African American Female Experience – Hope, Reality, and Legacy. Twanjua L. G. Jones, University of Kentucky
Teachers’ Perceptions of their Preparation in an Early Childhood Special Education Program. Dawn Williams, University of Washington
Urban Principals and Change Jessica Holman, University of Tennessee, Knoxville
Chair: Tirza Wilbon White, University of Maryland, College Park
025. Graduate Student Summit: Locating Unity in Diversity: Exploring the Role of Identity in Leadership

Paper Session
10:40 to 12:00 pm
Washington Hilton: L’Enfant

Participants:
Faculty Identity: Du Bois’ Double Consciousness at a Hispanic Serving Institution (HSI). Karina Canaba, University of Texas at El Paso

STEMujeres: Experiences of Latinas who Earned STEM Degrees. Karina Ivette Vielma, University of Texas at San Antonio

Perspectives on “Afro-Latino” Identity: An Exploratory Study of Educational Leaders. Wellinthon Garcia, Hofstra University; Monica Byrne-Jimenez, Hofstra University

Game of Inches: Autoethnographies Voicing the Long Road to Equity. Sean Kinder, Oklahoma State University; Tania Benoito, Oklahoma State University; Maria Mulina, Oklahoma State University; Lucy Bailey, Oklahoma State University; Edward Harris, Oklahoma State University

The “Right” Side of Brown v. Board: Voices of Resilient and Self-Determined African American Teachers. Detra DeVerne Johnson, Texas A&M University

Achievement of the Black Male: An Analysis of how Academic Achievement Influences Racial Identity Development. Kevin Totty, University of Pittsburgh

Chair:
Michael Dantley, Loyola University

026. Graduate Student Summit: All in the Community: The Role Families and Communities Play in Student Success

Paper Session
10:40 to 12:00 pm
Washington Hilton: Northwest

Participants:
Homelessness, Achievement, and Contextual Considerations: A Study of Low-Income Students in one Urban District. Alexandra E. Pavlakis, University of Wisconsin-Madison; Peter M. Miller, University of Wisconsin, Madison; Peter Goff, University of Wisconsin-Madison

Toward an Integrative Leadership Approach to Public Education: Case Study of a Minnesota School District. Jason Johnson, University of Minnesota

The “Other Life” of an International Student: Weekends in a Gas Station. Chetanath Gautam, Stephen F. Austin State University

“Productive Citizens”: School Leaders and Neoliberal Constraints of Citizenship Development in an Urban High School. Dinorah Sánchez Loza, University of California, Berkeley


Chair:
Mary Driscoll, New York University

027. UCEA Awards Luncheon

Special Session
12:00 to 2:00 pm
Washington Hilton: Columbia 5&7

This luncheon was established to honor the recipients of UCEA Awards. The UCEA Awards focus on contributions to scholarship, teaching, student development, and the improvement of educational leadership preparation and practice. For a full list of current and past UCEA award winners, please see p. 184.
Emcees:
   Ann O’Doherty, The University of Washington
   Monica Byrne-Jimenez, Hofstra University

Award Winners:
   Joseph Murphy, Peabody College of Vanderbilt University
   Hollie J. Mackey, University of Oklahoma
   Catherine A. Lugg, Rutgers--The State University of New Jersey
   Steven Jay Gross, Temple University
   Philip Hallinger, Chulalongkorn University, Thailand
   Sally Zepeda, University of Georgia
   R. Stewart Mayers, South Eastern Oklahoma State University
   Susan Korach, University of Denver
   Bonnie C. Fusarelli, North Carolina State University

028. Critical Quantitative Research in Educational Leadership
Critical Conversation Roundtables
2:10 to 3:25 pm
Washington Hilton: Albright

The purpose of this session is to facilitate a conversation between attendees interested in the intersection of critical research and quantitative research in the Educational Leadership field as we engage in scholarship aimed at interrogating the systemic and structural inequalities that are prevalent in schools. One goal of this session is to provide a space for critical quantitative scholars to share experiences and resources, and strategize future scholarly work from a critical quantitative perspective.

Chair:
   Karen Jackson, Hofstra University

029. UCEA Center for Leadership in Law and Education: Methodologies for Studying the Legal Components of Education Issues

HE Meeting
2:10 to 3:25 pm
Washington Hilton: Columbia 1

The law, as statute, court case or administrative directive, underlies or drives every education policy issue either overtly or subtly. As the complexities in the law continue to increase, traditional legal
research methods used alone are not sufficient to assist researchers and practitioners in understanding
and using the law for social justice and excellence in education. The purpose of this symposium is to
provide a contemporary view of research and law in a context of rich mutual meaning. The participants
in this symposium are researchers who have used a variety of social science research methods to
illuminate the legal aspects of their chosen issues. Examples of these methodologies are policy studies,
statistical modeling, quantitative analysis, phenomenology, critical theory, embedded case studies and
social justice frameworks.

Chair:
   Patricia F. First, Clemson University
Participants:
   Patricia A.L. Ehrensal, The George Washington University
   Robert C. Knoeppe, Clemson University
   Anthony H. Normore, California State University, Dominguez Hill
   Jennifer Sughrue, Southeastern Louisiana University
   Mario Sergio Torres, Texas A&M University
   Chinasa Elue, Kent State University
   Matthew R. Della Sala, Purdue University
   Steve Permuth, University of South Florida
   James E. Vines, Clemson University

030. Mapping Possibilities for School Reform and Social Justice
Paper Session
2:10 to 3:25 pm
Washington Hilton: Columbia 10
Participants:
Mapping Educational Opportunity and Reform Policy in the Borderlands: LatCrit Spatial Analysis and
Grade Retention. Cristobal Rodriguez, New Mexico State University; Adam Amador, New Mexico State
University; B. Abigail Meyer, New Mexico State University
A LatCrit informed spatial analysis to K-12 level data in a Borderlands county surrounding school
reform policy presents a mapping of educational opportunity. Using early childhood education
accessibility, access to highly qualified teachers, and other demographic data finds that K-12 schools
that are rural and highly concentrated with Latina/o demographics have less opportunity that
translates to differences in Reading proficiency rates, which is critical to challenging Grade 3 Reading
high stakes reform policy.
Righting Civil Wrongs: The Journey Through Improving a Low-Performing Urban School. Erin Anderson,
University of Virginia
Every student has the civil right to a high-quality education. Schools and districts that do not meet
academic achievement expectations are disproportionately located in high-poverty areas in urban
settings. By comparing the same site before and after the implementation of a federal School
Improvement Grant, this mixed methods comparison, cross-case study seeks to make sense of the
leadership practices (Leithwood, 2010), organizational supports (Bryk et al., 2010), and contextual
factors that influence school improvement.
Righting Educational Wrongs Through Opportunity in Geography: Mapping Neighborhood Assets for
Equitable School-Community Outcomes. Terrance Green, University of Texas at Austin; Joanna Sanchez,
University of Texas at Austin
The purpose of this study is twofold. First, this study seeks to contribute to the empirical research on
geography of opportunity in the field of educational leadership. Second, starting from the premise that
there is opportunity in “low-opportunity neighborhoods,” this study examines assets across two “low-
opportunity neighborhoods” in Detroit, Michigan by using geographic information systems (GIS). We
discuss how school and community leaders can use these assets for improved school and community
outcomes.
Teachers’ Perceptions of Culturally Relevant Professional Development: Reform Efforts Leading to
Greater Social Justice? Ian Mette, University of Arkansas; Lisa Nieuwenhuizen, University of Missouri
The purpose of this quantitative study was to investigate the impact of one district’s professional
development efforts to improve culturally responsive teaching. Overall, teachers agreed most that culturally relevant professional development helped examine views on student poverty and least that culturally relevant professional development helped close the achievement gap. Controlling for a Type 1 error with a Bonferroni correction, an independent sample t test revealed two significant differences between support teachers and regular teachers.

Chair:
Irene H. Yoon, University of Utah

031. Educational Leaders Negotiating Economic, Racial, and Diversity In/Equities
Paper Session
2:10 to 3:25 pm
Washington Hilton: Columbia 11
Participants:
Engaging Race and Equity? An Evaluation of Principal Leadership Standards, Research, and Evaluation. Carl Hermanns, Arizona State University; Diane Venrick, Arizona State University; Ron Dickson, Arizona State University; Eoline Cary, Arizona State University
We investigated leadership policy standards, research literature on instructional leadership and principal preparation, and instruments for principal and teacher evaluations to determine the extent to which these explicitly identify and engage with race and culture as essential factors in ensuring equitable educational opportunities and supporting school success for children of color. Preliminary analysis indicates that race and culture is not being directly engaged in the training and support of principals.

Principals’ Conceptions of Diversity and Influence on Their Work. Patricia Briscoe, Western University
School principals face many competing priorities, one of which is increasing student diversity that demands principals alter their approach to their work. However, if principals have limited rather than all-encompassing, false, or misaligned conceptualizations of diversity, does this influence their roles and responsibilities? The purpose of this paper is to examine principals’ conceptualization of diversity and the influence on their leadership and work in their school communities.

School Principals’ Beliefs About Income Inequality on Predicting Support for Progressive Social Welfare Policies. Maiyoua Vang, California State University, San Bernardino
To investigate the relationship between school principals’ beliefs about income inequality and their support for a progressive social policy agenda, principals’ support for welfare policies was regressed on principals’ beliefs about income inequality.

When Good Intentions Only Go so Far: Principals who Attempt to Engage in Dialogue About Race. Jason Andrew Swanson, University of Illinois at Urbana-Champaign; Anjale Welton, University of Illinois at Urbana-Champaign
This paper describes the racial politics involved in the ways in which White principals engage with their school community about issues of race, especially when couched within the complex reality of school reform and improvement. We describe how two White principals’ attempts to engage in discussions about race fluctuated and in fact were on a contentious continuum of being race-conscious or race-neutral based on the politics of a given situation or context.

Chair:
Terri Nicol Watson, The City College of New York / City University of New York

032. Resistance and Persistence in Education
Paper Session
2:10 to 3:25 pm
Washington Hilton: Columbia 12
Participants:
Paradoxes of Fostering Change: Conceptualizing and Comparing Acts of Resistance in P20 Settings. Brian R. Beabout, University of New Orleans; Christopher Broadhurst, University of New
Dating at least back to the Progressive Era, an important part of the mission of both schools and colleges was to improve society. Despite this, educational administrators have rarely supported such liberalism in students when dealing with demands on their own campuses. This essay examines four cases of administrative responses to resistance in educational organizations and analyzes them through the theoretical framework of equity-focused educational change (Oakes & Lipton, 2002).

**Persistence Among African American Men in Community College.** Ted Nicholas Ingram, Bronx Community College; Adriel Adon Hilton, Western Carolina University; James Coaxum, III, Rowan University; Ivan Harrell, Lone Star Community College

African American men have been recognized as the lowest performing among all racial and gender groups. Their low representation in associate degree completion is cause for concern. This qualitative study explores how African American male community colleges students use motivation to persist through academic and personal challenges.

**Voices of the Oppressor: What Educational Leaders Should Know About Hip-Hop.** Jada Phelps-Moultrie, Indiana University; Jomo Mutegi, Indiana University, Indianapolis and O.K. Program of Indiana

The literature advocating using hip-hop pedagogy do so based upon the premise that it is the voice of Black youth (Bridges, 2011; Hill, 2009; Morrell & Duncan-Andrande, 2002). This paper critiques this premise, arguing that hip-hop is a voice of the oppressor because it is owned, controlled, and consumed primarily by Whites. Based on this critique, this presentation calls for educational leaders to critically analyze hip-hop before advocating and prescribing to its use as “pedagogy.”

**Writing the Wrongs of Marginalized Students: A Narrative Inquiry Study of Alternative Education Graduates.** Michael LeRoy Watson, Texas A&M University-Corpus Christi; Lynn Hemmer, Texas A&M University-Corpus Christi; Kakali Bhattacharya, Kansas State University

The purpose of this narrative inquiry study was to explore the perceptions of two students who graduated from an alternative education program. The participants were at-risk students who transitioned to an alternative education program from a traditional high school. Narrative inquiry was used to understand the participants’ experiences of marginalization. Findings indicate that marginalized at-risk students may experience limited access to alternative education programs due to a false binary relationship between traditional and alternative education.

**033. International Issues from a Social Justice Perspective**

**Paper Session**

2:10 to 3:25 pm

**Washington Hilton: Columbia 2**

**Participants:**

A Comparative Analysis of Educational Policies and Social Justice Outcomes in the U.S. and New Zealand. Linda R. Vogel, University of Northern Colorado; Brian Annan, University of Auckland

The U.S. and New Zealand have embraced standards-based education since the early 1990s to promote social justice, as well as economic prosperity. While the purposes of implementing standards-based educational policies in the two countries have been remarkably similar, the resulting policies are remarkably dissimilar. This paper is a descriptive comparison of the education policies and associated political contexts of the U.S. and New Zealand related to the adoption and implementation of standards-based education.

Early College Programs in Costa Rica and United States: Access for Racial and Ethnic Groups. Leah McAlister-Shields, University of Houston; Rebecca M. Bustamante, Sam Houston State University

Higher education access for students from traditionally marginalized racial and ethnic minority groups is a challenge in both Costa Rica and the United States. Researchers note that early college high school programs enhance college readiness skills and cultivating college-going cultures. We present a scholarly comparison of early college programs in both countries to identify similarities and differences in approaches to improving access and retention. Implications for further research and praxis will be shared.

**Righting Civil Wrongs: The Experience of the Unaccompanied Migrating Child.** Nancy Elizabeth Orleans

**Chair:**

Muhammad Khalifa, Michigan State University
Encarnacion, Heritage University

This study attempted to gain an understanding of the recent increase in migration of Central American children traveling alone to the United States by invoking the theoretical framework of Holland’s figured world (Holland, Lachicotte, Skinner & Cain, 1998). This study examined the experience of the unaccompanied migrating child through the child's social and political agency in navigating the geographical as well as the metaphorical boundaries shaped by social, political and cultural systems.

The Principalship at the Borderlands of Kenya: From Negativity to Possibility. Joel Abaya, Wichita State University; Wangari Gichiru, Central Connecticut State University

Using a phenomenological approach, six high school principals purposively sampled were interviewed. Further observations, shadowing and the utilization of document analysis were utilized. Hycner's (1985) five-step explicitation process was used in data analysis. Findings showed that parents played an integral part in the life of schools in Kenya’s Borderlands. Relational trust was achieved through modeling, mediation, genuine interest and participation in community activities, good instructional leadership, balanced management practices, and free and open communication with the parents.

Chair:
Michael Patrick O’Malley, Texas State University

034. Improving Leadership Training Through a Comprehensive Formative and Summative Evaluation of New Leaders

Symposium
2:10 to 3:25 pm
Washington Hilton: Columbia 3

Thoughtful, well-executed program evaluations can play an important role in improving principal preparation programs. This symposium presents a set of papers describing the evaluation of the New Leaders Principal Preparation Program organized around the UCEA evaluation pathway. Each paper addresses a separate element of the pathway, explaining its importance, New Leaders’ strategies for evaluating that element, as well as some of the most important lessons learned and recommendations for other programs engaging in similar work.

Participants:
Measuring Inputs for the New Leaders Program Evaluation. Nick Patterson, New Leaders
Measuring Program Quality and Implementation for the New Leaders Program Evaluation. Marianna Valdez, New Leaders
Tracking Participant Placement/Career Trajectory for the New Leaders Program Evaluation. Talya Erdfarb, New Leaders

Chair:
Brenda Neuman-Sheldon, New Leaders

035. Jackson Scholars Recognition Ceremony

Special Session
2:10 to 3:25 pm
Washington Hilton: Columbia 4

Chair:
Gerardo R. Lopez, Loyola University-New Orleans

Participants:
Michelle D. Young, UCEA
Mark A. Gooden, University of Texas at Austin
Khaula Murtadha, Indiana University Purdue University at Indianapolis
Michael Dantley, Loyola University
Social justice matters.

At Indiana University, we believe education is central to the struggle for social justice. Our commitment to equity has spanned generations, and we are just getting started. Our efforts extend beyond the boundaries of our campus. Together with our students, faculty, alumni, fans, administrators, and partners we are building better communities and learning environments.

The future of education belongs to those who want to take a leadership role in helping people reach their full potential. In partnership with schools and districts across the nation, the School of Education is preparing the next generation of education leaders.

Our Educational Leadership programs prepare future leaders to be conscious and active in responding to issues of inequity and injustice in schools and communities. Together, we are making the vision a reality at home and around the world. We are honored to co-sponsor the UCEA Social Justice lecture.
037. Perspectives on Assessment and Accountability

Paper Session
2:10 to 3:25 pm
Washington Hilton: Columbia 9

Participants:
Models of Outcomes Based Accountability for Leadership Preparation. Rebecca Cheung, University of California, Berkeley

There are increasing demands for leadership preparation programs to adopt new and different accountability structures that depart from typical university criteria. This paper focuses on four impact reports completed by the Principal Leadership Institute at UC Berkeley that model an outcomes based accountability paradigm shift. The goal of the paper is to stimulate useful discussion within leadership preparation programs and practical models for those interested in the challenge of preparation reform.

Integrating State Standards into Principal Preparation Programs: A Study of Supervision and Evaluation Coursework. Mary Lynne Derrington, University of Tennessee; Kerry Kathleen Robinson, University of Tennessee

One of the most profound changes under policies of accountability and new required program standards has been in teacher evaluation. While state level policy influences standards for principal preparation programs, significant change occurs at the course level. This qualitative study of 13 universities incorporates a review of supervision courses and documents changes made in response to state standards.

Teaching in Educational Leadership: Assessment Education for School Leaders. Sarah G. Hale, University of Iowa; Liz Hollingworth, University of Iowa

This paper focuses on the needs of educational leadership preparation programs to educate future school leaders to be informed consumers of data. The research question guiding this study is: How can university-based preparation programs make adjustments to the curriculum to best prepare the next generation of school leaders to be informed consumers of assessment data? This session will outline a research-based, ISSLC-aligned course syllabus for principal preparation training programs to use in their training programs.

Comparing the Value Master’s and PhD Students Assign to Various Instructional Strategies in Educational Leadership Preparation. Steve P. Gordon, Texas State University; John A. Oliver, Texas State University

This study surveyed master’s and PhD students in educational leadership in order to compare the value both types of students placed on a variety of instructional strategies used by professors of educational leadership. While the two groups’ assessment of many strategies were similar, there were also wide differences in the value master’s and PhD students placed on a number of strategies. Implications for differentiated instruction for master’s and PhD students will be discussed.

Chair:
Ronald William Whitaker II, Duquesne University

038. Promoting New Educational Practices and Policies to Address Bullying in Schools

Symposium
2:10 to 3:25 pm
Washington Hilton: Holmead

This symposium highlights the narratives and research of K-12 students, teachers, school leaders, and scholars working to eliminate bullying in schools. Authors will focus specifically on the impact of bullying on marginalized populations. Topics include the realities of bullying for K-12 students and teachers from marginalized populations and the importance of cultural responsiveness as a viable tool for revolutionizing inclusive practices and policies in schools.

Participant:
Students, Teachers, and Scholars Promoting New Educational Practices and Policies to Address Bullying in Schools. Christa Boske, Kent State University; Amanda Hudnall, Streetsboro Public
039. Striving for Racial Justice and Equity in Education Reform

Paper Session

2:10 to 3:25 pm

Washington Hilton: Independence

Participants:

Equity Road Map: Race and Reform Leadership for Student Equity. Larry Parker, University of Utah; Michelle Amiot, Salt Lake City School District; Jennifer Mayer-Glenn, Salt Lake City School District

The neoliberal agenda has pushed away state responsibility for racial justice to the private sector, and education reform has been changed under the accountability movement. The research presented in this session is about one school in the inter-mountain west that used leadership and equity audits as a way to facilitate racial progress toward student achievement goals and community involvement.

Hearing Indian and American Minority Parents’ Hopes, Fears, and Challenges Regarding Public Education. Barbara Wilson, Minnesota State University, Mankato

Private schools are emerging to meet the needs of minority students and families. This research paper compares results from parent focus groups in two small school communities from India and America. The focus groups probe parent’s hopes, fears, and challenges for their children entering public elementary or preparatory school and identify why these families chose private school experiences. Results from the focus groups are compared to identify similarities and differences of minority parents’ experiences.

Institutional Care as a Form of Racial Justice and Human Rights. Robert Cooper, University of California, Los Angeles

This study examines the relationship of perceived institutional caring and college-going behaviors by students attending high-poverty, majority-“minority” high schools in southern California. This mixed-methods study speaks to the conditions that school leaders must create to close the achievement gap. As part of a 5-year study chronicling the cultural transformation of these high school, the findings are based on survey data collected from over 5,000 students, combined with interview and focus group data.

Righting Civil Wrongs: Education for Racial Justice and Human Rights. Wei-Ling Sun, University of Texas at Austin; Sarah Ishmael, University of Texas at Austin; Mark A. Gooden, University of Texas at Austin

We use Whiteness as Property (Harris, 1995) as our theoretical framework to examine Williams v. Port Huron Northern High School, related cases, and statutes to determine whether administrators’ knowledge or lack thereof of race and privilege caused Black students to suffer a deprivation of a right to an education. According to the case, as many as 15 students transferred and several students dropped out or left due to a racially hostile environment.

Chair:

Peter Demerath, University of Minnesota

040. Education and Spirituality: Partnering with Faith-Based (Jesuits) Organizations for the Human Rights of Undocumented Students

Critical Conversation Roundtables

2:10 to 3:25 pm

Washington Hilton: Jay

Faith-based organizations have always served as a critical source of support for charitable initiatives. As a religious order (and organization) with over 750 years of service, the Jesuits attempt to promote leadership and advocacy among its high school students by educating them on social justice issues. Partnerships with faith-based organizations aligned with a mission of social justice, advocacy and education can serve as a catalyst to serve students, especially undocumented students, in P16 contexts.

Chair:

Jesus Rodriguez, California State University, Long Beach / Loyola High School
041. Authentic Public Space in a Digital Age: Special Education Rituals and Parents’ Stories of (Dis)Empowerment
Innovative Session / Mini-Workshop
2:10 to 3:25 pm
Washington Hilton: Kalorama
The purpose of this innovative session is to facilitate discussion on culturally and linguistically diverse parents of children with disabilities’ experiences of navigating an educational system entrenched in the disparate treatment of children with disabilities and their families. Participants will learn about digital storytelling, described by Lambert (2013) as a means of action-oriented narrative research where families and professionals create and participate in what Greene (1982) described as an authentic public space.
Chair:
Angela Cherie’ Passero, University of South Florida
Participants:
Roderick James Jones, University of South Florida
Pakethia Harris, University of South Florida

042. Is It Time for Voices 4 and If So What Should It Look Like?
Critical Conversation Roundtables
2:10 to 3:25 pm
Washington Hilton: L’Enfant
The purpose of this session is to involve scholars in a discussion about if the time has come to collect new data and how scholars and UCEA should follow up on the previous efforts (i.e., Voices From the Field: Phase 3 and A Thousand Voices From the Firing Line) to get input from practitioners. One possible outcome of this discussion may be some recommendations about how to proceed with a proposal to UCEA.
Chair:
William Place, St. Joseph’s University
Participants:
Julia N. Ballenger, Texas A&M University
Gary Ivory, New Mexico State University
Michelle D. Young, UCEA
Mariela A. Rodriguez, University of Texas at San Antonio
Rhonda L. McClellan, University of Texas at Arlington
William G. Ruff, Montana State University

043. Rethinking Curriculum and the Capstone in Doctoral Preparation Programs
HE Paper Session
2:10 to 3:25 pm
Washington Hilton: Northwest
Participants:
Avoiding the A.B.D. Abyss: An Assessment of a Dissertation Boot Camp. Leslie Ann Locke, University of Southern Mississippi
This paper evaluates the results of a “Dissertation Boot Camp” (DBC), an intensive dissertation writing workshop for doctoral students. Qualitative data indicate the DBC created a space for students to make significant progress in their writing, and build a supportive network that assisted them in overcoming other challenges confronted in their graduate programs. Importantly, the study drove the creation of a new framework we call Pathway to Understanding ABDs.
Pedagogy of Critical Discourse: Examining Higher Ed Curricula through Hip-Hop. Anthony Walker, independent researcher; Charles Lowery, Ohio University
This study develops a method to prompt participants’ narratives of lived experiences with higher education curricula through a poetic lens of hip-hop. Viewing education as a fundamental
component to human rights this study is framed by the notion that curriculum either promotes oppression or challenges the status quo. This study links critical theory with narrative research to explore how hip-hop can function as component of curricula to empower students and challenge racism.

Reaching the Finish Line: How a Capstone Seminar Enhances Women and Minority Doctoral Candidate’s Success. Toni Hicks, University of Texas at Austin; Meagan Sumbera, Texas A&M University; Martha N. Ovando, University of Texas at Austin

Higher education institutions are concerned with raising graduation levels and reducing attrition rates of doctoral students in various disciplines. The purpose of this study was to explore how the support provided to women and minority doctoral students through a capstone dissertation seminar benefits them. The intent was to describe those components that successful women and minority doctoral students credit as contributing to their success.

Understanding how Schools of Education Have Redesigned the Doctorate of Education to Better Prepare PK-20 Leaders. Jill Alexa Perry, Duquesne University; Debby Zambo, Arizona State University; Susan Wunder, University of Nebraska-Lincoln

In this paper, the authors reveal results of a multiple-case study funded by the Fund for the Improvement of Post-Secondary Education that examined how schools of education reformed their EdD programs as a result of membership in the Carnegie Project on the Education Doctorate (CPED). Results from 21 cases demonstrate changes that have taken place at the institutional, programmatic, and individual levels as a result of incorporating CPED principles and design concepts into program reform.

Chair:
Miles Bryant, University of Nebraska-Lincoln


Critical Conversation Roundtables
3:35 to 4:50 pm
Washington Hilton: Albright

We advance a Critical Conversation from a theoretical examination of case studies to a practical examination and discourse with two NYC school principals. Conversation will focus on the promise and challenges of curricular and programmatic restructuring in the nation’s largest public school system.

Chair:
Terri Nicol Watson, The City College of New York, City University of New York

Participant:
David Fanning, Asa Phillip Randolph Campus High School

045. UCEA Looking Back and Looking Forward on a Legacy for Leadership Preparation

Special Session
3:35 to 4:50 pm
Washington Hilton: Columbia 1

2014 marks UCEA’s 60th Anniversary as an organization dedicated to supporting the research, preparation and practice of educational leaders. In this special UCEA session, participants will be asked to share some of the key highlights marking UCEA’s history and contributions to the field in the area of research and leadership development. Through this conversation we hope to realize a number goals, including recognizing and celebrating UCEA’s contributions and considering future directions for the organization. Additionally, participants will be asked to contribute to a plan for capturing UCEA’s history and contributions to the field.

Chairs:
Michelle D. Young, UCEA
Mark A. Gooden, University of Texas at Austin
Megan Tschanne-Moran, The College of William & Mary
046. Educators Engaging in Exploration of Race and Racial Identity
Paper Session
3:35 to 4:50 pm
Washington Hilton: Columbia 10
Participants:
A Grounded Theory Study on the Traits of Individuals who See the Importance of Race-Based Conversations. Daniel D. Spikes, Iowa State University

If schools are to effectively address the disparity of educational outcomes between Whites and students of color, they must consider the role that race and racism plays in creating and sustaining such problems. However, the literature suggests that some people are often resistant to race-based discourse. With this in mind, this study examines the factors and experiences that contribute to educators’ proclivity to engage in and see the importance of conversations about race and racism.

Dealing with Internalized Racism in Urban Teaching: A Case Study of White Pre-Service Teachers. Kevin Clay, Rutgers University

This case study looks broadly at how White pre-service teachers in a particular urban setting theorize urban problems and how those understandings are being operationalized in their teaching practices with urban students. More specifically, this study asks, “How do personal background, White identity (un)exploration, theorization of inequality, and pedagogy interact with one another to inform the actions or inactions of teachers in moments where urban students express internalized racism?”

Perspectives on “Afro-Latino” Identity: An Exploratory Study of Educational Leaders. Wellinthon Garcia, Hofstra University; Monica Byrne-Jimenez, Hofstra University

Leadership is criticized for operating under a normative White lens that ignores the relationship between racial identity and leadership (Bordas, 2012; Hernandez, 2012; Navarez & Wood, 2007). This paper explores Afro-Latinos’ experiences to rectify this narrow lens. This study found that identity negotiations are a part of Afro-Latinos’ interactions with related benefits of this duality. This study advocates for research on the complexity of this duality in educational leadership.
Race…the Other Four-Letter Word: School Leaders Discuss Racial Awareness. Lolita A. Tabron, Texas A&M University

This case study is an investigation of how race operated in K-12 public school practices in Southeast Texas. The author compared 10 K-12 public school administrators’ perceptions of the context of race within their schools and districts as their student composition swung from a White majority to a racial/ethnic majority. With race conscious and desegregation policies increasingly becoming obsolete, it has become increasingly important to understand administrators’ perceptions of support for racially/ethnically diverse students.

Chair: Rebecca M. Bustamante, Sam Houston State University

047. Contexts for Learning: Leadership in Improving School Climate and Culture
Paper Session
3:35 to 4:50 pm
Washington Hilton: Columbia 11
Participants:
Building and Leading Learning Cultures: A Case Study of a Shanghai Primary School. Haiyan Qian, Hong Kong Institute of Education; Allan Walker, Hong Kong Institute of Education; Xiaowei Yang, East China Normal University

Using the data collected from the principal, vice principal, mid-level leaders, and teachers of a primary school in Shanghai, the paper attempts to illustrate what school leaders can do to build and sustain learning cultures and how the learning culture impacts teachers’ sense of belonging to the school and their dedication to ongoing learning.

Old Spaces, New Faces: Adjusting To a Changing Student Body in a Rural School District. Joel Abaya, Wichita State University; Kristin Sherwood, Wichita State University; Todd Carter, Wichita State University; Sherry Farrell, Wichita State University; Jamie Finkeldei, Wichita State University; Charla Heddin, Wichita State University

This qualitative case study aimed at understanding what perceptions educators have about newcomers in a rural school district and ways in which the school district could assist newcomers in becoming part of the school district. The superintendent, three principals, and two teacher focus groups were interviewed. Findings indicated that newcomer students faced various acculturation challenges. It was recommended the school district create a comprehensive plan to address procedures to welcome newcomer students and their families.


We explore the impact of racist micro-aggressions on interactions among school staff: how micro-aggressions undermine diversity goals in contemporary schools. With a focus on implications for school leadership practice, we conclude the paper by offering recommendations for how school leaders can work to identify and diminish the presence of racial micro-aggressions within schools.

The Impact of an Announcement of Closure on a School’s Culture and Daily Operations. Diana Marie Ward, University of New Orleans; Brian R. Beabout, University of New Orleans; Jenna Lynn Galjour, University of New Orleans

This narrative study explored the impact the announcement of school closure has on a school’s culture and daily operations through the lens of new institutionalism. Interviews were conducted with an administrator and three teachers from two schools that underwent the closure process. Interviews were analyzed using thematic analysis. Findings from the analysis revealed that the announcement had a negative impact on the school’s culture but little impact on the daily operations of the school.

Chair: Robert Cooper, University of California, Los Angeles
048. Dispositions of Disruption: Preparing Leadership for Justice and Advocacy
Paper Session
3:35 to 4:50 pm
Washington Hilton: Columbia 12
Participants:
Exceeding the Canon of a Tempered Social Justice Discourse in Educational Leadership. Michael Patrick O’Malley, Texas State University; Colleen Capper, University of Wisconsin-Madison
This post structural conceptual analysis delineates and exceeds boundaries of the tempered social justice discourse prevalent in educational leadership, providing an alternate logic that locates and works from the margins of that social justice discourse rather than its canonical center. We theorize and interrupt a reproductive dynamic through which the field’s justice discourse fundamentally fails to disrupt the foundational cultural logic that produces and sustains inequitable structures and practices in schools and society.

How Can We Begin to Prepare Leaders to Advocate for Civil Rights and Social Justice? Patricia Guerra, Texas State University; Barbara Pazey, University of Texas at Austin
Preparing leaders to advocate for civil rights and social justice first requires faculty to examine self. This paper reports findings from a duoethnography, in which two researchers chronicle their life histories to analyze how they got to where they are in their understanding of race/ethnicity, privilege, power, etc. and where they need to go to provide leadership preparation that adheres to the principles of social justice and promotes civil rights, racial justice, and human rights.

Preparing Leaders for Social Justice: A System to Measure Skills and Dispositions Across the Leadership Continuum. Marla Susman Israel, Loyola University-Chicago; Tania Rempert, Loyola University-Chicago; Susan Sostak, Loyola University-Chicago; Michael Boyle, Loyola University-Chicago; Felicia Stewart, Loyola University-Chicago
This paper will present the journey one university took for creating and aligning candidate selection, internship, individualized learning to lead activities, and formative and summative assessment processes and tools to national and local standards as a model for continuous improvement of leadership programs and candidate outcomes for others to replicate. This paper presentation will offer attendees an example of how to take what data they currently have, organize it, and analyze it in a meaningful way.

Purposeful Presence: Situating Social Justice in Leadership Education. Whitney Sherman Newcomb, Virginia Commonwealth University; Katherine Cumings Mansfield, Virginia Commonwealth University
The purpose of this presentation is to solidify our comprehension of a growing concept in educational leadership and provide ideas on and examples of how to extend this to teaching practice in the leadership education classroom in an effort to bridge the theory-to-practice gap. We explore the dialogue surrounding social justice in education and provide a literature review of teaching strategies that have been employed for teaching about social justice.

Chair:
Gerri Maxwell, Texas A&M University, Kingsville

049. Characteristics to and Barriers Faced by Women in the Superintendency
Paper Session
3:35 to 4:50 pm
Washington Hilton: Columbia 2
Participants:
African American Women Positioning for the Superintendency: What Are the Credentials? Roma B. Angel, Appalachian State University; Patricia Rhyne Johnson, Appalachian State University; Jim Killacky, Appalachian State University; Christine W. Nganga, South Dakota State University
This follow-up study continues previous research focused on 10 African American women positioned to apply for the superintendency. Using a Black feminist construct, the original study addressed barriers described in lived experience profiles. This study, focused on changes in preparation and experience, seeks further understandings about oppression and current
considerations and confidence in applying for the top district position.

Success Becomes a Reality for Latinas from the Barrio: The Road Map to the Superintendency. Gloria Martinez, University of Texas at San Antonio; Ramiro Nava; Jennifer Castro, University of Texas at San Antonio; Venus Medina, University of Texas at San Antonio

Personal interviews were used to analyze the experiences of two previous Latina superintendents who served as Texas public school superintendents in Hispanic-serving institutions. Themes that emerged from the data included the value of mentoring by their families and other superintendents, school board relationships, leadership, gender, and emotion that developed among these women before and during their superintendency.

The Freedom to Be an African American Woman Public School Superintendent. Anita R. Brown, University of Massachusetts-Boston

Many African American women within our society seek to realize their dream of educational leadership through the role of the public school superintendent. They perceive leadership positions as intimately connected to social and political dynamics, as indicators of power in relationship, and as responsive to shifting cultural interpretations. This proposal seeks to ask African American women from the era of civil rights to share their experiences regarding recruitment and retention to the public school superintendency.

The Invisible Superintendent: Narratives of Female Superintendents in Utah. Angela Wilkinson, University of Utah; Larry Parker, University of Utah

The purpose of this study is through narrative life history to identify past and present female superintendents in Utah and illustrate their personal and professional experiences. This study is focused specifically on leadership experiences and defining factors that facilitate and contribute to participants working successfully as superintendents.

Chair:
Ava J. Munoz, Texas A&M-Commerce

050. International Research on Principals’ Work
International Community Building Session
3:35 to 4:50 pm
Washington Hilton: Columbia 3

What do we already know, what is necessary to have more research about, and what importance has research on principals? In this symposium we will discuss the above and other questions based on thematic analyses of research on principals in eight national contexts. The represented countries are Sweden, United States, Canada, Australia, Israel, South Africa, Saudi Arabia, and India.

Presenters:
Paul V. Bredeson, University of Wisconsin-Madison
Olof Johansson, Umeå University
R.C. Saravanabhavan, Howard University
Katina Pollock, University of Western Ontario
Izhar Oplatka, Tel Aviv University
Keshni Bipath, University of Pretoria
David Gurr, University of Melbourne
Lawrie Drysdale, University of Melbourne
Muna Karim, Howard University
Deena Khalil, Howard University
Helene Arlestig, University of Umeå

Chair:
Stephen L. Jacobson, University at Buffalo

051. Julie Laible Memorial Session for UCEA Jackson Scholars
Special Session
3:35 to 4:50 pm
Washington Hilton: Columbia 4
First-year Jackson Scholars will gather with their Mentors to receive an orientation to the Jackson Scholars program and network. After the orientation session, new Scholars and Mentors will meet to make connections and build relationships to support their Jackson Scholars experience. The Jackson Scholars program is a 2-year program that provides formal networking, mentoring, and professional development for graduate students of color who intend to become professors of educational leadership.

Chair:
Gerardo R. Lopez, Loyola University-New Orleans

052. International Perspectives on Higher Education Issues

HE  Paper Session
3:35 to 4:50 pm
Washington Hilton: Columbia 9

Participants:

Conceptualizing the Professional Learning Community Process Through a Global Perspective: Focusing on Leadership in Three Countries. Dianne F. Olivier, University of Louisiana at Lafayette; Jane B. Huffman, University of North Texas; Ting Wang, University of Canberra; Peiying Chen, National Taiwan Normal University

This paper addresses multiple issues: a PLC global conceptual framework; findings of leadership practices in the U.S., China, and Taiwan; implications of global issues of educational leadership in relation to policy/practice; and global research to enrich overall understanding of the PLC process. This research stems from investigation by a Global PLC Network (GloPLCNet), a community of international researchers focused on conducting international comparative studies of PLCs and school leadership in a globalized context.

The Role of IEPs in the Internationalization of Higher Education. Tamara Warhol, University of Mississippi

This instrumental case study explores the beliefs about, and the actual contributions of, an Intensive English Program (IEP) to internationalization efforts in higher education. Critical discourse analysis of the data collected illuminates the marginalization of IEPs despite the substantial contributions that IEPs could make to university internationalization efforts. Thus, the study challenges prevailing models of university IEP governance and presents a new model for how IEPs may be integrated into a university’s international process.

Toward a Common General Framework Bridging Educational Leadership and Curriculum Theory: Examples from Finland and U.S. Michael Uljens, Abo University; Rose Ylimaki, University of Arizona

This paper examines how leadership, curriculum and evaluation are merging within neoliberal educational and accountability policies, using Finland and the U.S. as examples. We use curriculum theory and educational leadership research to examine dominating theoretical frameworks in leadership research and curriculum, existing research approaches to curriculum and leadership, and different research traditions within their cultural-historical and political contexts. These examinations inform elements for a common general framework uniting educational leadership and curriculum theory.

An International Partnership in Higher Education: Enhancing Students’ Understanding of Educational Leadership for Social Justice. Paul Richard Haxton, University of Central Oklahoma; Jenny Ferrier-Kerr, University of Waikato

The aim of faculty and students from two universities halfway around the world from each other was to establish a collaboration in educational leadership, to explore interesting and diverse avenues for collaboration. A partnership between the University of Central Oklahoma (USA) and the University of Waikato (New Zealand) has contributed to students’ and faculty’s understanding of, and preparation for leadership promoting social justice.

Chair:
Bruce Barnett, University of Texas at San Antonio / UCEA
Routledge Welcomes 2014 UCEA Attendees!
Visit us in the exhibit hall and get 20% off all books + FREE shipping.

ISLLC Leadership Preparation Series
Co-published with University Council for Educational Administration

The New Instructional Leadership: ISLLC Standard Two
Edited by Rose Ylimaki
October 2013

Political Contexts of Educational Leadership: ISLLC Standard Six
Edited by Jane Lindle
February 2014

Browse new and bestselling Educational Leadership Titles!

www.facebook.com/RoutledgeEducation  Follow us @RoutledgeEd

Routledge... think about it
www.routledge.com/education
053. Policy Leadership in a Professional Practice Doctoral Program: Implications for Social Justice Practitioners

Symposium
3:35 to 4:50 pm
Washington Hilton: Holmead

This symposium will explore policy curriculum in the Professional Practice EdD. What do doctoral candidates need to know and be able to do as policy leaders? Faculty and scholar/practitioners from a redesigned EdD program will describe a signature pedagogy, and candidates will share policy initiatives they have developed and implemented as evidence of their emerging expertise in this area. Time will be allocated for dialogue with all participants.

Participants:
Preparing Scholar Practitioners for Policy Leadership: Essential Questions. Robert Crow, Western Carolina University; Kathleen Topolka Jorissen, Western Carolina University; Brandi Hinnant-Crawford, Western Carolina University

Addressing Misalignment in Teacher Evaluation Through a District/State Policy Initiative. Heather Mullins, Newton-Conover City Schools; Kimberly Simmons, North Carolina Dept. of Public Instruction

Policy Advocacy for Principals: Building Leadership Capacity. John Bryant, Glenn Marlow Elementary School; Brett Wilson, Hildebran Elementary School; Janice Cowan King, North Carolina Dept. of Public Instruction

Giving Credit When it Is Due. Debbie Womble, Jack Britt High School; Chris Bradford, Enloe High School; Lisa Lindsay, Murphy High School

Chair:
Kofi Lomotey, Western Carolina University

054. Examining School Reform Innovations

Paper Session
3:35 to 4:50 pm
Washington Hilton: Independence

Participants:
Collective Impact: Silver Bullet or Old Wine in New Bottle? A Case Study. Vijay Kanagala, University of Vermont

This qualitative study examined a citywide effort that employed the collective impact framework to address Latino student success initiatives. Fifteen organizations including four school districts, community colleges, and a 4-year institution as well as nonprofit community organizations and businesses participated in the study that involved one-on-one interviews. The paper will discuss how in an increasing dynamic society where educational and community issues intersect; educating our nation’s youth requires a multipronged, all hands on deck approach.

Green Ribbon School Award Winners: Descriptive Analysis of the First Three Years. Tania L. McKey, Auburn University; Lisa A. W. Kensler, Auburn University

The Education for Sustainability movement in K-12 education provides a pathway for “righting civil wrongs.” The purpose of our paper presentation is to provide a deep descriptive analysis of the schools and school districts receiving the U.S. Department of Education Green Ribbon School award over the first 3 years of the program: 2012-2014.

How Collective and Dispersed Instructional Leadership Influences Faithful Implementation of Comprehensive School Reform Programs (CSR). Sisi Chen, University of Michigan-Ann Arbor

By fusing collective and dispersed perspectives of shared leadership, the study developed an integrative framework for shared instructional leadership. Based on a 4-year longitudinal study of 110 elementary schools, the study not only examined how collective and dispersed instructional leadership influenced the faithful implementation of comprehensive school reform programs, but also probed into how the interaction of the two perspectives of shared instructional leadership influenced the program implementation outcome in these schools.
Public Charter Schools With Transportation: Increasing Access to Learning Opportunities for All Students.
Shelby Eden Dawkins-Law, University of North Carolina at Chapel Hill

The research team contacted charter schools throughout the state, both in survey and interview form, to discover whether there was evidence that transportation has been a barrier to low-income students’ enrollment in public charter schools. During this contact, the researchers sought to understand how and why certain public charter schools provide transportation and what challenges they were faced with.

Chair:
Barbara Wilson, Minnesota State University-Mankato

055. Exploring the Faith and Work of Education Faculty: A Critical Conversation
Critical Conversation Roundtables
3:35 to 4:50 pm
Washington Hilton: Jay

There is a long tradition of social activism resulting from the spirituality of individuals and communities. Belief can transform practice. As UCEA this year considers the theme of “Righting Civil Wrongs,” this session considers how faith might lead us as educators to work towards that goal.

Chair:
Joanne M. Marshall, Iowa State University

Participants:
Karen Stansberry Beard, The Ohio State University
Madeline Hafner, University of Wisconsin-Madison
William Kyle Ingle, University of Louisville
Wayne D. Lewis, University of Kentucky
April L. Peters-Hawkins, University of Georgia
Martin Scanlan, Marquette University
George Theoharis, Syracuse University

056. A Discussion on Designing and Implementing Leadership Preparation Programs for Specific School Contexts
Ignite Session
3:35 to 4:50 pm
Washington Hilton: Kalorama

In this Ignite symposium, we propose to discuss how school leadership preparation programs consider two specific contexts, school sector (public vs. independent vs. religious) and school urbanicity (rural vs. urban vs. suburban), in the design and delivery of their programs with specific emphasis on the characteristics of exemplary programs (e.g., collaboration, recruitment, internship experience). Participating programs will discuss how they think about context in their design and delivery followed by small group discussion.

Participants:
Accelerated School Leadership Program – Simmons School for Education and Human Development, Southern Methodist University. Gail Hartin, Southern Methodist University; Watt Lesley Black, Southern Methodist University

The Accelerated School Leadership Program is designed to prepare educators for a variety of leadership positions in P-12 public, charter, private secular, and religious schools. We discuss how they prepare students in the same cohort for a variety of school sectors.

Mary Ann Remick Leadership Program – Alliance for Catholic Education, University of Notre Dame. Christian Dallavis, Notre Dame University

Notre Dame’s Mary Ann Remick Leadership Program is designed to form Catholic school principals and leaders to meet the specific needs of Catholic schools. We address how they have designed their preparation program for the religious school context with a specific focus on the needs of the Catholic school principal.

Masters of School Administration – College of Education, North Carolina State University. Bonnie C.
Fusarelli, North Carolina State University

The Program in Educational Leadership for school administrators is designed to improve the quality of K-12 schools by preparing leaders who are dedicated to educational excellence and equity. Graduates are expected to use leadership strategies that will improve student performance in environments that are dynamic, interactive, and culturally diverse. We discuss how they prepare school leaders for positions across the state of North Carolina with an emphasis on schools in rural contexts.

Urban School Leadership Program – Simmons School of Education and Human Development, Southern Methodist University. Kathy Lee Alvoid, Southern Methodist University; Rosemary Perlmeter, Southern Methodist University

The Urban School Leadership Program specifically trains participants to transform schools in urban contexts. Unique features of the program include courses with a stronger influence from the business discipline and practitioners in high-need schools, including courses related to performance management, talent development, and highly structured strategies to facilitate rapid change in challenging educational environments. We address ways in which the urban context was taken into account in the design of the program and how the challenges of urban schools are considered in program delivery.

EdD in Urban Education Leadership – College of Education, University of Illinois at Chicago. Steven Elliott Tozer, University of Illinois Chicago

The EdD Program in Urban Education Leadership is nationally recognized for its innovation and quality and received the inaugural University Council for Education Administration Exemplary Educational Leadership Preparation Program Award. The program is designed to prepare and develop principals who are able to lead significantly improved teaching and learning in urban schools. We present on the issues of preparing principals for high-need urban schools.

Chair:
Dan Berebitsky, Southern Methodist University

057. Impact of New Policies on Equitable Schooling

Paper Session
3:35 to 4:50 pm
Washington Hilton: L’Enfant

Participants:

Distributing Leadership to Teachers and Students: Madison High School’s Youth-Adult Governance Model. Marc Brasof, Arcadia University

This qualitative case study examined how Madison High School’s governance model generated youth-adult collaborations around school problems. The school’s governance model includes students in the policymaking, implementation, and review processes; distributed leadership across the school; triggered organizational learning; and created a greater sense of community among participants.

Schools Succeeding Against the Odds: How Turnaround Schools Get Results. Karen Ramlackhan, University of South Florida; Leonard C. Burrello, University of South Florida / Indiana University

This paper focuses on turnaround schools. Organizational social capital is used to depict the dynamic intricacies of the social relationships within six schools and the significance of these relationships on the culture of schools and their subsequent failure or success. Findings indicate that principal and teacher stability, stakeholders’ involvement and commitment, and structural interventions such as multiliteracy system of supports and the use of data to inform instruction, were key components that fostered success.

The Spatial Distribution of Bilingual Schools for English Learners. Daniela Torre, Vanderbilt University

I investigate whether English learners have access to bilingual programs that are targeted to their needs and suggest sites for future programs. I use GIS mapping software to conduct a spatial analysis and regression techniques to model district characteristics related to the development of bilingual schools. Preliminary findings suggest that bilingual schools are not
being intentionally located or designed to meet the needs of English learners.

Chair:
Madeline Mavrogordato, Michigan State University

058. Issues of Trust and Justice: Creating Safe Places for Students
Paper Session
3:35 to 4:50 pm
Washington Hilton: Northwest

Participants:

While school violence decreased nationwide following zero tolerance policies (Kafka 2011), recent incidents in Chicago and Newtown, Connecticut make it difficult—rhetorically and pragmatically—to disparage the need for strong security measures in schools. The language of the new Guidance Package must carefully reconcile the notion of “safety” from harm with the need to provide equitable and “supportive” discipline.

Issues of Race, Class, and Gender in Positive Behavior Intervention Supports (PBIS). Geoffrey Reno, University of Missouri-Kansas City; Jennifer Friend, University of Missouri-Kansas City; Dianne Smith, University of Missouri-Kansas City; Loyce Caruthers, University of Missouri-Kansas City

This correlational research study examined the effect of behavioral interventions through school-wide positive behavior interventions and supports (PBIS) on elementary student reading and math achievement, finding no statistically significant differences. Analysis of teacher perceptions of PBIS implementation demonstrated higher referrals for male students of color. Findings are discussed in terms of the issues of race, class, and gender surrounding the implementation of PBIS Tier II interventions and issues of power inherent in school-wide behavioral frameworks.

Restorative Justice, Administrative Actions, and the Navigation of School Reform to Create Equitable Discipline Policies Ian Mette, University of Arkansas; Lisa Nieuwenhuizen, University of Missouri

This qualitative study investigated restorative justice professional development efforts impacting administrative discipline practices in one school district. We examined administrators’ perceptions of the impact of restorative justice on discipline policy and culture within their buildings. While restorative justice practices altered administrative disciplinary actions to focus on student needs, there was also a negative impact on school culture, particularly among teachers, as administrators attempted to break the punitive response cycle.

The Discipline Gap: What’s Trust Got to Do with It? Lisa S. Romero, Sacramento State University

This inquiry focuses on the relationship between discipline, achievement and student trust and how it varies by race and gender. It demonstrates how the overall level and type of trust of trust differs by race and gender, as well as on the impact of trust on discipline and achievement. Implications are drawn for educational practice and leadership.

Chair:
Jean Madsen, Texas A&M University

059. Considering Race and Power in Efforts to Include Students, Parents, and Teachers in Decision Making
Critical Conversation Roundtables
5:00 to 6:15 pm
Washington Hilton: Albright

School decision-making processes often lack the voices of students, parents, and teachers while inadequately accounting for certain elements of the social context. Our Critical Conversation Roundtable addresses this issue by broadening the concept of distributed leadership. Drawing upon a critical perspective, the session organizers address issues of race, power, and Whiteness in decision making while considering approaches to incorporating marginalized stakeholder groups.

Chairs:
Arlene Ford, Consultant
060. We Know What Effective Leadership Preparation Looks Like: Featuring the 2014 Award Winning Programs

Special Session
5:00 to 6:15 pm
Washington Hilton: Columbia 1

Over the last few decades UCEA scholars have invested significant resources in mapping out the features and impacts of effective leadership preparation. In this session, UCEA is pleased to share key findings from this research base. Additionally, during this session members of the 2014 Award Selection team and UCEA Executive Committee will feature the 2014 Award Winning Effective Educational Leadership Preparation Programs and share information on what, in particular, made these programs stand out.

Chair:
Martha M. McCarthy, Loyola Marymount University

Participants:
Shelby Cosner, University of Illinois at Chicago
Ann O’Doherty, University of Washington
April L. Peters-Hawkins, University of Georgia
Diana G. Pounder, University of Central Arkansas
Susan Korach, University of Denver
Bonnie C. Fusarelli, North Carolina State University

061. Leveraging Policy and Politics on Behalf of Schools

Paper Session
5:00 to 6:15 pm
Washington Hilton: Columbia 10

Participants:

Fourth Time is the Charm: The Influence of the Elite in Washington. Andrew Saultz
This paper provides a historical glance of the issue of charter school policy in Washington State. Using data from campaign contributions, newspapers, and interviews with individuals in upper administration of the Office of the Superintendent of Public Instruction and various philanthropies, this chapter explores the influence of a few very wealthy individuals on educational policy. Having previously rejected ballot initiatives creating charter schools on three occasions, in 2012 Washington voters narrowly passed a charter law.

Using two semistructured interview sessions, this study attempted to address (a) how NYS public school principals’ instructional leadership practices changed during the implementation of Race to the Top and (b) whether principals reference social justice ideas, values, or concepts within their practices during this increased level of accountability in their schools.

The Long Goodbye: Mayoral Control, Privatization, and the Fate of Chicago’s Local School Councils. Colleen Cleary, University of Missouri-Columbia
Local School Councils (LSCs) are community-based governing boards that have operated in Chicago Public Schools since 1988. In their 1st year, 17,256 Chicago residents ran for seats on 550 LSCs. However, in recent years, drastically fewer residents have run for LSC, and some LSCs had seats with no candidates at all. This study explores the institutional and political factors that have contributed to this decline, and their impact on democratic participation in school decision-making.

The New Managerialism: How the Policy Environment Shapes Urban School Leadership. Tina Trujillo, University of California, Berkeley; Tonja Jarrell, University of California, Berkeley
Evolution in U.S. education policies has shifted principals’ roles from lead teacher to
technocratic manager. Traditional leadership research has studied the administrator by analyzing implementation of best practices without considering the principal's ideological perspective and professional identity. This study employs a qualitative comparative case study drawing on theoretical concepts of managerialism to explore the evolving role of the principal under high-stakes accountability and examine how principals’ ideologies are related to certain leadership practices and beliefs.

Chair:
Genevieve Parker Siegel-Hawley, Virginia Commonwealth University

062. Creating and Sustaining Leadership for Social Justice
Paper Session
5:00 to 6:15 pm
Washington Hilton: Columbia 11
Participants:
Educational Leaders’ and Activist Coalitions’ Responses to Regressive Education Policy: The Case of North Carolina. Catherine Marshall, University of North Carolina; Mark Johnson, University of North Carolina at Chapel Hill; Ariel Tichnor-Wagner, University of North Carolina at Chapel Hill
In 2012, the GOP won full control of North Carolina’s General Assembly for the first time since 1870. The 2013 legislative session resulted in a procession of bills that have garnered national attention as being harmful to marginalized populations and the public sector. The actions of North Carolina’s legislature have been met with opposition by coalitions of constituents. This paper examines the actions and experiences of “activist” educational leaders advocating for public education.

Educational Leadership in Partnership with Students: Critical Questions for Creating Democratic-Participatory Schools. Catharine Biddle, Pennsylvania State University
This paper presents findings from an in-depth embedded case study of several high schools engaged in work to create more democratic participatory school cultures through elevating the role of students in decision-making about teaching and learning within their schools. The paper examines the opportunities and challenges that arise when educational administrators and teachers lead schools and classrooms in partnership with students.

Leadership and Democratic Citizenship Learning: An Empirical Investigation of a Complex Relationship. Vassos Savvides, Open University of Cyprus; Petros Pashiardis, Open University of Cyprus
The current study investigated direct and indirect relationships between leadership and student citizenship outcomes in Cyprus middle schools. Several contextual student variables and one classroom variable were found to have a direct effect on civic outcomes. School leadership was found to have a positive association with School Academic Optimism. Overall, the findings indicated that there is a missing link between school level variables and civic-related variables at the classroom and student level.

Chair:
Patrice C. Wilson, Virginia Commonwealth University

063. Optimizing the Student Experience for Increased Equity
Paper Session
5:00 to 6:15 pm
Washington Hilton: Columbia 12
Participants:
A Message to Educational Leaders: How the Resiliency Requirement Among Minority Students Informs Practice. Susan E. McLaughlin-Jones, Fayette County Public Schools / University of Kentucky
Resiliency is a key indicator of student success among African American students. Many intervention programs have worked to increase resiliency and self-efficacy among these students; however, very little discussion has occurred to explain why these students in particular need these skills. This article explains how studies regarding resiliency and self-efficacy skills among students from diverse backgrounds indicate strategies to improve student performance across demographic groups.

Advanced Placement Exams, Incentive Programs, and Cost Effectiveness: A Lack of Equity and
Excellence for Black Students. Carolyn Ann-McBride Davis, Houston Community College; John R. Slate, Sam Houston State University; George Moore, Sam Houston State University; Wally Barnes, Sam Houston State University

The cost effectiveness of overall Advanced Placement (AP) scores were analyzed for Black students on AP exams in Texas, New York, and Florida for the 1997-2012 exam years. Using College Board data for AP, cost effectiveness ratios (i.e., the ratio of passed and failed score costs) were negative for every year for Black students in all three states. Negative cost effectiveness ratios indicated lack of equity in Black students’ overall AP exam performance.

Conditions that Promote Success for Freshmen of Color in Urban High Schools. Jason Salisbury, Iowa State University

This qualitative multiple case study of three urban high schools investigates conditions that promote success among ninth graders of color and the role of leadership in creating or maintaining these conditions. Findings highlight the importance of having support structures at multiple levels within a school that promote shifting professional practice as opposed to placing students in intervention-based settings. Findings also demonstrate the importance of investing time and resources in improving instructional experiences for freshmen of color.

Chair: Nathern Okilwa, University of Texas at San Antonio

064. Special Topic Symposium: A Wrong Without A Remedy?: 40 Years Post-Milliken in the Struggle to Right Educational Inequities

Symposium
5:00 to 6:15 pm
Washington Hilton: Columbia 2

The purpose of this symposium is to commemorate the 40th anniversary of Milliken v. Bradley I (1974) through sharing empirical research on the case. This symposium will examine the school desegregation cases that shaped Milliken I, analyze the current impacts of Milliken I on Detroit Public Schools, investigate current interdistrict school desegregation cases in the U.S. and their connections to Milliken, and explore responses to post-Milliken I in the fight for racial and educational equity.

Participants:
A Wrong Without a Remedy: Exploring the Context and Contours of Privilege in Milliken v. Bradley I 40 Years Later. Terrance Green, University of Texas at Austin; Mark A. Gooden, University of Texas at Austin

White Gazes of Black Detroit: Milliken v. Bradley, Post-Colonial Theory, and Why Inequities Persist. Muhammad Khalifa, Michigan State University; Ty-Ron M. O. Douglas, University of Missouri-Columbia; Terah Talei Venzant Chambers, Michigan State University

Challenging Boundaries, Changing Fate? Metropolitan Inequality and the Legacy of Milliken. Jennifer Holme, University of Texas at Austin; Kara Finnigan, University of Rochester; Sarah Diem, University of Missouri; Stephen Spring, University of Texas at Austin; Rian Carkhum, University of Texas at Austin


From School Desegregation to Promise Neighborhoods Post-Milliken: Community Empowerment or Romance of the Ghetto School? Sonya Douglass Horsford, George Mason University

Chair: Terrance Green, University of Texas at Austin

065. Leading Small to Mid-Sized Urban School Districts

Symposium
5:00 to 6:15 pm
Washington Hilton: Columbia 3
Papers in this symposium present a diverse set of issues around a common theme of leading small to mid-sized urban school districts with issues related to quality leadership, leader preparation, and practice. We seek to contribute to our understanding of educational leadership in the context of urban school districts with less than 30,000 students, which are qualitatively different than the fewer large districts that are the focus of most efforts and recipients of many resources.

Participants:

Examining the Construct of Urban School Districts: A Tale of Two Cities. Craig Dennis Hochbein, Lehigh University; Kristin Harbour, University of Louisville

Partnering to Prepare School Leaders: Universities and Small to Mid-Sized Districts. Karen L. Sanzo, Old Dominion University; Jay Paredes Scribner, Old Dominion University

Instructional Leadership and Special Education in Small to Mid-Sized Urban Districts: What Is Authentic Accountability? Marsha Cale, Isle of Wight County Schools; Candace Delpino, Norfolk Public Schools; Steve Myran, Old Dominion University

Mathematical Pedagogical Content Knowledge and Instructional Leadership for Pre-Kindergarten Intervention in Small to Mid-Sized Districts. Ian E. Sutherland, Old Dominion University; Ralita Summers, Old Dominion University

Teaching Students in Poverty in Small to Mid-Sized School Districts. Mark Lineburg, Winchester Virginia Public Schools; Brian Ratliff, Washington County Public Schools

Chair:
Jennifer Clayton, The George Washington University

066. Graduate Student Summit: Mentor Feedback Session
Special Session
5:00 to 6:15 pm
Washington Hilton: Columbia 4

Presenters will have the opportunity to receive high-quality feedback on both their papers and their presentations from their distinguished faculty discussants. (Closed session, by invitation only.)

Chairs:
Gary M. Crow, Indiana University
Margaret Grogan, Claremont Graduate University
James William Koschoreck, Northern Kentucky University
Diana G. Pounder, University of Central Arkansas
Cynthia Reed, Northern Kentucky University
Daniel Linden Duke, University of Virginia
Stephen L. Jacobson, University at Buffalo
Michael Dantley, Loyola University
Mary Driscoll, New York University
Jim Scheurich, Indiana University Purdue University Indianapolis
Colleen L. Larson, New York University
Janie Lindle, Clemson University

067. Gendered Leadership: Disrupting the Status Quo
Paper Session
5:00 to 6:15 pm
Washington Hilton: Columbia 9

Participants:

No Woman's Land - Disrupting Hegemonic Notions of Gendered Leadership. Tiffany Perkins, University of North Carolina at Greensboro; Kim Kappler Hewitt, University of North Carolina at Greensboro; Ulrich C. Reitzug, University of North Carolina at Greensboro

This qualitative, poststructural feminist study explored mentoring experiences of women superintendents in North Carolina and how mentoring disrupted or reproduced gendered notions of leadership and informed the participant's subjectivity and agency. Findings reveal a No Woman's Land: a unique space occupied by female leaders when they do not fit neatly into the masculinized
notions of leadership style or the hegemonic notions of being a woman. The paper concludes with implications for mentoring and leadership preparation.

Professional Identity of Female Principals in Two Educational Settings: Sweden and Texas, USA. Monika Törnsén, Center for Principal Development, Umeå University; Elizabeth T. Murakami, Texas A&M University-San Antonio

This study examines the development of principals’ professional identities within their workplace. Using the examples of two female leaders, the research expands on previous studies of school principals’ professional identity. Using a narrative inquiry approach, we analyze how family and upbringing, life experiences, and multiple tasks and challenges within the work in public high schools impact two successful principals, one in Sweden and one in Texas, USA. In addition, gender aspects are inquired into.

Things Not Said: The Autoethnobiographic Narratives of Two African American Women in Leadership. Margaret Harris, California State University, East Bay; Ardella Dailey, California State University, East Bay

We elected to use critical race theory and a critical pedagogy framework coupled with autoethnographic narratives to examine the experiences of our roles in K-12 and higher education. The use of qualitative critical race analysis, juxtaposed with counter storytelling with the use of critical pedagogy tenets of personal reflection and the development of voice through a critical look at one’s world and society, provides a backdrop for transforming society towards equality.

Wounded Learning in Educational Leadership Preparation. Vonzell Agosto, University of South Florida; Zorka Karanxha, University of South Florida; Maniphone Dickerson, University of South Florida

We use the concept wounded learning to understand how three women of color perceived racial prejudice in the context of their leadership preparation and practice. Wounded learning reflects the understandings of social justice leadership they acquired while contending with recognitive injustice (racial microaggressions, racial battle fatigue).

Chair:
Janeula M. Burt, Bowie State University

068. A Social Justice Leadership Dilemma: Confronting Low Academic Expectations and the Challenge of College Readiness

HE Symposium
5:00 to 6:15 pm
Washington Hilton: Holmead

The symposium will be comprised of senior and junior faculty and a graduate student who study the issue of college readiness and access from different vantage points in the K-12 educational pipeline. Central to this inquiry is a reinvestment in challenging persistent racial prejudice in the school context. This panel offers research-based solutions to the preparation of all students – especially first-generation students - towards college-readiness.

Participants:
Accessing Dreams: The Classroom Teacher as an Institutional and Empowerment Agent for Working-Class Latina/o Youth's College Access. Leticia Rojas, California State University, Long Beach

School Matters: Addressing the Student of Color Dropout Crisis and Improving Access to College. Louie F. Rodriguez, California State University, San Bernardino

Beyond the Rhetoric of Common Core Accountability: Deepening School Reform Through College Readiness Expectancies. Daniel Liou, Iowa State University

College Choices and Transitions of Underrepresented High School Students. Nancy Acevedo-Gil, University of California, Los Angeles

Chair:
Enrique Aleman, University of Utah

Participant:
Rebeca Burciaga, San Jose State University
069. Learning to Lead: Meeting the Challenges of the Principalship
Paper Session
5:00 to 6:15 pm
Washington Hilton: Independence
Participants:
Culture of Success at a Latino Majority High School: A Principal’s Story. Jennifer Castro, University of Texas at San Antonio; Venus Medina, University of Texas at San Antonio; Gloria Martinez, University of Texas at San Antonio
This qualitative case study seeks to investigate experiences of one high school principal of a Latino majority campus with 85% economically disadvantaged students as she demonstrated best practices to promote college readiness for traditionally marginalized students. Social Justice Leadership framework and seven keys were used to reveal three themes: previous campus climate, implementation pathway, and college readiness continued. Using these themes the participant communicated and justified her vision of equitable education for all students.
Extraordinary Leaders for Unordinary Times. Doris Candelarie, University of Denver; Susan Korach, University of Denver
The researcher/principal of a low-performing, high-poverty school applied the turnaround leadership theoretical model that emerged from her doctoral dissertation to her school. This paper outlines the journey from doctoral research to application with impact in an authentic context.
Learning to Lead with Data: From Espoused Theory to Theory in Practice. Katrina Bulkley, Montclair State University; Suzanne McCotter, Montclair State University
School leaders are increasingly identified as critical actors in supporting a substantial role for data in school improvement. This paper presents findings from a qualitative study of the development of novice leaders’ thinking around the use of data in supporting student learning and school improvement. The participants were all prepared by non-university-based preparation programs in New York City. Changes in espoused theories of action for leadership were influenced by both programs and participants’ background.
An Oral History of Bilingual Education and the Racial Integration of South Texas Schools. Fred Guerra, Jr., University of Texas Pan American; Francisco Guajardo, University of Texas Pan American
This paper is an oral history project that captures stories of school leaders who pioneered bilingual education programs in the Rio Grande Valley of South Texas between the late 1960s and the turn of the century. The storytellers share experiences of building infrastructures to engage in culturally affirming practices for immigrant and other Spanish-speaking children, and they tell stories of race relations, segregated schools, and ways in which they were challenged in Texas schools.
Chair:
Lynda Tredway, Institute for Educational Leadership

070. International/Comparative Models of Educational Leadership
Paper Session
5:00 to 6:15 pm
Washington Hilton: Jay
Participants:
Against All Odds: The Role of the Principal in High-Needs, High-Performing Schools in Mexico. Rodolfo Rincones, University of Texas at El Paso; David DeMatthews, University of Texas at El Paso
This paper presents an exploratory mixed-method study focused on high-performing schools that serve high proportions of students in poverty living in Ciudad Juarez, Mexico. The research team has received longitudinal data from the Mexican state of Chihuahua. High-performing high-poverty schools were identified and selected for a deeper qualitative investigation into the leadership practices of principals in these schools.
Ethnicity, Embodiment, and Educational Leadership: Multicultural Perspectives in Aotearoa-NZ and the US. Lorri Michelle Johnson Santamaria, University of Auckland, New Zealand; Melinda Webber, University of Auckland
This paper considers the leadership practices of 60 Maori principals and school leaders as exemplars
of ethnicity, embodiment and educational leadership for Indigenous, multicultural, multilingual learners. We present ways to lead that positively impact Indigenous learner outcomes in school settings in NZ as explored and presented alongside the experiences of leaders of colour in the US who also embody ethnicity in their practice to positively impact culturally and linguistically diverse learner outcomes in the US.

Performing Governance: Managing the Performance of Principals in England. David Eddy-Spicer, University of Virginia; Megan Crawford, BELMAS Council; Peter Earley, Institute of Education, University of London; Chris James, University of Bath; Sara Bubb, Institute of Education, University of London; Jeff Jones, Independent Researcher; Rebecca Nelson, Institute of Education, University of London; Elizabeth Wood, Institute of Education, University of London

This paper reports on a national study of the role of school governing bodies in the management of principal performance in England. Robust, local oversight of school leader performance is crucial in the English system, in which school autonomy is central. The paper offers insight into the ways in which the microprocesses of governing shape governance within a system reliant on multiple and, at times, conflicting approaches to accountability.

Principals’ Work and Workload in the Contemporary Era: A View from Ontario. Katina Pollock, University of Western Ontario; Michael Mindzak, Western University; D. Cameron Hauseman, Ontario Institute for Studies in Education, University of Toronto; Patricia Briscoe, Western University

In this paper, we explore the changing nature of school principals’ work. Drawing from qualitative interviews and survey data with school principals from Ontario, Canada, we examine the role of the school principal in the contemporary period. Our findings indicate that principals face considerable challenges with growing workloads and work intensification. Such challenges and implications are further discussed.

Chair:
Maria de Lourdes Viloria, Texas A&M International University

071. The Power of Affinity Space: Blog for Social Justice
Innovative Session / Mini-Workshop
5:00 to 6:15 pm
Washington Hilton: Kalorama

The purpose of this session is to introduce an Internet-based interactive dialogue initiative. We have developed a website that takes a balanced approach to social justice themes, and that functions as an international think tank for issues surrounding social justice within education. This site is a space where questions are asked, connections are made, and voices resound. This session will encourage discourse about the content for the website and generate interest in it.

Chair:
Tanya Alyson Long, Texas State University
Participants:
Daphne Trueblood, Texas State University
Jeanie McGough, Texas State University
Michael Patrick O’Malley, Texas State University

072. Rethinking Home and School Engagement in Public Education
Paper Session
5:00 to 6:15 pm
Washington Hilton: L’Enfant

Participants:
Building a Community of Engagement Between Home and School. Daniela Torre, Vanderbilt University; Joseph Murphy, Vanderbilt University

The purpose of this paper is to create an asset-based framework for understanding home-school connections. We conducted a methodical and exhaustive literature review in order to find evidence to support asset-based strategies for building homeschool connections. We add to the literature by defining the concept of a community of engagement that is based on norms of care
and respect, trust, authentic membership, and shared vision.

Grandparent Caregivers: Unsung Voices in Public Education. Bradley W. Carpenter, University of Louisville; Erica Young, University of Louisville; Marcia Carmichael-Murphy, University of Louisville; Mary McCarty, University of Louisville; Ashley Forrest, University of Louisville; Raymond Green, University of Louisville

The ability of school leaders to engage nontraditional caregivers (NTC) is an important consideration for scholars interested in social justice leadership, as low-income persons of color disproportionately represent the NTC population. Subsequently, this participatory action research study examines how grandparents (one segment of the NTC population) engage in their grandchildren's educational experience. Initial results provide insight as to how leaders can build empowered school communities via the development of meaningful partnerships with grandparent caregivers.

Political Efficacy of Parents: Investigating Differences Attributable to Governance Structures. Lauren Bailes, The Ohio State University

Educational policy increasingly focuses on parental empowerment and the individual rights of parents and students. The market approach inherent in school choice models allows parents to exit schools that are not responsive to their needs or interests. This study attempts to better understand the nature of political efficacy among parents in traditional district schools and choice schools and whether one model fosters or obstructs the political will of parents more than the other.

Reframing Parent Involvement: What Should Urban High Schools Do Differently? Terri Nicol Watson, City College of New York, City University of New York; Ira E. Bogotch, Florida Atlantic University

This case study illustrates how teachers, administrators, and school personnel in a comprehensive urban high school identify and consider the impediments to parent involvement. As critical researchers, our purpose in this article was to counter the deficit model of thinking found in many of our schools and communities that shift the focus of analysis away from schools and explicitly cite parent “challenges” for dismal student achievement.

Chair:
Khaula Murtadha, Indiana University Purdue University Indianapolis

073. Students’ Experiences of Resilience in Higher Education
HE Paper Session
5:00 to 6:15 pm
Washington Hilton: Northwest

Participants:
Institutional Support Services for Homeless and Highly Mobile Students in Higher Education. Jarrett Gupton, University of Minnesota; Jennifer Trost, University of Minnesota

The rates of unaccompanied youth, students living without parents or guardians, enrolling in postsecondary institutions continues to increase, and unfortunately, students of color continue to be overrepresented in this population. Recently, greater attention has been given to homeless students in higher and postsecondary education institutions. While most of the attention has focused on issues of financial aid, this study addresses other forms of institutional support, particularly the need for increased administrative leadership and policy reform.

The “Other Life” of an International Student: Weekends in a Gas Station. Chetanath Gautam, Stephen F. Austin State University

Systematically observing and critically analyzing the field data about the life of an international student in his weekend job world in a gas station, this critical ethnography provides voices to those international students who feel powerless and marginalized in the United States. The research paints the picture of a gas station culture and critically constructs different themes as the elements of the culture. Issues of identity and social justice are discussed.

Toward Social Justice Empowerment: Transforming Marginalized Student-Members of Professional Organizations Through Collective Agency. Matthew Alan Ryg, Southern Illinois University; Stephanie Barber Applewhite, Stephen F. Austin State University

This study investigates the human capital and collective agency of graduate students who formed a student working group within a well-established, traditionally managed, and professional organization for the purpose of advancing the ideals of social justice on an international scale through building
alliances, networking, and creating partnerships across multiple sectors. Using Deweyan grounded theory, we utilized artifacts and interviews to develop a theory of social justice empowerment derived from human capital and collective agency.

Promise Scholarship Interventions and School-Based Social Capital: Examining the Mediation Effects of Social Capital. Sun Young Yoon, University of Wisconsin-Madison; John Diamond, University of Wisconsin-Madison

The purpose of this study is to determine whether implementing this promise intervention that intends to facilitate college access cultivates students’ social capital in MPS high schools and how social capital in turn improves student outcomes of the intervention. Further, the study raises the question about whether the mediating effects are heterogeneous across students’ racial and socioeconomic backgrounds. The findings suggest that social capital has a positive association with White and low-income students’ GPA.

Chair:
Stella Smith, University of Texas at Austin

---

074. General Session I: UCEA Convention Opening General Session Featuring
Keynote Angela Valenzuela on “Assessment and Equity: New Directions in Texas”

HE Special Session
6:25 to 7:45 pm
Washington Hilton: Columbia 5&7

Dr. Angela Valenzuela presents on her current work as the director of the Texas Center for Education Policy at the University of Texas at Austin. She presents on the continuing work of the Center to develop a new accountability and assessment system with two large, urban districts in Texas. This redesign consists of an accountability system that is informational, rather than tied to a system of rewards and punishments, on the one hand, and a project-based assessment system premised on authentic, formative assessment.

Emcee:
075. Convention Opening Reception in Honor of UCEA Past Presidents
Reception
7:45 to 9:40 pm
Washington Hilton: Columbia West

Michelle D. Young, UCEA Executive Director and Mark A. Gooden, the Immediate Past President of UCEA, welcome all UCEA participants to the Convention Opening Reception and extend a special welcome to those faculty from new UCEA member institutions. The Convention Opening Reception was established in honor of the contributions made to the field and the UCEA consortium by UCEA’s past presidents.

Participant:
Michelle D. Young, UCEA

POWERTHEKNOWLEDGE

The Department of Educational Leadership and Policy Analysis at the University of Missouri is a proud sponsor of the 2014 UCEA Annual Convention.

We provide high-quality degree programs including master’s, educational specialist, Ph.D and Ed.D programs in higher education leadership and policy, pre-K12 leadership and policy, and educational leadership.

Educating leaders and leading educators who power the knowledge.

elpa.missouri.edu

College of Education
University of Missouri
<table>
<thead>
<tr>
<th>Name</th>
<th>University</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virgil Rogers</td>
<td>Syracuse University</td>
<td>1956-58</td>
</tr>
<tr>
<td>Walter Anderson</td>
<td>New York University</td>
<td>1958-59</td>
</tr>
<tr>
<td>Truman Pierce</td>
<td>Auburn University</td>
<td>1960-62</td>
</tr>
<tr>
<td>Van Miller</td>
<td>University of Illinois</td>
<td>1962-64</td>
</tr>
<tr>
<td>Richard C. Lonsdale</td>
<td>New York University</td>
<td>1964-66</td>
</tr>
<tr>
<td>Kenneth E. McIntyre</td>
<td>University of Texas at Austin</td>
<td>1966-68</td>
</tr>
<tr>
<td>Willard R. Lane</td>
<td>University of Iowa</td>
<td>1968-70</td>
</tr>
<tr>
<td>J. Alan Thomas</td>
<td>University of Chicago</td>
<td>1970-71</td>
</tr>
<tr>
<td>Samuel Goldman</td>
<td>Syracuse University</td>
<td>1971-72</td>
</tr>
<tr>
<td>E. Wailand Bessent</td>
<td>University of Texas at Austin</td>
<td>1972-73</td>
</tr>
<tr>
<td>Donald J. Willower</td>
<td>Pennsylvania State University</td>
<td>1973-74</td>
</tr>
<tr>
<td>Loren Downey</td>
<td>Boston University</td>
<td>1974</td>
</tr>
<tr>
<td>Troy V. McKelvey</td>
<td>University at Buffalo/SUNY</td>
<td>1974-76</td>
</tr>
<tr>
<td>Peter J. Cistone</td>
<td>OISE/University of Toronto</td>
<td>1976-77</td>
</tr>
<tr>
<td>Wayne K. Hoy</td>
<td>Rutgers University</td>
<td>1977-78</td>
</tr>
<tr>
<td>Larry W. Hillman</td>
<td>Wayne State University</td>
<td>1978-79</td>
</tr>
<tr>
<td>Carl R. Ashbaugh</td>
<td>University of Texas at Austin</td>
<td>1979-80</td>
</tr>
<tr>
<td>Eugene Ratsoy</td>
<td>University of Alberta</td>
<td>1980-81</td>
</tr>
<tr>
<td>James H. Maxey</td>
<td>Georgia State University</td>
<td>1981-82</td>
</tr>
<tr>
<td>Dennis W. Spuck</td>
<td>University of Houston</td>
<td>1982-83</td>
</tr>
<tr>
<td>Michael J. Murphy</td>
<td>University of Utah</td>
<td>1983-84</td>
</tr>
<tr>
<td>Richard A. Rossmiller</td>
<td>University of Wisconsin</td>
<td>1984-85</td>
</tr>
<tr>
<td>Bryce M. Fogarty</td>
<td>New York University</td>
<td>1985</td>
</tr>
<tr>
<td>Martha M. McCarthy</td>
<td>Indiana University</td>
<td>1985-86</td>
</tr>
<tr>
<td>Richard V. Hatley</td>
<td>University of Missouri</td>
<td>1986-87</td>
</tr>
<tr>
<td>Paula M. Silver</td>
<td>University of Illinois</td>
<td>1987</td>
</tr>
<tr>
<td>John T. Greer</td>
<td>Georgia State University</td>
<td>1987-88</td>
</tr>
<tr>
<td>Robert T. Stout</td>
<td>Arizona State University</td>
<td>1988-89</td>
</tr>
<tr>
<td>Jay D. Scribner</td>
<td>University of Texas at Austin</td>
<td>1989-90</td>
</tr>
<tr>
<td>Gail T. Schneider</td>
<td>University of Wisconsin-Milwaukee</td>
<td>1990-91</td>
</tr>
<tr>
<td>Terry A. Astuto</td>
<td>New York University</td>
<td>1991-92</td>
</tr>
<tr>
<td>Pedro Reyes</td>
<td>University of Texas at Austin</td>
<td>1992-93</td>
</tr>
<tr>
<td>Paul V. Bredeson</td>
<td>University of Wisconsin-Madison</td>
<td>1993-94</td>
</tr>
<tr>
<td>Nancy A. Evers</td>
<td>University of Cincinnati</td>
<td>1994-95</td>
</tr>
<tr>
<td>Paula M. Short</td>
<td>University of Missouri</td>
<td>1995-96</td>
</tr>
<tr>
<td>Daniel L. Duke</td>
<td>University of Virginia</td>
<td>1996-97</td>
</tr>
<tr>
<td>Paula A. Cordeiro</td>
<td>University of Connecticut</td>
<td>1997-98</td>
</tr>
<tr>
<td>Diana G. Pounder</td>
<td>University of Utah</td>
<td>1998-99</td>
</tr>
<tr>
<td>Mary E. Driscoll</td>
<td>New York University</td>
<td>1999-00</td>
</tr>
<tr>
<td>Maria Luisa González</td>
<td>New Mexico State University</td>
<td>2000-01</td>
</tr>
<tr>
<td>Gail Furman</td>
<td>Washington State University</td>
<td>2001-02</td>
</tr>
<tr>
<td>Frances K. Kochan</td>
<td>Auburn University</td>
<td>2002-03</td>
</tr>
<tr>
<td>Margaret Grogan</td>
<td>University of Missouri-Columbia</td>
<td>2003-04</td>
</tr>
<tr>
<td>Gary Crow</td>
<td>University of Utah</td>
<td>2004-05</td>
</tr>
<tr>
<td>Michael Dantley</td>
<td>Miami University of Ohio</td>
<td>2005-06</td>
</tr>
<tr>
<td>Fenwick English</td>
<td>University of North Carolina-Chapel Hill</td>
<td>2006-07</td>
</tr>
<tr>
<td>Stephen L. Jacobson</td>
<td>University at Buffalo/SUNY</td>
<td>2007-08</td>
</tr>
<tr>
<td>James W. Koschoreck</td>
<td>University of Cincinnati</td>
<td>2008-09</td>
</tr>
<tr>
<td>Alan R. Shoho</td>
<td>University of Texas at San Antonio</td>
<td>2009-10</td>
</tr>
<tr>
<td>Autumn Tooms</td>
<td>University of Tennessee</td>
<td>2010-11</td>
</tr>
<tr>
<td>Andrea K. Rorrer</td>
<td>University of Utah</td>
<td>2011-12</td>
</tr>
<tr>
<td>Cynthia Reed</td>
<td>Auburn University</td>
<td>2012-13</td>
</tr>
<tr>
<td>Mark Gooden</td>
<td>University of Texas at Austin</td>
<td>2013-14</td>
</tr>
</tbody>
</table>
Urban Scholars Programs (Ph.D., Ed.D., Ed.S.)

Preparing Transformative Change Agents for the communities we are called to serve.

Transforming Urban Schools One Leader at a Time

Web: www.louisville.edu/education
Twitter: @UofL_EdLeader
Google+: +UofL_EdLeader
076. Latino Research SIG
Meeting
7:00 to 7:50 am
Washington Hilton: Columbia 1
Chair:
  Monica Byrne-Jimenez, Hofstra University
Participants:
  Frank Hernandez, University of Texas Permian Basin
  Elizabeth T. Murakami, Texas A&M University-San Antonio
  Gloria M. Rodriguez, University of California, Davis
  Vonzell Agosto, University of South Florida
  Israel Aguilar, Texas A&M University-Corpus Christi
  Hilario Lomeli, Jr., Pennsylvania State University
  Leslie D. Gonzales, University of Texas at El Paso
  Gerardo R. Lopez, Loyola University-New Orleans
  Jesse Perez Mendez, Oklahoma State University
  Fernando Valle, Texas Tech University
  Claudia Cervantes-Soon, University of North Carolina at Chapel Hill
  Maria Avalos, University of Texas of the Permian Basin
  Juan Manual Nino, University of Texas at San Antonio

077. UCEA Center for Educational Leadership and Social Justice
Meeting
7:00 to 7:50 am
Washington Hilton: Columbia 10
Chair:
  Gretchen Givens Generett, Duquesne University

078. UCEA Center for the Advanced Study of Technology Leadership in Education (CASTLE)
Meeting
7:00 to 7:50 am
Washington Hilton: Columbia 11
Chair:
  Justin Bathon, University of Kentucky

079. UCEA Review Editorial Team Meeting
Meeting
7:00 to 7:50 am
Washington Hilton: Columbia 12
Chair:
  Liz Hollingworth, University of Iowa
Participants:
  Michelle D. Young, UCEA
  April L. Peters-Hawkins, University of Georgia
  Mariela A. Rodriguez, University of Texas at San Antonio
  Lisa Bass, North Carolina State University
  Kristin Shawn Huggins, Washington State University
  William Kyle Ingle, University of Louisville
  Hans W. Klar, Clemson University
  Juan Manual Nino, University of Texas at San Antonio
080. Career Issues for Emerging Leaders in Education: Chairs, Associate Deans, and Chairs
Meeting
7:00 to 7:50 am
Washington Hilton: Columbia 2
Endings and beginnings – with emptiness, doubt, and valleys of despair in between – shape the transition periods in academic leaders’ lives. One of the most glaring shortcomings in higher education is the scarcity of sound research on the training and transition of leaders. This session will help illuminate the little acknowledged paths academic leaders take during their transitions to and from the chair, dean, and associate dean positions. The presenters will share their research on leadership transitions and guide for chairs, deans, and associate dean participants to engage in table conversations to explore their personal and professional transition challenges.
Chairs:
- Walter Gmelch, University of San Francisco
- Kelly Anne Ward, Washington State University

081. UCEA Center for the Study of Leadership and Ethics
Meeting
7:00 to 7:50 am
Washington Hilton: Columbia 3
Chair:
- Paul Begley, Nipissing University

082. UCEA Program Center for the Study of the Superintendency & District Governance: Findings from an International Governance Study
Meeting
7:00 to 7:50 am
Washington Hilton: Columbia 4
The UCEA Center for Research on the Superintendency and District Governance will host a meeting that will include an overview of the past year’s accomplishments, updates on existing projects; including the findings from the Center’s international governance study, and information on future projects and events. The session will invites the Center’s national advisory board but is open to all interested colleagues. All participants will be asked to provide input and suggestions for current and future Center activities and projects.
Chair:
- Meredith L. Mountford, Florida Atlantic University

083. Supervision and Instructional Leadership SIG
Meeting
7:00 to 7:50 am
Washington Hilton: Columbia 9
Chair:
- Steve Gordon, Texas State University
Participants:
- Ann Sundstrom Allen, Western Carolina University
- Kay Brocato, Mississippi State University
- Kim Kappler Hewitt, University of North Carolina at Greenboro
- Wafa Hozien, Virginia State University
- Kathleen Topolka Jorissen, Western Carolina University
- Ian Mette, University of Arkansas
- Martha N. Ovando, University of Texas at Austin

084. Gay Straight Alliance
Meeting
7:00 to 7:50 am
Washington Hilton: Holmead
Chair:
James William Koschoreck, Northern Kentucky University

**085. UCEA Center for Leadership in Law and Education**

Special Session
7:00 to 7:50 am
Washington Hilton: Independence
Chair:
Patricia F. First, Clemson University

Participants:
- David Alexander, Virginia Tech University
- Thomas Alsby, Seattle Pacific University
- James Berry, Eastern Michigan University
- Curtis A. Brewer, University of Texas at San Antonio
- Nelda Cambron-McCabe, Miami University
- Barbara M. De Luca, University of Dayton
- Suzanne Elizabeth Eckes, Indiana University
- Patricia A.L. Ehrensal, The George Washington University
- Fenwick Walter English, University of North Carolina at Chapel Hill
- Richard Fossey, University of North Texas
- Robert C. Knoeppel, Clemson University
- Martha M. McCarthy, Loyola Marymount University
- Anthony H. Normore, California State University, Dominguez Hill
- Rosemary Papa, Northern Arizona University
- James Satterfield, Clemson University
- Jacqueline Stefkovich, Pennsylvania State University
- Jennifer Sughrue, Southeastern Louisiana University
- Mario Sergio Torres, Texas A&M University
- Julie Underwood, University of Wisconsin
- Deborah Verstegan, University of Nevada, Reno
- R. Craig Wood, University of Florida
- Michelle D. Young, UCEA
- Perry A. Zirkel, Lehigh University
- Chinasa Elue, Kent State University
- Matthew R. Della Sala, Purdue University
- Steve Permuth, University of South Florida
- James E. Vines, Clemson University
- Nathan Roberts, University of Louisiana at Lafayette

**086. Leadership for Social Justice SIG**

Meeting
7:00 to 7:50 am
Washington Hilton: Jay
Chair:
Judy Alston, Ashland University

**087. Educating for Racial Identity Awareness in Leadership Preparation**

Critical Conversation Roundtables
8:00 to 9:15 am
Washington Hilton: Albright

The purpose of this roundtable discussion is to explore the topic of how we view ourselves in educational leadership vis-à-vis preparation programs. Participants will have the chance to
conceive of educational leadership preparation as a critical self-reflective process in which leaders can “unlearn/reconceive and transform self and organizations” (Agans & Korach, 2012, p. 227). Educating for racial identity awareness will be approached in relation to topics of identity development, civic callings, and platforms for activism.

Chair:
Carol A. Mullen, Virginia Tech

088. Celebrating 50 Years as the Premier Journal in Educational Leadership: Recent Editors Discuss Where EAQ Has Been and Where it Is Going

Special Session
8:00 to 9:15 am
Washington Hilton: Columbia 1

In this session current and former EAQ editors will discuss and celebrate the legacy of the Educational Administration Quarterly, identify significant contributions and themes in the research over time, and highlight the directions in which the journal and field of research should next move.

Chair:
Casey Cobb, University of Connecticut

Participants:
Jane Clark Lindle, Clemson University
Diana G. Pounder, University of Central Arkansas
Linda Skrla, Texas A&M University
Terah Venzant Chambers, Michigan State University

089. Building Leadership Capacity for Social Justice

Paper Session
8:00 to 9:15 am
Washington Hilton: Columbia 10

Participants:
How Urban School Leader Graduates from Exemplary Preparation Programs Describe Themselves as Social Justice Leaders. Meagan Sumbera, Texas A&M University; Barbara Pazey, University of Texas at Austin

With increasing demand for school accountability following the NCLB Act of 2001, school leaders have a greater responsibility to students regardless of their race/ethnicity, gender, sexual orientation, poverty, language, or ability than ever before. The purpose of this study was to explore how six school leaders who received training at an exemplary principal preparation program made sense of inclusive education policy in order to ensure that all children achieve positive learning and academic outcomes.

School Leaders’ Requested Supports: Pressing Needs for Sustaining and Improving Developmentally Oriented Leadership. Ellie Drago-Severson, Teachers College, Columbia University; Jessica Blum-DeStefano, Teachers College, Columbia University

Given the mounting adaptive challenges in education and the pressing need for school leaders to help adults meet new demands, this paper describes longitudinal research investigating how a university-based leadership preparation course about leadership for adult development influenced graduates’ practice 5-7 years later. Drawing from in-depth interviews, it describes the supports graduates felt would help them support adult growth even more effectively as educational leaders. The paper concludes with implications for schools, districts, and policy.

Telling and Eliciting Stories to Promote a Culture of Learning, Improvement and Community. Barry Aidman, Texas State University; Tanya Alyson Long, Texas State University

Educational leaders work in complex environments with people who have diverse backgrounds, interests, and goals. Stories have the potential to help people connect, develop genuine understanding, and unite around common purposes (Fisher, 1984). This paper describes how change stories were assigned, created, and shared in three graduate classes focused on educational leadership. Findings indicate that students found the assignment beneficial both personally and professionally and were motivated to extend their learning in additional contexts.
The Assessment of Educational Leadership Candidates Capacity to Work with ELL Students. Tiffany Wright, Millersville University; Cheryl Desmond, Millersville University

Principal candidates need to and do examine and underpin civil rights and racial justice in schools in our cohort-based program designed with social justice as a core component. We require each candidate to complete a day-long, diagnostic assessment after the first course, and this paper will focus on the descriptive analysis of one of these scenarios, as the candidate responds in compliance with Title III to the needs of an ELL student with her family.

Chair:
William C. Frick, University of Oklahoma

090. PK-12 School Leadership and International Perspectives

FIRESIDE CHATS

Angela Valenzuela  
Session 091  Friday  8:00 to 9:15 am  Columbia 12

Darleen Opfer  
Session 200  Saturday  9:25 to 10:40 am  Columbia 4

Graduate students and faculty are invited to join select UCEA speakers for fireside chats, which offer the opportunity for students and others to interact and gain insight into their work on urban education reform and educational policy in achieving equitable outcomes for historically disadvantaged students.

Paper Session  
8:00 to 9:15 am  
Washington Hilton: Columbia 11

Participants:
Building Hope Through a School in Ciudad Juarez: A Qualitative Case Study. David DeMatthews, University of Texas at El Paso; D. Brent Edwards, University of Tokyo

This paper presents a qualitative case study of one private nondenominational Christian school located in a squatter’s neighborhood in Ciudad Juarez, Mexico. Data collection began in January 2014 and will continue through June 2015. Data collection consists of interviews, observations, and document reviews.

Exploring the Characteristics of Systems School Leadership. Chen Schechter, Bar-Ilan University; Haim Shaked, Bar-Ilan University

This study explored the characteristics of school leadership where principals lead schools through the systems-thinking concept and procedures. This study used qualitative methodology, focusing on (a) prospective principals in a principal-preparation program, (b) novice principals in their 1st year on the job, and (3) outstanding principals. Data analysis yielded four main characteristics of systems-school leadership: (a) leading wholes, (b) adopting a multidimensional view, (c) influencing indirectly, and (d) evaluating significance.

Political, Cultural and Moral Leadership: A Framework for Rethinking Preparation and Practice From a Global Perspective. Jeffrey S. Brooks, University of Idaho; Anthony H. Normore, California State University, Dominguez Hill

We argue that the preparation and practice of educational leadership must be rethought in order to ensure an excellent and equitable education in 21st century schools. We explore how the concept of globalization can help educational leaders’ pedagogy and practice be more

FRIDAY

Graduate students and faculty are invited to join select UCEA speakers for fireside chats, which offer the opportunity for students and others to interact and gain insight into their work on urban education reform and educational policy in achieving equitable outcomes for historically disadvantaged students.
relevant and influential. Specifically, we consider how globalization might inform the way we think about educational leadership in relation to three specific domains of practice: political leadership, cultural leadership, and moral leadership.

Teacher Collaboration in International Contexts: Does Transformational Leadership Play a Role? Madhur Chandra, Michigan State University

This analysis focuses on the interrelationships between transformational leadership, teacher collaboration, and teacher satisfaction in five OECD countries. Results indicate a predominantly positive association between factors measuring transformational leadership and individual measures of collaboration pertaining to classroom teaching and learning. Additionally, I find that in all five countries there is a strong positive association between the index of teacher collaboration and teachers’ job satisfaction.

Chair: John C. Daresh, University of Texas at El Paso

091. Fireside Chat with Angela Valenzuela
Special Session
8:00 to 9:15 am
Washington Hilton: Columbia 12
Please join 2014 Keynote Angela Valenzuela for a fireside chat that offers graduate students and other interested parties to interact and gain insight into her work on urban education reform and minority youth.

Chair: Angel Nash, University of Virginia

092. Adult Development, Social Capital, Distributed Leadership, and Coaching in 21st Century Professional Learning Environments

**HE Critical Conversation Roundtables**
8:00 to 9:15 am
Washington Hilton: Columbia 2
This session will consider from multiple perspectives the shortcomings of professional learning experiences and environments for educators and consider how technology might afford different learning environment designs and features that overcome typical barriers. Scholars in adult development, social capital and professional community, distributed leadership, coaching and trust, and technology leadership will offer guidance for criteria to examine existing technology-supported adult learning environments as well as for design guidelines for what might be created in the future.

Chair: Sara L. Dexter, University of Virginia

093. Senior Scholars, Retirees and Emeritus Professors in Action

**Meeting**
8:00 to 9:15 am
Washington Hilton: Columbia 3
This conversation proposes discussion about how retired women professors expand their service beyond traditional educational leadership communities. This session will advance dialogue among retired multi-generational professors highlighting groundbreaking nontraditional experiences: crossing gender lines, breaking racial barriers, entering nontraditional leadership roles, and conducting landmark research. All moved the academy in different ways. Discussion will identify audience feedback concerning retirement. It is significant to uncover retirement reasons and how faculty continue contributions beyond retirement.

Chair: Maria Luisa Gonzalez, University of Texas at El Paso
094. AERA Divisions A & L Graduate Student Breakfast - Publish and “Live”: Taking the Fear out of Publishing

Special Session
8:00 to 9:15 am
Washington Hilton: Columbia 4

Because graduate students are often reminded of the incessant need to publish and because such reminders may lack a clear articulation of when or how to begin, this particular session will provide beginning and mid-career doctoral students a space to engage in rich discourse with established scholars as well as emergent scholars regarding the “how tos” of (a) developing a research agenda, (b) publishing as a student, and (c) publishing as junior faculty. Secondly, we hope to take the fear out of the “Publish or Perish” maxim for future scholars.

Chairs:
- Kate Rollert, Michigan State University
- Nadine Hylton, University of Rochester
- Brandolyn Jones, Sam Houston State University
- Priya Goel La Londe, University of Illinois Urbana-Champaign

Participants:
- Anthony J. Onwuegbuzie, Sam Houston State University
- Alex J. Bowers, Teachers College, Columbia University
- Sarah Diem, University of Missouri
- Sheneka M. Williams, University of Georgia
- T. Jameson Brewer, University of Illinois Urbana-Champaign
- LaNysha J. Adams, University of New Mexico

095. How Educational Institutions Support Teacher Retention

Paper Session
8:00 to 9:15 am
Washington Hilton: Columbia 6

Participants:
Keeping Teachers in Schools: An Institutional Perspective on Job Embeddedness in Education. Aaron Butler, Indiana University

Teacher attrition continues to be a concern for policymakers and school administrators. While researchers have examined personal and organizational characteristics that influence teacher attrition far less effort has gone into understanding how institutional pressures contribute to teacher attrition. This paper applies an institutional framework to job embeddedness as a means to extend the construct and gain new insights on the forces that influence teachers’ decisions to quit. Implications and directions for future research are discussed.

Teacher Turnover in Texas by Pathway to Certification. Jing Liu, Pennsylvania State University; Ed Fuller, Pennsylvania State University / UCEA

This study is to investigate the attrition rates of beginning teachers in Texas public schools by route to certification after controlling for both the personal characteristics of teachers and the characteristics of schools employing the beginning teachers. The results from the propensity score matching and school-fixed effects analyses both revealed that alternative certification program teachers were more likely to leave their school and leave the profession than teachers from traditional preparation programs after the 1st year of employment.

Teachers Unions, Collective Bargaining, and Teacher Dismissal. Richard Blissett, Vanderbilt University

This study examines the relationship between unionization, collective bargaining, and patterns of teacher dismissal. The Schools and Staffing Survey was combined with the Teacher Rules, Roles, and Rights dataset to explore the relationship between district collective bargaining and the dismissal of teachers for performance reasons. I find no support for the popular claim that participation in collective bargaining is associated with reduced incidence of dismissal. There is little evidence that contract provisions mediate this relationship.

Paper Session
8:00 to 9:15 am
Washington Hilton: Columbia 8

Participants:

Enacting Instructional Leadership: How Elementary School Principals Engage Teachers in Instructional Improvement. Nitya Venkateswaran, University of Washington

Policymakers call for principals to drive instructional improvement in ways that shift the principal role to one of instructional leader. While research suggests instructional leaders influence student achievement, it shines little light on how principals engage in these activities. Using discourse analysis, I find that two principals’ implemented similar activities but varied in their approach. Concepts from learning theory allow me to explain how these variations in principal-teacher interactions might matter to teacher learning.

Latino Doctoral Students’ Experiences with Political Agency at Their Places of Employment in Public Education. Patricia A. Rocha, Texas State University; Yvette Cantu, Texas State University

This proposal highlights a qualitative pilot case study that focused on Latino doctoral students’ experiences with political agency at their places of employment with public education. The study employed Social constructivism as its theoretical framework and employed pláticas as a method for data collection. The initial findings highlight experiences of the development of critical consciousness and experiences of tension when acting on inequities at their public education work settings.

Using Critical Reflections in Teaching: Preparing School Leaders to Dispel Deficit Thinking. April L. Peters-Hawkins, University of Georgia; Latish C. Reed, University of Wisconsin-Milwaukee

Often, educators are reluctant to acknowledge deficit thinking about students with whom they work. Deficit thinking occurs when educators center challenges in student achievement on the students, their families, or their communities. This paper utilizes action research and critical self-reflection to prepare current and aspiring leaders to interrogate equity and diversity challenges in their schools. The purpose is to support the development of culturally competent, socially just, advocate leaders for all students.

Chair:
Jessica Rigby, University of Washington

097. Educational Reform and Planning for Equity

Paper Session
8:00 to 9:15 am
Washington Hilton: Columbia 9

Participants:

A Critical Analysis of the Racial Justice Implications of P-16 Initiatives in Texas. Stefani Leigh Thachik, Virginia Commonwealth University; Katherine Cumings Mansfield, Virginia Commonwealth University

This paper investigates how race/ethnicity is addressed (or not) in P-16 initiatives in Texas. Findings indicate that while these reforms aim to increase educational access and achievement for people of color, they fall short of addressing systemic inequities. Using Texas as a case study illuminates the ways the growing number of P-16 councils throughout the US might adapt and improve policy development and implementation to more adequately address educational inequities; especially, disparities across racial groups.

An Alternative Curriculum Process for Exclusionary Discipline. Andrew David Bratspis, University of South Florida

This paper presents current issues with policies in exclusionary discipline that are the underpinnings of the hegemonic practices that are extant in education and society. Utilizing the framework of Joseph Schwab’s curriculum theory, I propose the building of individualized curriculum to provide support for students. I explore ways to reduce the egregious number of punitive discipline incidents that plague education by constructing a curriculum and support system to assist students.
Principals’ Data-Driven Practice and its Influences on Teacher Buy-in and Student Achievement. 
Sun Young Yoon, University of Wisconsin-Madison 
This study investigates (a) how principals’ data-driven practices vary by principals and school backgrounds and how that changes over time, and (b) whether principals’ data-driven practices influence teacher buy-in and student outcomes. This study employs hierarchical linear modeling to test the research questions. Data from the Study of Instructional Improvement are analyzed to understand impacts of comprehensive school reforms on teacher practices and student learning in high-poverty elementary schools.

Quality Education as a Right: Using Data to Improve Learning for Students Experiencing Generational Poverty. Kim Kappler Hewitt, University of North Carolina at Greensboro; Holly Downs, University of North Carolina at Greensboro
Too often, students of poverty experience inadequate education. This paper tells the story of Springer Elementary School, an award-winning school with an 82% free/reduced-price lunch rate. Once near corrective action, Springer has leveraged data use as a reform strategy to increase student learning. Identified as a data exemplar school by a backward mapping process, Springer provides insights to inform equity-minded leadership and policy so that all students can access a high-quality education.

Chair:
Leslie Hazle Bussey, Georgia Leadership Institute for School Improvement

098. Principals’ Use of Teacher Effectiveness Data for Talent Management Decisions
Symposium
8:00 to 9:15 am
Washington Hilton: Holmead
There is growing recognition that schools need to be more strategic in how they manage their primary resource—teachers. In this symposium, we examine the ways in which principals access and use teacher effectiveness measures to make teacher talent management decisions, key barriers school leaders face in using these data for talent management decision making, and how central and home offices can support principals in this work.

Chairs:
Ellen Goldring, Vanderbilt University
Timothy Drake, Vanderbilt University

Participants:
Marisa Cannata, Vanderbilt University
Christine Neumerski, Vanderbilt University

099. Integrating the Student Experience into School Planning
Paper Session
8:00 to 9:15 am
Washington Hilton: Independence
Participants:
A Pilot Test of Culturally Engaging Instruction. Susan E. McLaughlin-Jones, Fayette County Public Schools/University of Kentucky
Culturally engaging instruction, a culturally competent innovation for closing the achievement gap, was used to prepare 58 juniors at a large, urban, high school for state-required college entrance exams. African American students on the teacher’s roster showed significant growth above peers taking the same course with another teacher. This pilot study indicates traditional strategies fail to address instructional obstacles confronted by African American students which are effectively and efficiently mitigated by culturally engaging instruction.

Re-Examining Latina/o Engagement at a Texas High School: Is There Evidence of Racial Injustice? Kristy Susan Cooper, Michigan State University; Andrew Miness, Michigan State University; Elizabeth Gil, Michigan State University; Dion Ginanto, Michigan State University; Ramon Griffin, Michigan State University; James S. Wright, Michigan State University
In this study, we use Latina/Latino critical race theory to re-analyze survey and interview data
from earlier research in which we consistently found Latina/o students to have less positive overall experiences than their classmates of other racial and ethnic groups at one Texas high school. In particular, we sought to identify evidence of possible racial injustice in interviews with students and educators that might explain the less positive experiences of these Latina/o students.

Student Voices on High School Mathematics Teaching and Learning: Implications for Equity. Elizabeth A. Crane, Eastern Kentucky University

The national trend in mathematics achievement has not significantly changed from 1973 through 2012 (National Center for Educational Statistics, 2014). Mathematics has long served as a gatekeeper for college admission (Aughinbaugh, 2012; Buckley, 2010). This qualitative study explores participant descriptions of effective math instruction that supports the current literature regarding effective math instruction; however, continued high school mathematics achievement in the United States fails to improve.

The Equity of the Resources in High School Students’ Math Courses. Rebecca Wolf, University of Maryland

Math courses are particularly important for high school students. Using student-level data, the study analyzes the equity of the within-school allocation of a number of resources in students’ math courses–teacher experience/certification/education, advanced curricula, class sizes, time, and social capital. The study may help school and district leaders better understand how resources are allocated to individual students and also how to reduce inequities in student-level resources.

Chair:
Wafa Hozien, Virginia State University

100. Social Justice in a University/School District Collaborative Partnership: Giving Voice to a Need

Critical Conversation Roundtables
8:00 to 9:15 am
Washington Hilton: Jay

This presentation focuses on how a university and a school district in metro Washington, DC forged a partnership to prepare educational leaders through a graduate program that has embedded social justice as a theme incorporated across its course scheme. The session will speak to the benefits of university-district partnerships, strengthening of the university curriculum to focus on topics/themes relevant to the school district context and that build the potential for mutual growth and better communication.

Chair:
Dawn Williams, Howard University
Participants:
Pamela Shetley, Prince George’s County Public Schools
Zollie Stevenson, Jr., Howard University
Charity Magruder, Prince George’s County Public Schools/Howard University
Phyllis Gillens, Prince George’s County Public Schools/Howard University
Cristobal Rodriguez, New Mexico State University

101. 60 Years After Brown v. Board of Education: The Discipline Gap Continues

Ignite Session
8:00 to 9:15 am
Washington Hilton: Kalorama

In the context of the 60th anniversary of Brown v. Board of Education, the proposed interactive and highly engaging session discusses disciplinary outcomes of African American children and youth in prekindergarten to Grade 12 settings. That decision was the perceived harbinger of educational equality. The proposed session centers on the discipline gap that spanned six decades and reports research findings of adolescents who received multiple suspensions, and demonstrates strategies for more equitable discipline.

Participant:
Sixty Years After Brown: The Discipline Gap Continues for African American Learners. Brenda L. Walker,
UCEA established an aim of supporting social justice efforts within its first two decades. Jack Culbertson indicated that 40 years ago UCEA's development of an information exchange project with three HBCUs (Historically Black College or University) raised the organization's awareness of human inequities in the field and provided a base for more far-reaching efforts. Incidentally, one of those institutions was Howard University, a current UCEA member institution located in Washington D.C., the host site of this year's convention. While in 1974, UCEA raised awareness and considered issues of “confronting human inequities” important to its work within its first two decades of existence, those issues were arguably not central. Should those equity issues have been central to UCEA's work then, and should they be now? Recent UCEA organizational efforts to address inequities have become more substantial, especially in the last 14 years. Members have largely embraced collective efforts under a general focus on social justice. Importantly, the focus of this year's theme of Righting Civil Wrongs: Education for Racial Justice and Human Rights continues what might be understood as a new or renewed trajectory toward purposely confronting inequities. The aim of this keynote is to seek deeper understandings of persistent challenges in educational leadership and to explore how the UCEA community can use its collective strength in research, policy, and practice to center and advance equity in schools.
of those institutions was Howard University, a current UCEA member institution located in Washington DC. While in 1974, UCEA raised awareness and considered issues of “confronting human inequities” important to its work within its first two decades of existence, those issues were arguably not central. Should those equity issues have been central to UCEA’s work then, and should they be now? Recent UCEA organizational efforts to address inequities have become more substantial, especially in the last 14 years. Members have largely embraced collective efforts under a general focus on social justice. Importantly, the focus of this year’s theme of Righting Civil Wrongs: Education for Racial Justice and Human Rights continues what might be understood as a new or renewed trajectory toward purposely confronting inequities. The aim of this keynote is to seek deeper understandings of persistent challenges in educational leadership and to explore how the UCEA community can use its collective strength in research, policy, and practice to center and advance equity in schools.

Emcee:  
Cynthia Reed, Northern Kentucky University
Welcome and Introductions:  
Noelle Witherspoon Arnold, University of Missouri-Columbia


Critical Conversation Roundtables  
10:50 to 12:05 pm
Washington Hilton: Albright

The purpose of this Critical Conversation Roundtable is to share and discuss survey and interview results from Montana and Western North Dakota, and questions centered on how culturally responsive and sustaining instructional leadership can facilitate social justice in schools serving American Indian communities and Alaskan Native villages.

Chair:  
William G. Ruff, Montana State University
Participants:  
Michael Marie Munson, Montana State University  
Brad Hall, Montana State University / Blackfeet Community College  
Theodora Weatherwax, Montana State University / Browning Public Schools  
Carolyn Rusche, Montana State University / Billings Public Schools  
Kara Four Bear, Montana State University  
Calli Nicholson, Montana State University / Billings Public Schools

104. Role-Alike Session for Sitting and Aspiring Deans

Meeting  
10:50 to 12:05 pm
Washington Hilton: Columbia 1

Today’s colleges and schools of education are facing increasing demands and challenges, particularly regarding the quality and relevance of leadership and teacher preparation programs. Deans, along with faculty and other institutional leaders, must address these challenges and demands while simultaneously developing the leadership capacity of their organizations, overseeing academics and accountability, developing personnel, addressing human resource management and budget issues, and engaging in development activities and public relations. This session is an opportunity to learn from each other, discuss issues of common interest about leadership in higher education settings and continue an ongoing dialogue within UCEA and beyond about how leadership in higher education should and could be engaging with today’s political, economic, and market influences.

Chair:  
Cynthia Reed, Northern Kentucky University
Participants:  
Olga Welch, Duquesne University  
Gregg Garn, University of Oklahoma
105. Frameworks and Interventions to Improve Student Achievement
Paper Session
10:50 to 12:05 pm
Washington Hilton: Columbia 10
Participants:
Closing the Achievement Gap Through Social Programming, Andrea Guice, Bowling Green State University
This analysis focuses on the efforts and outcomes of an urban K-12 district’s Closing the Achievement Gap initiative. The initiative is an onsite mentoring program that directly and intentionally addresses the social aspects of schooling. The results of this mixed methods analysis highlight the significance of race, culture, and relationships and examine the correlation between program participation and overall school success.
Demystifying the Effect of Instructional Changes on Students’ Achievement. Se Woong Lee, University of Wisconsin-Madison; Sookweon Min, University of Wisconsin-Madison
This study investigates the relationship between instructional changes and students’ academic growth at the early stage of comprehensive school reform (CSR) programs. This study also examines whether the relationship between instructional changes and student outcome differs by CSR programs as well as by the years of the program implementation.
Opportunities and Barriers to Innovative Change Among Priority Schools in a Southern State. Denise Tobin Airola, University of Arkansas; Karee E. Dunn, University of Arkansas; Ed Bengtson, University of Arkansas; Jeffery Dean, University of Arkansas; Jackie Micheletto, University of Arkansas
This study was a collaboration among Priority Schools, researchers, and state education agency leaders in one southern state. Its purpose was to impact change by connecting research, policy, and practice. Teachers and leaders from Priority Schools participated in focus groups to discuss opportunities for and barriers to innovative change. Emergent themes included common threat rigidity responses that may be understood in the context of self-determination theory. The findings may inform SEA’s efforts in providing support.
This essay proposes the use of techniques from mixed-methods legitimation research to assess the validity of explanations for the achievement gap. I argue scholars drawing upon qualitative and quantitative evidence, and interpreting that evidence within complex policy spaces, ought to remain accountable to standards utilized to evaluate other research inferences. Applying this framework to the “poverty explanation” of the achievement gap shows an underemphasis on qualitative research and an overreliance on inference from correlation.
Chair:
Ardella Dailey, California State University, East Bay

106. Understanding the Importance of Supportive Networks for Special Education Populations
Paper Session
10:50 to 12:05 pm
Washington Hilton: Columbia 11
Participants:
Disproportionality in Restrictive Educational Placements: One State’s 5-Year Trend. Karen Ramlackhan, University of South Florida
This paper focuses on the disproportionality of children of color within restrictive educational placements. An analysis of one state’s data from 2008-2012 for children with disabilities ages
6-21, reported the risk and risk ratio of particular racial/ethnic groups within different environments. Findings indicate a trend that Black and Hispanic children are educated in more restrictive environments than White children. Black children are overrepresented in restrictive placements compared to all other children with disabilities.

Do Weighted Lotteries Equal Better Support for Special Education Students? Lolita A. Tabron, Texas A&M University; Meghan Hokom, Texas A&M University; Lixia Qin, Texas A&M University

Select charter school enrollment policies cater to advantaged students and thus reduce the opportunity of access for the targeted underserved population. The focus of this policy analysis examines whether or not the U.S. Department of Education’s amendment to the Federal Charter School Policy Fund allowing weighted lotteries could positively impact the number of special education students served in charter schools. Lessons from the use of weighted lotteries in New York City charters inform the analysis.

Influences of School Leaders on Culturally Diverse Student Populations in Four Schools for the Deaf. Catherine Ann O’Brien, Gallaudet University; Julie Tibbitt, Gallaudet University

This paper documents the relationship between Deaf culture, multicultural deaf students and parents, and leadership practices in four schools for the Deaf. The study (a) sheds light on what can be learned about Deaf multicultural students, (b) focuses on how parents from minority cultures with Deaf children address the multicultural aspect of their relationship with schools for the Deaf, and (c) documents specific pedagogical and leadership practices in schools for the Deaf.

Understanding Perceptions of Mexican American Parents of Students Classified Emotionally Disturbed: Implications for School Leadership. Zina L. Gonzales, University of Texas at Austin; Martha N. Ovando, University of Texas at Austin

Although parents are afforded rights in the special education of their children, parent participation is often difficult to achieve. This is particularly true of culturally diverse parents. To promote participation, school leaders must strive to better understand parent perceptions of their role in special education. The purpose of this study was to examine perceptions of Mexican American parents of elementary children classified as emotionally disturbed associated with their children’s disability, rights, roles, and advocacy actions.

Chair:
Rebecca Wolf, University of Maryland

107. Perspectives on Critical Policy Analysis and Policy Design

Paper Session
10:50 to 12:05 pm
Washington Hilton: Columbia 12

Participants:

Policy Design and the Improvement of Instruction. Michael S. Knapp, University of Washington

This paper presents a conceptual argument about the design of instructional policy, rooted in recent case study research on district instructional reform and relevant theories regarding dynamics of organizational and educational change. Assuming that policy designs matter and their quality can offer important partial explanations for policy success or failure, the paper identifies reference points for improving policy designs and enhancing their prospects for success in the renewal of teaching and learning.

Read to Achieve: A Critical Policy Analysis. Allison Rose Socol, University of North Carolina at Chapel Hill

The Read to Achieve Program was passed by the North Carolina General Assembly in 2011. The policy seeks to ensure that every student can read on level by the end of third grade. The purpose of this paper is to engage in a critical analysis of the language in Read to Achieve. Specifically, this paper examines how Read to Achieve acknowledges race and class and addresses the roles of racism and classism.

Studying Institutional Logics: Drawing on Neo-Institutional Theory to Advance Critical Policy Analysis. Brendan David Maxcy, Indiana University Purdue University Indianapolis; Rodney S. Whiteman, Indiana University; Samantha M. Paredes Scribner, Indiana University-Indianapolis

The proposed paper draws on emerging work in neo-institutional theory (NIT)—namely work on
institutional logics—to guide critical policy analysis (CPA). We explore how NIT can be utilized in CPA with illustrations in school responses to marketization and development of the school-to-prison pipeline. Uncovering the ways institutional logics are invoked, applied and maintained, we explore how injustice and civil wrongs can be recreated through schooling.

Chair:
Barry Kamrath, University of Tennessee at Chattanooga

108. Demystifying the Academic Job Search: Tips and Resources for Those Considering the Professoriate

Special Session
10:50 am to 12:05 pm
Washington Hilton: Columbia 2

Are you interested in being a faculty member? Do you wish you had better insights into how the academic job search process works? Do you want practical tips and resources to help you be a better candidate? This session is for you! Please check out the UCEA Job Search Handbook before you arrive: www.ucea.org/job-search-handbook

Chair:
John Beuhring Nash, University of Kentucky

Participants:
Madeline Mavrogordato, Michigan State University
Nick J. Sayers, Georgia State University


Symposium
10:50 to 12:05 pm
Washington Hilton: Columbia 3

In this session, members of The Wallace Foundation’s Training Provider - Principal Graduate Professional Learning Community will share lessons learned from an interim report of their work, prepared by University of Washington, Bothel. Presenters represent a variety of training providers, including universities, districts, and alternative providers, bringing both nontraditional and traditional practices and experiences to the table for discussion. Among the highlights, presenters will share short vignettes of their experiences working with graduates from their programs, who are currently serving as principals, to better understand school leadership challenges and the implications for training.

Chair:
Michael Johanek, University of Pennsylvania

Participants:
Cheryl Lynn King, Education Development Center
Bradley Portin, University of Washington, Bothell
Susan Korach, University of Denver
Mary Martin, Winthrop University

110. Graduate Student Ignite Session: Fresh Approaches to Examining Policy Across Contexts

Special Session
10:50 to 12:05 pm
Washington Hilton: Columbia 4

Ignite sessions offer opportunities for in-depth dialogue on topics critical to educational leadership. Presentations will be short and focused on a single message about some aspect of the work, selected by the presenter. In this session, presentations and discussion will center around examining policy across varying contexts.

Participants:
Major Changes to Secondary Vocational Policy, but What About Changes to Outcomes? Samantha Viano, Vanderbilt University

Over the past 25 years, the national policy on secondary vocational education has gone under drastic change from a strict dual system separating academics and vocational coursework to full support for integration. As the name has changed from vocational education to career and technical education, have the outcomes for students in these vocational courses changed? Looking at two national longitudinal surveys, I find that some outcomes, like education attainment, have improved while others have worsened.

Does How Students Are Assigned to Classrooms Matter? An Examination of Relative Achievement Levels in Tracked and Untracked Classrooms. Christine M Fierro, University of North Carolina at Chapel Hill

Even with the controversial history of tracking students by ability and its possible differential, socially reproductive relationship with student achievement, tracking remains commonplace in public secondary schools. To continue working toward social justice and equity, it is important to scrutinize the relationships between student-to-classroom assignment practices and achievement outcomes. This quantitative study examines student reading achievement over consecutive middle grades years. Students were tracked the 1st year and heterogeneously grouped for instruction the 2nd year.


While school violence decreased nationwide following zero tolerance policies (Kafka 2011), recent incidents in Chicago and Newtown, Connecticut make it difficult—rhetorically and pragmatically—to disparage the need for strong security measures in schools. The language of the new Guidance Package must carefully reconcile the notion of “safety” from harm with the need to provide equitable and “supportive” discipline.

Vincent Who: How Far Do Equity and Civil Rights Serve the Asian Americans in P-20 Education? Wei-Ling Sun, University of Texas at Austin

This paper critically examines the formation of the term “model minority,” to what extent the term is itself a manifestation of racist discourse in the U.S. since the 1960s, as well as the new research direction of Asian Americans in education in the colorblindness era.

Case Study on Sharpstown High School Reform —From the Frontline Dropout Nation Program. Rui Yan, University of Utah

This case study analyzes a school reform at Sharpstown high school in Houston School District, focusing on preventing students from dropping out of schools. From the perspectives of organizational theories, distributed leadership theory and the service delivery model, I will explore strategies that could effectively and efficiently prevent students from dropping out of school and obtain more support from the school system.

111. Twitter School for Educational Leadership Scholars

Special Session
10:50 to 12:05 pm
Washington Hilton: Columbia 5&7

Still don’t get Twitter? Or want to learn more? Most educational leadership scholars know that Twitter is a micro-blogging network of real-time posts that are limited to 140 characters of less, but few understand how they might benefit from Twitter. In this session, participants will have an opportunity to move from Twitter 101 to Advanced Tweeting. Specifically, session facilitators will help participants create a Twitter account, decide who to follow, and learn how to tweet and use hash tags. Additionally, participants will be introduced to a number of helpful Twitter tools, like TweetDeck, bit.ly, HootSuite, Slipstream and more! Be sure to bring your mobile device or laptop to this session, and we guarantee you will leave tweeting!

Chair:
Jonathan D. Becker, Virginia Commonwealth University

Participants:
112. Strategies for Teacher Development
Paper Session
10:50 to 12:05 pm
Washington Hilton: Columbia 6
Participants:
Building Teacher Peer Excellence Groups (TPEGs): Traction, Challenges, and Enabling School Conditions. Timothy Drake, Vanderbilt University; Xiu Cravens, Vanderbilt University; Ellen Goldring, Vanderbilt University; Patrick Schuermann, Vanderbilt University
This paper examines the implementation process and early results of a pilot professional development program that aims to improve the leadership capacity in developing and supporting highly functional communities of teaching practice. Specifically, this pilot program works with school principals to build TPEGs that are designed to transform valuable practitioner knowledge to the professional level by making teacher practice public, storing practitioner knowledge, and creating a mechanism for validation and improvement.

The Space Between: Instructional Coaches Negotiating School Improvement. Lyn Denise Crowell, Texas State University; Sarah W. Nelson, Texas State University
Working strategically in the space between teachers and leaders, instructional coaches can affect systemic school improvement. Given that the job description of instructional coaches is often ill-defined and coaches are given little training prior to filing the post, it is not clear how instructional coaches understand their role in school improvement efforts. Using in-depth interviewing, this study examines the perceptions of instructional coaches about their role, issues of self-positioning, and power within the educational system.

Veteran Teacher Commitment: Acknowledging the Investments. Jonathan Matthew Finch, Auburn University
The commitment of veteran teachers is vital to public schools because of veteran teachers’ ability to provide guidance to preservice, novice, and mid-career teachers. The current literature provides a great deal about the commitment of novice and mid-career teachers. Yet, there is little available information about veteran teacher commitment. This qualitative, interview-based study addresses this deficit by using veteran teacher descriptions to illuminate the nature of veteran teacher commitment.

Chair:
Paul V. Bredeson, University of Wisconsin-Madison

113. Teachers and Principals: Research on Critical Issues in School Leadership
Paper Session
10:50 to 12:05 pm
Washington Hilton: Columbia 8
Participants:
A Qualitative Exploration of Principal Observation and Feedback of Middle School Mathematics Teachers. Jessica Rigby, University of Washington; Adrian Larbi-Cherif, Vanderbilt University; Emily Kern, Vanderbilt University; Erin Henrick, Vanderbilt University
In this qualitative cross-case study, we examine the mechanisms through which four principals observe middle school mathematics classrooms and give teachers feedback. While this is a ubiquitous practice, there is little empirical evidence aimed at understanding either what high-quality practices look like, or what support principals need to enact these practices effectively. We found a variety of types of feedback and purposes for the routine, some of which may support improvement in inquiry-oriented mathematics instruction.

Accurate Job Previews and Position/Job Fit on Teacher Satisfaction: A Mediation Model. Christina
Teachers’ satisfaction with their jobs has reached the lowest point in 25 years (Markow et al., 2013). Focused on variables affecting teacher satisfaction, this study examines the relationship among accurate job preview, position and job fit, and job satisfaction among 729 Texas teachers using structural equation modeling. We found the relationship between accurate job preview and satisfaction with the campus was stronger than satisfaction with the profession. Additional results provided in the paper.

Leadership’s Role in Creating a Definition of Success for Freshmen of Color. Jason Salisbury, Iowa State University

This qualitative multiple case study of three urban high schools investigates the actions leaders engaged in to create definitions of success for ninth graders of color. Findings highlight three definitions that focused on credit attainment, growth on standardized assessments, or engaging in equitable learning opportunities. Definitions were contingent on the type of data leaders used to discuss student performance, the methods of support for students, and the space and/or time provided to staff to discuss learning.

Chair:
Angela Urick, University of Oklahoma

114. Breaking Down School Finance: Critical Analyses of Schooling Costs

Paper Session
10:50 to 12:05 pm
Washington Hilton: Columbia 9

Participants:

Property and Whiteness: Critical Understandings of School Finance Policy. Erin Atwood, Texas Tech University

In school finance, “recapture” is the practice of collecting money from property wealthy school districts and redistributing it to property poor school districts. This policy analysis paper describes the evolution of the system of recapture and critiques this development through the lens of Latino critical race theory. LatCRT offers a challenge to the reliance on property as a source of revenue and examines the issue of Whiteness as property in the realm of school finance.

The Capitals and Costs of Schooling. Leslie Ann Locke, University of Southern Mississippi; Terah Talei Venzant Chambers, Michigan State University

This paper presents counternarratives from students from traditionally marginalized groups who attended an early college high school or a selective private college, regarding their high school experiences. Two theories, community cultural wealth and racial opportunity cost, are applied to better understand the students’ experiences, or counternarratives, in terms of the capital and costs associated with schooling.

The Distribution of Charter School Tax Credit Donations in Arizona. Jeanne M. Powers, Arizona State University; Amanda U. Poterton, Arizona State University

In Arizona, individuals are allowed to make contributions to public schools and receive a tax credit for the full amount they donated, up to $200 per individual taxpayer for 2014. We assess the relationship between school characteristics and the tax credit donations charter schools receive. There are inequalities in charter schools’ capacities to solicit tax credit donations associated with the percentage of poor students they serve, which highlights inequalities within Arizona’s public school sector.

Chair:
William Kyle Ingle, University of Louisville

115. Women Interrupting, Disrupting, and Rewriting Educational Policy and Practice

Symposium
10:50 to 12:05 pm
Washington Hilton: Holmead

The purpose of this symposium is to highlight research on how women are upsetting the status quo
across P-20 contexts. Topics include why women leave the superintendency, how African American females negotiate their roles as educational leaders; the importance of networking and collaboration for women educational leaders, how women professors in leadership preparation programs are transforming learning spaces, and the importance of resurrecting feminist theory as a viable tool for revolutionizing organizational and policy studies.

Participants:
“I’m Either Nice or I’m a Bitch”: Gender Entrapment and Black Female Principals. Noelle Witherspoon Arnold, University of Missouri-Columbia
Perspectives on Transforming Urban School Communities. Cosette M. Grant-Overton, University of Cincinnati
Interrupting No More: Why Women Leave the Position of Superintendent. Kerry Kathleen Robinson, University of Tennessee
Collaborative Feminism at Work: Networking for Success. Whitney Sherman Newcomb, Virginia Commonwealth University
Using the Senses in Reflective Practice to Prepare Women for Transforming Their Learning Spaces. Christa Boske, Kent State University
Using Feminist Perspectives to Interrupt and Disrupt “Gender Neutrality” and Revolutionize Organizational and Policy Studies. Katherine Cumings Mansfield, Virginia Commonwealth University; Anjale Welton, University of Illinois at Urbana-Champaign; Margaret Grogan, Claremont Graduate University

Chairs:
Whitney Sherman Newcomb, Virginia Commonwealth University
Katherine Cumings Mansfield, Virginia Commonwealth University

116. Sociocultural Perspectives on the Principalship
Paper Session
10:50 to 12:05 pm
Washington Hilton: Independence

Participants:
The Need for More African-American Male Principals. Omar J. Salaam, University of South Florida

The purpose of this study is to examine the role of African American male principals historically accompanied by an examination of African American students in schools. Underlying this analysis is the question of whether this growing diversity in America is reflected in a development of diversity among school principals. A review of the literature reveals that schooling in America was designed as exclusionary of African Americans during segregation, selectively supportive during desegregation and currently resegregating minorities via tracking.

Trust Does Matter: One Urban Middle School’s Efforts to Implement Trust Building Strategies. Wowek Sean Kearney, Texas A&M University-San Antonio; Carl Scarbrough, Seguin ISD

This article presents a case study of one campus’s efforts to improve campus climate by implementing trust building strategies. The campus utilized five central trust-building tactics as proposed by Tschannen-Moran (2004): visioning, modeling, coaching, managing, and mediating. Climate data were collected before and after these interventions. Results demonstrate a substantial gain in the following areas: faculty trust in principal, school mindfulness, and organizational justice. Campus strategies are presented, and implications are discussed.

Can Exemplary Leadership Preparation Programs Instill an Orientation Toward Human Rights and Social Justice? Meagan Sumbera, Texas A&M University; Barbara Pazey, University of Texas at Austin

Today, school leaders have greater responsibility to serve the needs of all students than ever before due to increasing accountability demands and the call to become socially just leaders within their communities. This study explores how current school leaders who are graduates of a university-based exemplary principalship program make sense of civil-rights motivated inclusive education policy and legal mandates in order to promote an inclusive school culture.
117. NCATE to CAEP: Understanding Diversity Through Changing Accountability Standards
Critical Conversation Roundtables
10:50 to 12:05 pm
Washington Hilton: Jay

Accountability standards for educator programs are evolving from the previous measure of the NCATE Standards to the new CAEP Standards. One change in the performance reporting system is the move from a standard devoted to the issue of diversity to five new standards in which diversity issues are embedded throughout. This interactive roundtable discussion will include suggestions and recommendations for universities as they plan opportunities for their candidates to work in and with diverse situations.

Chair:
Janet L. Tareilo, Stephen F. Austin State University

Participants:
Scott Bailey, Stephen F. Austin State University
Stacy Hendricks, Stephen F. Austin State University

118. Intersectionality in Inclusive Leadership: How School Leaders Negotiate Multiple Dimensions of Diversity
Innovative Session / Mini-Workshop
10:50 to 12:05 pm
Washington Hilton: Kalorama

This mini-workshop explores specific strategies for helping school leaders develop the knowledge, skills, and dispositions to create schools that eliminate marginalization by creating schools that are inclusive. Intended participants are faculty who, through their courses, consultation, and action research, work directly with educators in positional authority. Participants will sharpen their awareness of how multiple dimensions of diversity intersect and develop strategies to enact service delivery systems to respond to this intersectionality in inclusive manners.

Participant:
Intersectionality in Inclusive Leadership: How School Leaders Negotiate Multiple Dimensions of Diversity. George Theoharis, Syracuse University; Rebecca Lowenhaupt, Boston College; Frank Hernandez, University of Texas Permian Basin; Sonya Douglass Horsford, George Mason University; Joanne M. Marshall, Iowa State University; Martin Scanlan, Marquette University

Chair:
Martin Scanlan, Marquette University

119. The New Digital Divide: Equity Challenges for K-12 Leadership Preparation
Critical Conversation Roundtables
12:15 to 1:30 pm
Washington Hilton: Albright

Though technological advancements hold great promise for improving K-12 learning, disparities in student access to high-quality technological learning opportunities present a myriad of new equity challenges for school leaders. Leadership preparation programs, then, must prepare future leaders to address the complex equity dilemmas created by the new digital divide. This critical conversation brings together panelists from three preparation programs to interactively and critically discuss this issue with session participants.

Chair:
Rebecca Cheung, University of California, Berkeley

Participants:
Kristin Smith Alvarez, University of California, Berkeley
Nancy Parachini, University of California, Los Angeles
120. The New ISLLC Standards: Building a Future of Excellence in the Profession
Special Session
12:15 to 1:30 pm
Washington Hilton: Columbia 1
In this session, members of the ISLLC Standards Refresh Committee (which also included Jon Suppovitz, University of Pennsylvania; Beverly Hutton, NASSP; and Jackie Wilson, DAZZLE), and the Field Knowledge Committee (which also included Gail Connelly, NAESP; Gary Crow, Indiana University; Susan Bunting, Delaware; Byron Darnell, Iowa; Mary Diez, Alverno College; Karen Louis Seashore, University of Minnesota; and Kathryn Torres, Universit of Washington) will share the new ISLLC standards and provide an overview of the research and outreach processes used to design the new ISLLC standards. Key findings that emerged during field knowledge outreach stage, the research phase, and the public comment phase will be highlighted.
Chair:
Joseph Murphy, Vanderbilt University
Participants:
Susan Printy, Michigan State University
Erin Anderson, University of Virginia
Mark A. Smylie, University of Illinois at Chicago
Margaret Terry Orr, Bank Street College
Jacquelyn Wilson, Delaware Academy for School Leadership/ University of Delaware

121. Problematizing the Politics of Accountability
Paper Session
12:15 to 1:30 pm
Washington Hilton: Columbia 10
Participants:
Accountability’s Impact on the Discourse of English Teaching from 1980 to 2010. Sarah L. Marten, University of Kansas
This paper examines the professional discourse used by secondary English teachers in The English Journal from 1980 to 2010. The changes in the discourse reflect a difference in how professional roles and attitudes were constructed in the 1980s compared to patterns in 2000s. In Perrow’s job configuration terminology, the accountability movement altered the dominant conception of teachers’ work from one that defined teaching as a “craft” to one that defines it as an “engineering” activity.

Data Use and Mathematical Self-Efficacy: Understanding Data in a Rural School District. Amanda Bell Werts, Appalachian State University; Jennifer R. McGee, Appalachian State University
One of the many complex factors within educational data driven decision-making (DDDM) is the end-user, whose role is to use DDDM processes to improve instruction and increase achievement. Many educators, however, report high levels of math anxiety and low math self-efficacy. This mixed methods study considers data use at two rural middle schools in the southeast to provide equitable and high quality education for all students.

English Language Learners’ Opportunity to Learn in the Context of High-Stakes Testing. Julie Rowland, Pennsylvania State University; Kristina Franciska Brezicha, Pennsylvania State University
Two trends are merging in American public education: increasing numbers of ELL students and increased emphasis on high-stakes testing. Our paper considers how school administrators perceive their duty to provide ELL students an equal opportunity to learn and how ELLs’ opportunity to learn interacts with the Common Core standards and accompanying assessments. Using analysis of legal texts and administrator interviews, we shed light on how administrators balance ELL students’ needs and external accountability requirements.

How Does the New York State Teacher Evaluation Policy Impact Collaboration Among Fourth-Grade Teachers? Evelyn J. Lolis, Hewlett Woodmere Public Schools; Catherine C. DiMartino, Hofstra University
Unsatisfactory results in student achievement have prompted national and state policymakers to increase educational rigor by implementing new standards and new teacher evaluation policies. This paper examines the lived experiences of a group of fourth-grade teachers during the implementation of a new teacher evaluation policy during the simultaneous rollout of CCSS. It looks at the consequences of quantifying professional practices on their collaboration and raises important questions about local implementation of federal and state mandates.

Chair:
Zollie Stevenson, Jr., Howard University

122. Educational School Climate: Issues of Safety and Discipline
Paper Session
12:15 to 1:30 pm
Washington Hilton: Columbia 11
Participants:
Clearing the Decks: The Impacts of Teacher Protection and Administrator Role Clarity on Student Bullying. Wowek Sean Kearney, Texas A&M University-San Antonio; Page A. Smith, University of Texas at San Antonio
The ability to attend school without being bullied is a basic human right. This study examines the impacts teacher protection and principal role ambiguity have on student bullying. Data were collected from 1,554 teachers and 198 campus administrators from 104 elementary schools. An HLM model is utilized to examine the data. The results of these analyses indicate that both teacher protection and administrator role ambiguity make statistically significant contributions to the variance in student bullying.

School Level Determinants of Teacher Safety: Why Principals, Colleagues, and Parents Matter. Samantha Viano, Vanderbilt University
Unsafe schools tend to be in urban centers, mostly serve students who come from low-income and minority backgrounds, and are low achieving. While school violence is a hot topic in the news, the research literature has mostly ignored teacher safety. I find several measures of school climate, consistent rule enforcement and parent involvement in particular, are predictive of teacher victimization even when controlling for many risk factors like having low-income, minority student populations.

Over the years school policies and practices have lent themselves to discipline disparity based on students’ race, gender, and disability. The purpose of this paper is to spotlight a potential window of opportunity for school discipline reform created by the Obama administration. Analysis using Kingdon’s (2003) window of opportunity framework suggests that this is an opportune time for school discipline reform because of the converging of Kingdon’s three problem-solving streams: problem, politics, and policy.

Zero Tolerance Disciplinary Policies in Texas Public Schools. Amy P. Lippa, University of Texas at Austin; Daniel D. Spikes, Iowa State University; Dottie Hall, University of Texas at Austin; Meghan Lehr, University of Texas at Austin
Students of color, especially African American males, are overrepresented in disciplinary suspensions, expulsions, and other types of exclusionary reprimands. Given the extensive research surrounding zero tolerance disciplinary policies and the negative correlation with student outcomes, we find it critical to understand the current landscape of zero tolerance policies in Texas. Recent legislation allows school districts to consider alternatives to zero tolerance; however, the context and scope of these policies in existence today is unknown.

Chair:
Vonzell Agosto, University of South Florida

123. De/Re-Segregation in the Current Education Policy Context
Paper Session
12:15 to 1:30 pm
Washington Hilton: Columbia 12
Participants:
A False Choice: Diversity and Equity Versus Savings and Re-Segregation in an Urban School System. Genevieve Parker Siegel-Hawley, Virginia Commonwealth University; Thomas Shields, University of Richmond; Kimberly Bridges, Richmond Public School Board
  This paper will explore the racial impact and related politics of the recent school closure and rezoning process in Richmond Public Schools, a mid-sized, urban district in the South. We highlight the intersection of school rezoning and growing White and/or middle class reinvestment in urban districts, as well as the importance of policies, political processes, and elected representation focused on equity at a time of intense fiscal pressure to close schools.

Affirmative Action: A Continuing Debate Over Equality, Diversity and Integration. Qi Xing, University of North Carolina at Chapel Hill
  In light of the recent California SCA-5 to remove the ban on affirmative action, I conduct a review on the historical context of affirmative action and a literature review of studies that examine the impact of the ban on affirmative action in certain states. Using federal laws, court rulings, state legislation, and presidential executive orders, this paper reveals that the policy arena has shifted from public employment to college admission, with increasing involvement of the states.

Segregated Academies and School Choice Today. Sharon Hoffman, Southeastern Louisiana University; Marilyn Grady, University of Nebraska-Lincoln
  This content analysis study reviewed the characteristics of segregated academies in the Deep South as a response of resistance to school integration and compared those characteristics to contemporary school choice configurations.

Turning Back Brown: Revisiting and Recreating the Supreme Court's Landmark Decision. Sheneka M. Williams, University of Georgia; Dana Thompson Dorsey, University of North Carolina at Chapel Hill
  After 60 years of societal examination of civil rights' triumphs and failures emanating from the Brown v. Board of Education (1954) decision, the significant question remains of whether the Supreme Court's analysis of the core question yielded a lasting result with indisputable application and implications. This paper will examine another legal question that could have been asked by the Court.

Chair:
Allison Mattheis, California State University, Los Angeles

124. Mobility and Turnover of Principals and Teachers
Paper Session
12:15 to 1:30 pm
Washington Hilton: Columbia 2
Participants:
How Principals Influence Trust and Teacher Turnover in “No Excuses” Charter Schools. Chris Torres, Montclair State University
  Recent research indicates that teachers’ perceptions of leadership and trust are two of the most powerful predictors of teacher turnover. This study uses interviews with former No Excuses charter school teachers to better explain the mechanisms influencing teacher turnover, discussing what principals do to influence trust and how this influences teachers’ decisions to leave. Findings show how high, often-implicit expectations principals have for teachers affect teacher-principal trust relationships in ways that lead to turnover.

Principal Turnover: Are there Different Types of Principals Who Move From or Leave Their Schools? Jared Boyce, Teachers College, Columbia University; Alex J. Bowers, Teachers College, Columbia University
  The purpose of this study is to investigate typologies of principals who depart from their schools using the Schools and Staffing Survey (SASS) and the subsequent Principal Followup Survey (PFS) from the National Center for Education Statistics. This study aims to analyze data from the 2007-08 SASS and 2008-09 PFS using latent class analysis to identify and better understand the types of principals who exit their schools.

What Factors Affect Principal Mobility and Departure? An Analysis of 2007-08 Schools and Staffing.
This paper utilizes data from 2007–08 Schools and Staffing Survey and 2008–09 Principal Followup Survey, sponsored by the National Center for Education Statistics, to examine how factors affect different principal turnover choices—transferring to another school (mover) or leaving the principalship (leaver). We use multinomial logit model to examine whether principal individual characteristics, school context, and salary and working conditions have a significant influence on principal turnover choices.

Chair:
Arnold Danzig, Arizona State University / San Jose State University

125. Handbook of Ethical Educational Leadership: Drawing Together Theory, Research, and Supporting Literature Inspired by the CSLE

Symposium
12:15 to 1:30 pm
Washington Hilton: Columbia 3

The Center for the Study of Leadership and Ethics has recently published a comprehensive resource for the filed with its new title Handbook of Ethical Educational Leadership, published by Routledge and edited by Christopher M. Branson and Steven Jay Gross. The symposium brings together authors of selected chapters within the volume to showcase the range and depth of topics and issues for the profession.

Participants:
Introduction to the Handbook of Ethical Educational Leadership. Steven Jay Gross, Temple University
Leading with Empathy: An Example of a Shanghai Principal. Haiyan Qian, Hong Kong Institute of Education; Allan Walker, Hong Kong Institute of Education
Preparation of Integrity. William C. Frick, University of Oklahoma; John Covaleskie, University of Oklahoma
Holistic and Moral Development of Educational Leaders. Anthony H. Normore, California State University, Dominguez Hill; Pauline Leonard, Louisiana Tech University; Tammy Schilling, Louisiana Tech University

Chair:
Paul Begley, Nipissing University

126. Graduate Student Ignite Session: Pushing Forward Understandings of Educational Leaders and Leadership

Special Session
12:15 to 1:30 pm
Washington Hilton: Columbia 4

Ignite sessions offer opportunities for in-depth dialogue on topics critical to educational leadership. Presentations will be short and focused on a single message about some aspect of the work, selected by the presenter. In this session, presentations and discussion will center around the roles, identities, and practices of school leaders.

Participants:
Pushing Through the Barriers: Women in School Leadership. Yvette Cantu, Texas State University; Yvonne Hernandez, Texas State University; Sarah Jean Baker, Texas State University; Adrienne Aldaco, Texas State University

This qualitative ethnographic research focuses on the experiences of women in educational leadership. The study employed feminism as its theoretical framework. Interviews, documents, and researchers’ journals served as methods of data collection. The initial findings illuminate the barriers that women face to find and uphold educational leadership roles in public education.

Leadership for School Climate Change. Ashley McKinney, University of Utah
Public education (K-12) must aid in the development of students who are knowledgeable, civically engaged, and physically healthy and can think critically. For schooling to be successful in achieving
this mission, principals must address school climate. Leaders now can assess school climate, yet there is little research explaining how to enact climate change.

Race…the Other Four-Letter Word: School Leaders Discuss Racial Awareness. Lolita A. Tabron, Texas A&M University

This case study is an investigation of how race operated in K-12 public school practices in Southeast Texas. I compared 10 K-12 public school administrators’ perceptions of the context of race within their schools and districts as their student composition swung from a White majority to a racial/ethnic majority. With race conscious and desegregation policies increasingly becoming obsolete, it has become increasingly important to understand administrators’ perceptions of support for racial/ethnically diverse students.

¡Quiero Ser Profesor! Latin@ Rural Doctoral Student Experiences: Aspiring to Academia. Karina Ivette Vielma, University of Texas at San Antonio; Hector Lopez, Southwest Texas Junior College; Alma Hodges, San Felipe/Del Rio Consolidated ISD

Aspiring to academia, two Latin@, first-generation, doctoral students in South Texas share the opportunities and challenges of gaining scholarly experience from a rural, distance learning environment. The two Latinos originally did not aspire to be faculty members. Through doctoral coursework and interactions, they became interested in the professoriate. Using interview data, we describe and analyze the process of learning to navigate the academic world through supportive mentoring and guidance as well as personal initiative.

Factors That Influence Principals’ Curricular Decisions and Their Impact on Science in the Elementary Classroom. Kathleen Winn, University of Iowa

This study features evidence from the literature that uncovers the intrinsic and extrinsic factors which influence elementary school leaders’ decision-making processes regarding curricular priorities. This paper also presents factors that impact specifically science education in elementary buildings. An examination of the principal’s role during curricular policy implementation can provide insight to lead to effective adoption and sustainability of science education policies in elementary classrooms.

Principals’ Data-Driven Practice and its Influences on Teacher Buy-in and Student Achievement. Sun Young Yoon, University of Wisconsin-Madison

This study investigates (a) how principals’ data-driven practices vary by principals and school backgrounds and how that changes over time, and (b) whether principals’ data-driven practices influence teacher buy-in and student outcomes. This study employs hierarchical linear modeling to test the research questions. This study uses data from the Study of Instructional Improvement to understand impacts of comprehensive school reforms on teacher practices and student learning in high-poverty elementary schools.

127. Strengths-Based Approaches to Schooling

Paper Session
12:15 to 1:30 pm
Washington Hilton: Columbia 6

Participants:
Educators’ Conceptions of Resilience: Seeing Strengths in a Failing School. Brenda J. McMahon, University of North Carolina at Charlotte

This qualitative study contributes to ongoing research which examines educators’ beliefs about and attitudes toward African American and Latino students who are deemed at-risk and the factors that impact on success in rural schools. The major questions guiding this research were (a) how do educators understand resilience, and (b) what do they identify as school, district and state policies and practices which facilitate and/or inhibit resilience building?

How Teacher Collaboration Can Transform High School Classrooms. Stephen Kotok, Pennsylvania State University; Sakiko Ikoma, Pennsylvania State University; Katerina Bodovski, Pennsylvania State University
A growing body of research suggests great value in fostering a learning community for principals, teachers, and school staff, in order to develop and sustain instructional leadership for improving student learning and achievement. Our study uses nationally representative data high school data (HSLS:09) to examine the relationship between principal leadership, professional learning communities, and classroom academic climate. Using structural equation modeling, we find evidence that school organization influences teacher attitudes and beliefs.

The Influence of Collective Efficacy on Mathematics Instruction in Urban Schools. Dan Berebitsky, Southern Methodist University; Serena Jean Salloum, Ball State University

Given the relationship between collective efficacy and achievement, understanding the building of efficacy becomes increasingly vital, particularly for schools serving low-income students. The goal of this work is to understand how collective efficacy is shaped from Bandura’s efficacy sources: mastery experience, vicarious experience, verbal persuasion, and affective states. How are the four sources of collective efficacy related to one another? How do the four sources influence change in collective efficacy?

The Influence of Teacher Evaluation on Self-Efficacy and Job Satisfaction: A Form of Support or Stress? John Morrison, University of Oklahoma; Angela Urick, University of Oklahoma; Alison Wilson, University of Oklahoma

While teacher evaluation is a stressor in a high-stakes environment, if implemented appropriately, it provides a form of support for teachers. Using a nationally representative sample of U.S. schools, this study investigates the extent that aspects of teacher evaluation influence self-efficacy and job satisfaction, or teacher burnout. This study seeks to inform practice and policy about the influence of teacher evaluation on teacher affective outcomes in order to mediate the effects prior to turnover.

Chair:
Beverly J. Irby, Texas A&M University

128. Public and Community Engagement: Partnerships for Practice

Paper Session
12:15 to 1:30 pm
Washington Hilton: Columbia 8

Participants:
Communities of Practice in a Network of Schools. Martin Scanlan, Marquette University

Culturally and linguistically diverse (CLD) students do not receive equitable educational opportunities. This paper presents evidence from a network of schools attempting to “right this civil wrong.” The study examines leadership within communities of practice in a network of schools transitioning into the two-way immersion model of bilingual education to serve CLD students. Since most schools that effectively serve CLD students do so in isolation, studying the learning unfolding within a network of schools is novel.

From Concept to Application: An Instrument for Consulting Organizations to Assess their Practice. Meca B. Mohammed, Georgia Leadership Institute for School Improvement; Jennie Christine Welch, Georgia Leadership Institute for School Improvement; Leslie Hazel Bussey, Georgia Leadership Institute for School Improvement

Consulting organizations can be catalytic partners to school districts. Building on previous research, this investigation yielded concrete and specific definitions describing essential practices of effective consulting organizations and an instrument that gauges the operationalization of those practices. The instrument has utility for both agents in the partnership: consulting organizations can use the instrument as a tool for evaluation, while school districts can use it to discriminate among effective and less effective consulting organizations.

School Public Relations: The Media as a Strategic Partner. Kevin Wayne Badgett, University of Texas of the Permian Basin; Jessica Garrett-Staib, University of Texas of the Permian Basin; John Decman, University of Houston-Clear Lake

Because media professionals can play a large role in shaping public opinion about schools, it is important that school leaders build and sustain strategic relationships with them. In order to better understand their opinions about community schools, interviews were conducted with media professionals in diverse media settings across Texas. Previously published works were identified with
key words from ELCC 5.0, which focuses on integrity, fairness, ethics, and social justice. This literature grounded the interview questions.

Sustaining Partnership Efforts Through Cross-Boundary Leadership. Katherine A. Curry, Oklahoma State University; Bernita L. Krumm, Oklahoma State University

Utilizing the conceptual framework of cross-boundary leadership, the purpose of this qualitative case study was to gain a better understanding of the actions and attitudes of district level leaders that lead to meaningful, sustainable partnerships between the school, families, and community. Findings suggest that leaders with a strong emphasis on social justice with an intentional school and district-wide emphasis on collaborative efforts encourage the shared influence and shared responsibility necessary to support student learning.

Chair:
Gretchen Givens Generett, Duquesne University

129. Theorizing and Effecting Leadership for Social Justice
Paper Session
12:15 to 1:30 pm
Washington Hilton: Columbia 9
Participants:
Distributing Leadership to Create a More Inclusive and Socially Just High-Performing School.
David DeMatthews, University of Texas at El Paso

This paper examines one elementary school principal and a team of teachers engaged in leadership activities to increase inclusivity and academic performance in an already high-performing urban school. The purpose of this qualitative case study was to examine how leadership was distributed, the actions taken on by varied stakeholders, and the challenges related to creating a more inclusive school for students with disabilities.

Leadership for Social Justice: Metaphors of and for Action. Denise Armstrong, Brock University; Stephanie Tuters, Ontario Institute for Studies in Education, University of Toronto

This paper focuses the metaphors that 38 school leaders used to describe their micropolitical challenges. The findings revealed that these metaphors often coalesced around military, game and movement metaphors. We discuss the nature and implication of these metaphors and make recommendations to policy makers, practitioners, and preparation programs regarding using metaphors to assist educational leaders in reflecting on and developing sustainable strategies that ensure social justice for all.


Ostensibly, schools with a mission or moniker reflecting social justice and equity are specifically organized to create environments that are committed to the tenets of social justice, and their principals are responsible for overseeing this charge. This research examines how principals in such schools located in Bronx, NY—where poor Black and Latino/a youth represent the majority of the student population—defined social justice leadership and how these definitions influence their responses to prejudice.

Swimming Between: An Examination of Inherit Complexities Within Social Justice. Israel Aguilar, Texas A&M University-Corpus Christi; Sarah W. Nelson, Texas State University; Juan Manual Nino, University of Texas at San Antonio

This qualitative study examined the practice of one teacher in Texas whose espoused values suggested a social justice orientation. The findings suggest the teacher enacted behaviors and maintained beliefs that contradicted her espoused social justice orientation, and her classroom was at once both inclusive and exclusive. The findings illustrate the complexities inherent within the work of equity-oriented educators. Implications for leadership preparation will be discussed.

Chair:
Karen D. Jones, Texas State University
130. The Role of Marketing in Public Schools: Implications for Equity and Diversity
Symposium
12:15 to 1:30 pm
Washington Hilton: Holmead

When policies introduce market mechanisms of choice and competition into public schools, they create new responsibilities for school leaders. Increasingly, schools must market themselves to attract students and families, but what organizational characteristics do they highlight in their marketing materials? What are the implications of marketing practices for diversity and equity? This panel explores marketing in a variety of contexts, focusing on how it influences schooling options for students who have been historically underserved.

Participants:
Marketing as a Sorting Mechanism: A Critical Discourse Analysis of Charter School Websites. Terri S. Wilson, Southern Illinois University, Carbondale
Selling Schools: Marketing and Recruitment Strategies in New Orleans. Huriya Jabbar, University of Texas at Austin
Delineating the Racial Discourse Patterns of Charter Management Organizations: An Examination of Racial Construction and Color-Blindness. Laura Hernandez, University of California, Berkeley

Chair:
Jeanne M. Powers, Arizona State University

131. The Changing Dynamics of Principal Leadership
Paper Session
12:15 to 1:30 pm
Washington Hilton: Independence

Participants:
Leadership Characteristics of Military Veterans as School Administrators. Elliot F. Bolles, Virginia Tech; Kami M. Patrizio, Virginia Tech

Leadership has a significant impact on student achievement. Research on military veterans as both teachers and administrators continues to point to leadership as an important aspect of their experiences. This multiple case study draws on hour-long, semistructured interviews with 20 educational leaders who were previously members of the U.S. military to describe their leadership styles and philosophies. Preliminary results indicate the leadership they bring complements the needs of contemporary educators.

Mediated Skills for Leading Schools with Changing Demographics. Jean Madsen, Texas A&M University; Mario Sergio Torres, Texas A&M University; Nkruma Dixon, Texas A&M University

Principals who lead demographically diverse schools play an important role in changing the dynamics that often occur in these contexts (Thomas, 2008). In response researchers developed a survey based on constructs that are cited in the literature to lead demographically diverse groups (Booysen, 2014; Gallegos, 2014). The survey yielded interesting insights on how principals perceive their ability to address diversity issues and the implications for demographically diverse schools.

Prevalence of Burnout in U.S. Schools: The Role of Administration and Changes Over Time. Frank Perrone, University of Virginia

Teacher burnout has long been discussed as a potential problem among experienced teachers. A teacher experiencing burnout has significant negative effects on students and the school (Blase & Greenfield, 1985; Farber & Miller, 1991). One result of teacher burnout is a teacher quitting for another teaching assignment or profession. However, perhaps a larger concern is that the burned out teacher does not always quit and persists as an ineffective teacher.

The Leap from Educational Research to Leadership Practice. David Peling, University of Connecticut; Sarah Woulfin, University of Connecticut

This paper presents findings from a mixed methods study on how school leaders in Connecticut use educational research. By grounding the study in the literature on principal leadership and decision making, general research about the utilization of research, and research about how educational research is utilized by school leadership, we answer critical questions about principals’ utilization of...
research to further reform efforts.

Chair:
Brendan David Maxcy, Indiana University Purdue University Indianapolis

132. Schools as/in Communities: Implications for Educational Leadership and Social Justice
Paper Session
12:15 to 1:30 pm
Washington Hilton: Jay

Participants:

Lessons from East Central High School: Reconstitution in a Historically Marginalized Community High School. Sarah Ishmael, University of Texas at Austin; Anthony Vincent LeClair, University of Texas at Austin

This paper examines school reconstitution and its impact on a majority-minority high school on the East side of a large, southwestern urban city with a history of de jure racial segregation and a school district that has made little effort to engage the minority community. We use interviews with state and local policy makers, school leaders and community members to assess the impact of this policy tool on this school.


This paper uses geospatial methods to examine how social and ecological factors may shape rural education environments. While rural schools face many of the same challenges as all schools (accountability pressure, increasing diversity, funding imbalances, high poverty rates, etc.) they face a unique set of issues due to their geographic isolation. This study examines how school and environmental factors contribute to student academic outcomes.

School as Community: The Re-Articulation of Community. Terri Nicol Watson, City College of New York, City University of New York; Ira E. Bogotch, Florida Atlantic University

This study utilizes a mixed methods design to explore the efforts of a principal in a large comprehensive urban high school to re-articulate school as community. Employing teacher data taken from an annual school based survey, along with principal and teacher interviews and descriptive field notes, this study examines how the teachers interpreted the principal's role in building community(ies).

Chair:
Khaula Murtadha, Indiana University Purdue University at Indianapolis

133. Developing Leaders to Meet the Demands of Schools
Ignite Session
12:15 to 1:30 pm
Washington Hilton: Kalorama

Participants:


I will make a case for appreciative inquiry as a signature pedagogy for the Educational Leadership EdD. As a form of action research, appreciative inquiry fits the intention of the EdD to equip school leaders with tools for rich, rigorous locally-focused research processes that will become embedded in their professional practice. It is a way to infuse new energy into schools as they strive to meet the complex needs of diverse students in a rapidly changing world.

Effective Strategies for Developing an Equity Lens in Beginning Administrators. Deborah S. Peterson, Portland State University; Susan P. Carlile, Portland State University

Race, ethnicity, and poverty predict subsequent educational attainment and economic prosperity. We can eliminate educational disparities by preparing future leaders as change agents who engage in culturally responsive practices in our classrooms and schools. This Ignite presentation shares 10 strategies that help future leaders develop an equity lens in our year-
long cohort program. The strategies are culturally responsive, transformative, data driven, research based, and most importantly, prepare our students for leadership for equity.

Racial Inequality and Poverty in Mayberry: Leadership Development in High-Needs Rural Schools. Bonnie C. Fusarelli, North Carolina State University; Lance D. Fusarelli, North Carolina State University; William Larson, Ohio University; Kristina Astrid Hesbol, University of Denver; Douglas Hesbol, University of Denver; Tricia Browne-Ferrigno, University of Kentucky

The word rural may conjure up images of agrarian utopia, but the reality is that intergenerational poverty, illiteracy, and chronic unemployment are challenging these once-homogeneous rural communities as they struggle to adjust to their increasingly diverse populations. Rural schools struggle to recruit and retain principals capable of improving student learning outcomes. However, multiple innovative programs are contextualizing their principal preparation programs meet the needs of rural leaders. This session will highlight some of those models.

The (Potential) Impact of MOOCs on School Leadership Policy and Practice. Maureen W. McClure, University of Pittsburgh; Lou Sabina, Oklahoma State University

This Ignite session will examine the potential impact of massive open online courses (MOOCs) on K-12 continuing professional development. Examining recent research on MOOC usage shows potential opportunities and challenges for future and current school administrators’ professional development.

The Principal Development Academy: A Customized Urban District-University Partnership Focused on Succession Planning. Robert E. Harper, University of Cincinnati; Ann Millacci, University of Cincinnati

The purpose of this session is to stimulate informal and lively discussion related to the unique and challenging topics surrounding urban assistant principal professional development and succession planning. These discussion topics are intended to spark interest and awareness addressing how principal preparation programs and districts may partner to address the essential needs of a large urban school district that may inspire action specifically aligned with the conference theme.

Understanding the Educational Context: Meeting Needs of Beginning Rural School Leaders Through Mentoring and Induction. Donna Augustine-Shaw, Kansas State University

Understanding the context of rural school settings is critical to beginning school leaders. Rural communities present multifaceted challenges that each leader must embrace as diverse community expectations unfold. Mentoring and induction provides support in understanding local district contexts that shape the experiences encountered during the first year of practice. Opportunities that provide leaders with strategies to focus on achievement, plan for change, and build capacity through mentoring and induction in rural environments will be shared.

Video Production in Educational Leadership Preparation: Advancing Learning, Research, and Program Evaluation. Jennifer Friend, University of Missouri-Kansas City; Matthew Militello, East Carolina University

This Ignite presentation shares 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 session includes a handout with web links to video examples produced by the co-presenters for participants to access examples of video production within each category.

Chair:
Bradley W. Davis, University of Texas at Arlington


HE Town Hall
1:40 to 3:10 pm
Washington Hilton: Columbia 5&7

The refresh of the ISLLC standards is an important undertaking with the potential to impact the practice of practicing leaders at all levels; those who prepare them; and the policies that frame preparation, licensure, and evaluation. In this session, key panelists and attendees will engage around the recently released draft standards and their potential to support excellence in our field.
Panelists:
James Cibulka, Council for the Accreditation of Educator Preparation
Joseph Murphy, Vanderbilt University
Gail Connelly, National Association of Elementary School Principals
Dan Domenech, American Association of School Administrators
Michelle D. Young, UCEA
David Volrath, Maryland State Department of Education

Facilitator:
Mark Gooden, University of Texas at Austin

135. Wallace Town Hall Coffeebreak Reception
3:10 to 3:40 pm
Washington Hilton: Columbia West

GENERAL SESSION III:
WALLACE TOWN HALL

Rolling Out the New Version of ISLLC: Implications for Leadership Preparation, Practice and Policy

The refresh of the ISLLC standards is an important undertaking with the potential to impact the practice of practicing leaders at all levels, those who prepare them, and the policies that frame preparation, licensure and evaluation. In this session, key panelists and attendees will engage around the recently released draft standards and their potential to support excellence in our field.

Session 134  Friday 1:40 to 3:10 pm  Columbia 5&7

Continue the town hall conversation over coffee and cookies at the Coffee Break, Columbia West, 3:10 to 3:40 pm.

136. The Tensions Among Individual Identities, Intersectionality, and Social Justice in Leadership Preparation
Critical Conversation Roundtables
3:40 to 4:55 pm
Washington Hilton: Albright

The purpose of this session is to engage a panel of scholars along with those who attend the session
in a conversation about how to address the range of individual identities (e.g., race, social class, gender, ability, sexual identity, language), and their intersections in leadership preparation, without losing sight of the centrality of each identity in leadership work, and without glossing over the pervasive, systemic inequities based on individual identities under the social justice umbrella.

Chairs:
Colleen Capper, University of Wisconsin-Madison
Michael Patrick O’Malley, Texas State University

Participants:
Barbara Pazey, University of Texas at Austin
Larry Parker, University of Utah
Gerardo R. Lopez, Loyola University-New Orleans
Michael Dantley, Loyola University
Linda Lyman, Illinois State University
Heather Cole, University of Texas at Austin

137. Setting Standards and Expectations for the Supervision of Building Level Leaders: A Wallace Foundation Sponsored Session

Meeting 3:40 to 4:55 pm
Washington Hilton: Columbia 1

During this session, members of a national committee tasked with the development of principal supervisor standards will share the rationale for the effort to articulate a set of standards for those individuals who supervise, evaluate and develop building level leaders; unveil this new set of standards and review the research to which the standards are anchored; and discuss how districts large and small can benefit from guidance provided by this new set of standards.

Chair:
Mary Canole, Council of Chief State School Officers

Participants:
Fred Brown, Learning Forward
Andy Cole, Educational Leadership Development Consultant
Meredith Honig, University of Washington
Mary Ann Jobe, AASA
David Volrath, Maryland State Department of Education

138. Educational Rights and Justice in Higher Education

Paper Session 3:40 to 4:55 pm
Washington Hilton: Columbia 10

Participants:
Educational Rights and Justice for Rural Low-Income Students: Examining Factors that Impact College Choice Decisions. Chinasa Elue, Kent State University

The purpose of this phenomenological study was to gain an understanding of the college choice experience of rural low-income students and how their potential use of student loans influenced their college choice decisions.

Examining Urban University Commitments to Community Engagement. Khaula Murtadha, Indiana University Purdue University at Indianapolis

This study examines three urban research higher education institutions and how each institution approaches community engagement. The study offers a critical focus on university-community partnerships—(a) community lifelong learning (preschool to graduate study); (b) health; (c) civic, multisector resources impacting human services; and (d)interdisciplinary solution planning—with each area assessed and reviewed through the critical lens of equity, diversity, and inclusion. These partnerships involve people from culturally diverse backgrounds whose voices have often been marginalized.
Public Universities Profiting From Racial Injustice: The Ball State University Case. Jim Scheurich, Indiana University Purdue University at Indianapolis; Nathaniel Andrew Williams, Indiana University Purdue University at Indianapolis; Robert Helfenbein, Indiana University Purdue University at Indianapolis; Diana Daniels, National Council on Educating Black Children

Scholars have critiqued for-profit charter schools, especially failing ones serving children of color. However, there has been little focus on public universities making a “profit” off of failing charters serving the same students. In response, this is a study of one public university that made over $11 million in 10 years sponsoring charter schools, though many were persistently low performing for students of color. This university thus can be said to have profited from racial injustice.

The Kalamazoo Promise Scholarship Program, its Community Context, and Economic Justice: A Case Study. Arielle Niemeyer, Virginia Commonwealth University; Charol Shakeshaft, Virginia Commonwealth University

Context matters. Kalamazoo Promise Scholarships are awarded to students based on continuous enrollment for a minimum of 4 years in a specific context, the Kalamazoo Public Schools. This program is touted as a panacea to eliminate poverty and improve struggling schools. Improvements across the context may not translate into improvements distributed equitably among its people. This is the first study to examine the interplay between a Promise scholarship’s program design and its context.

Chair:
Angus S. Mungal, University of Texas at El Paso (UTEP)

139. The Politics of Community Engagement in Schools

Paper Session
3:40 to 4:55 pm
Washington Hilton: Columbia 11

Participants:

Creating Successful Partnerships: Leveraging Community Resources to Increase Educational Opportunities. Barry Aidman, Texas State University; Sarah W. Nelson, Texas State University

Educational leaders increasingly acknowledge the importance of developing partnerships (Bennett & Thompson, 2011). Drawing from a cross-sector collaboration framework (Crosby & Bryson, 2010), this paper reports the results of a qualitative case study of an exurban district’s development of school-community partnerships. The results highlight key factors that contribute to success, raise important questions for additional research, and suggest a need to include the study of partnership development in preparation programs for educational leaders.

Educational Rights and the Politics of Community Engagement: A Study of Ethnic-Based Community Organizing. Thu Suong Nguyen, Indiana University Purdue University at Indianapolis; Brendan David Maxcy, Indiana University Purdue University at Indianapolis

Emerging immigrant populations are often overlooked in debates on educational equity. In particular, Asian Americans are overlooked as a result of pan-Asia accounts masking uneven educational access, participation, and outcomes. Compounding this are “debates over educational opportunity - namely, commitment to equal availability, accessibility, and adequacy of education - [that] rarely take into account the needs of children of im/migrants.” This paper illuminates the politics of community engagement focused on ensuring educational rights of refugee from Burma.

Rules of Engagement: Peacemaking and Healing Strategies for Schools and Communities. Matthew Militello, East Carolina University; Chris Janson, University of North Florida; Drew Tonissen, North Carolina State University

We report on the findings from a Q methodology study at a national gathering of school and community leaders to develop peacemaking and healing strategies. Participants sorted a set of peacemaking and healing strategies based on their perceptions of effectiveness. Sorts were factor analyzed before the conference. At the gathering, groups of participants presented a rationale for their common sorts. This presentation provides a useful framework for thinking about school and community peacemaking and healing.
Katheryn Elizabeth Shannon, University of Oklahoma

An ethnographic perspective of a single community undergoing educational and community revitalization is offered to reveal the intentions and agendas of partnering organizations working within a low-income community to improve education, health, housing, transportation, and job opportunities. A local nonprofit organization funded by venture philanthropy has taken the lead reinvesting in the neighborhood; however, motivations for philanthropy warrant closer examination.

Chair:
Jennifer Sue Heinhorst, University of Illinois

140. Realities of Resegregation: Problems, Politics, and Policy
Paper Session
3:40 to 4:55 pm
Washington Hilton: Columbia 12
Participants:
Florida School Choice Policies and Segregation: How Did We Get Here? Adam Miller, Florida Atlantic University; Meredith L. Mountford, Florida Atlantic University
The study investigated the resegregation of Florida's schools due to the implementation of school choice policies over the last 17 years. Methods included document reviews of school choice policies in Florida and demographic data of school choice options. This study found as school choice options increased, the student diversity of Florida's public schools decreased over the same time period.

Danielle Allen, University of North Carolina at Chapel Hill
North Carolina's school choice landscape is at a pivotal crossroads, with an exponential increase in charter schools and a newly adopted voucher bill. This paper examines the trajectory of school choice initiatives in the most recent NC General Assembly, using critical race theory as a lens through which to analyze their passage or derailment, depending on whose best interests were at stake.

Overcoming the City-Suburban Educational Divide? The Merger of the Memphis City and Shelby County School Systems. Erica Frankenberg, Pennsylvania State University; Sarah Diem, University of Missouri; Genevieve Parker Siegel-Hawley, Virginia Commonwealth University
This project extends prior research exploring the significance of school district fragmentation and consolidation by examining the early impact of the Memphis City-Shelby County merger on patterns of school segregation and opportunity. The merger represents a rare and powerful occasion to explore a contemporary district consolidation effort. Examining the racial, economic, and opportunity implications of merging and splintering school districts in the Memphis area will help guide future efforts in the metro.

The Effects of Racial and Socioeconomic Segregation on High School Completion. Amy I. Berman, George Washington University; Drew Atchison, George Washington University
This paper examines the relationship between racial and socioeconomic segregation within school districts and educational attainment (dropout and graduation rates) while controlling for numerous student, teacher, and school factors. Regression analysis using state-level fixed effects reveals that segregation by race and economic status (measured using free and reduced-price lunch) both have significant detrimental effects on high school completion when examined independently. When examined together, racial segregation demonstrates a stronger negative impact than socioeconomic segregation.

Chair:
Jill Koyama, University of Arizona

Symposium
3:40 to 4:55 pm
Washington Hilton: Columbia 2
A new national report, commissioned by the Center for American Progress, examines the ramifications of teacher evaluation reform on the principal and issues recommendations to districts. This symposium brings together key stakeholders from the report to discuss the demands of teacher appraisal reforms on principals and how districts support principal’s professional growth. Presenters include district leaders, director of a strategic partnership between a state university and rural districts, professors of education leadership, and policy analysts.

Chair:
Kathy Lee Alvoid, Southern Methodist University

142. On Becoming a Doctoral Student: Growing With/In the Literature Review
Symposium
3:40 to 4:55 pm
Washington Hilton: Columbia 3
The literature review is the cornerstone for the development of doctoral students and research. And yet, few have explored the long- and short-term impact of completing a literature review. This symposium will explore the experiences of five doctoral students in the same program. Three doctoral students completed their 1st year and two successfully defended their proposal. Participants will share their personal and professional development through a review of the literature in their area of inquiry.

Chair:
Monica Byrne-Jimenez, Hofstra University

Participants:
Bilal Polson, Practitioner
Joanne Renee Snapp, Hofstra University
Wellinthon Garcia, Hofstra University
Gerald Cozine, Hofstra University
Adam Erdos, Hofstra University

143. Freedom of Inquiry: Discovering Innovative Methods to Answer Your Research Questions
HE Special Session
3:40 to 4:55 pm
Washington Hilton: Columbia 4
The discovery of an innovative research method can open doors to asking and better answering your research questions. This roundtable session will provide an opportunity to meet with scholars who are using innovative qualitative and quantitative research methods. Given this year’s theme, there will be an emphasis on methods to address equity concerns.

Presenters:
Curtis A. Brewer, University of Texas at San Antonio
Amanda Bell Werts, Appalachian State University
Sonya Douglass Horsford, George Mason University
Mariela A. Rodriguez, University of Texas at San Antonio
Madeline Mavrogoridato, Michigan State University
Yinying Wang, Georgia State University
Susan Printy, Michigan State University

Chair:
Amy Reynolds, University of Virginia

144. Film Festival I
Film Festival
3:40 to 4:55 pm
Washington Hilton: Columbia 5&7
Join us for a selection of the 2014 Film Festival Winners: sit back to enjoy these 5-minute films.
Session will include an intro and Q&A with the filmmakers.

“Overcoming Inequities: Story of El Centro” - Texas State University
“Voces de Braceros UTPA” - University of Texas Pan American / Texas State University
“BROWN. Thurgood Marshall and Earl Warren. A Conversation” - Texas A&M University-Corpus Christi
“The Brickfields Schools” - University of Manitoba, Canada
“#PROPEL” - Florida Atlantic University
“Vanderbilt Abu Dhabi Leadership Development Project – Year 3” - Vanderbilt University
“Preparing School Leaders for Diversity: Cultural Immersion in Australia”

Chairs:
Jennifer Friend, University of Missouri-Kansas City
Julia N. Ballenger, Texas A&M University

145. Humanist Approaches to Organization Analysis
Paper Session
3:40 to 4:55 pm
Washington Hilton: Columbia 6

Participants:
Do Teachers’ Perceived Uncertainty, Organizational Support, and Psychological Safety Affect their Dispositions to Change? Turker Kurt, University of Wisconsin-Madison; Ibrahim Duyar, University of Arkansas at Little Rock

The purpose of this study was to examine whether teachers’ decisions to take personal initiative or resist to changes are influenced by their perceptions of uncertainty, organizational support, and psychological safety. A structural equation modeling was employed for a random sample of 319 teachers. Findings demonstrated that there was an indirect relationship between teachers’ perceived uncertainty and their resistance to change, which was mediated by teachers’ psychological safety. Implications for policy and research were discussed.

Examining the Relationship Between Teacher Leadership and Organizational Structure: A Literature Review. Marie Hurt, The Ohio State University

This paper focuses on whether there is a correlation between enabling structure and teacher leadership and examines the teacher leadership and organizational structure literatures. The paper will focus on definitions of teacher leadership, supports and constraints to teacher leadership, enabling/hindering bureaucracies, and common linkages between teacher leadership/enabling bureaucracy and organizational culture and climate. This paper serves as the background for a study examining differences in teachers’ perceptions of teacher leadership and enabling school structure by school grade level and formal staff position.

Organizational Leadership Model: Its Relationship to Principal and Teacher Satisfaction. Karen Jackson, Hofstra University

This study using 2003-2004 Schools and Staffing Survey (SASS) data to investigate the relationship between organizational leadership in schools, as an indicators of working conditions in schools that support student learning, and principal and teacher satisfaction as representative of the health of the school organizations. This study is important because conditions affecting teachers’ and principals’ work can foster or inhibit the positive academic environment necessary to support student learning.

Organizational Narratives and Institutional Logics: A Framework for Examining School Organizing. Samantha M. Paredes Scribner, Indiana University - Indianapolis; Rodney S. Whiteman, Indiana University; Kari Carr, Indiana University; Erica Fernández, University of Connecticut

This paper proposes a conceptual framework yet to be employed widely in research about school organizations. Authors propose a conceptual lens and a methodological approach that can be employed in the interest of drawing attention to complex organizing processes at play in organizations characterized as unsettled cultures (Swidler, 1986) due to organizational responses to changes in the policy environment. We offer three examples from our own research to illustrate its potential.

Chair:
Marla Susman Israel, Loyola University Chicago
146. The Active Roles of Students and Leaders in Social Justice
Paper Session
3:40 to 4:55 pm
Washington Hilton: Columbia 8

Participants:
“Our Voices Matter”: Social Justice and Peers for Pride Student Facilitators. Sarah K. Ferguson, Southern Methodist University; Stella Smith, University of Texas at Austin

The Peers for Pride program weaves together concepts of student identity development, social justice, and leadership while preparing students with peer facilitation skills. In this qualitative case study, the researchers interviewed peer facilitators from the six cohorts of PIP and conducted extensive document review to examine the ways in which the program prepared students to be leaders and advocates for social justice.

Improving Outcomes for Black and Latino Male Students: Evaluating a Race/Gender-Based Initiative in NYC. Adriana Villavicencio, New York University

The Expanded Success Initiative is being implemented in 40 NYC high schools to increase college and career readiness among Black and Latino male students. Based on more than 100 interviews and focus groups with school leaders, teachers, and district leaders, this paper will present findings from a study of the initiative’s early implementation. The findings have implications for how to improve school policy and practice to more effectively serve young men of color.
Leading Change: Early College High School Leaders and Their Role in an Innovative School Reform Initiative. Hattie Lee Hammonds, Clemson University

The purpose of this exploratory qualitative study is to examine how leaders of two early college high school programs view their roles within their schools, particularly as schools that target minority, first generation and low-income students. Specifically, this study utilizes an applied critical leadership framework to examine the backgrounds and leadership actions of both participants and how each implemented and maintained the early college high school design principles.

Students Informing Students: “Radical Collegiality” and the Emergence of a Democratic Pedagogy. Alicia Hill, Texas State University

This paper reports on results of a student conference developed and led by a research team of school leaders attempting to register student voice and foster student agency in three Texas elementary schools. The Students Informing Students conference provided a venue where student interest, research, and dialogue surrounding educational issues were at the forefront. Grounded in principles of democratic pedagogy, this student-led conference offered opportunities for student voice to partake of the dialogic process.

Chair:
Wayne D. Lewis, University of Kentucky

147. Principals’ Styles, Behaviors, and Attitudes: What's Working and What's Not

Paper Session
3:40 to 4:55 pm
Washington Hilton: Columbia 9

Participants:

A Gendered Interpretation of the Roles and Responsibilities of Women Leading American Islamic Schools. Amaarah DeCuir, George Washington University

Literature of educational leadership, particularly faith-based school leadership, often fails to represent the perspectives of women. Women responsible for leading American Islamic schools face an unparalleled experience due to the contemporary experiences of Islamophobia in the West that have not been captured in academic literature. This qualitative study seeks to contribute the voices of women leading American Islamic schools to the research base of educational leadership.

Destructive Leadership Behaviors and Work Place Attitudes in Schools. Daniel Woestman, Rockford School District; Teresa Akinyi Wasonga, Northern Illinois University

The study investigated destructive leadership behaviors (DLB) and their influence on K-12 workplace attitudes: subordinate likelihood of leaving, job satisfaction, levels of stress, and ability to perform work. Data were gathered from professional educators enrolled in graduate classes. The practice of DLB was found across leadership levels. Subordinate-directed behavior had the highest incidence of DLB, and teachers and females experienced higher levels of DLB. Higher levels of DLB had negative effects on work attitudes.

The Relationship Between Kentucky High School Principals’ Leadership Behaviors and Student Outcomes. Carolyn Camille Towns, Eastern Kentucky University; Charles Hausman, Eastern Kentucky University

This study researched the effects of duties and responsibilities of high school principals on student outcomes. Independent variables included socioeconomic status and five of seven standards from the Principal Professional Growth and Effectiveness System. Dependent variables included ACT scores and graduation rates. Five of six variables proved significant in explaining variances of student outcomes with Standard 5, Communication/Community Relations, possessing the strongest predictive ability on student achievement for schools of differing socioeconomic levels.

The Impact Speed of Delivery and Vision on the Perceived Charisma of a School’s Principal. Ronit Bogler, The Open University of Israel; Avner Caspi, The Open University of Israel; Ofir Tzuman, The Open University of Israel

Leaders’ delivery and vision are two central facets of charisma that appear frequently in the literature. We aimed at examining the relative impact speed of school principal’s delivery and vision on one’s perceptions of the principal’s charisma. Kahneman’s (2011) two modes of thought (System 1 and System 2) served as a theoretical framework, predicting that delivery will impact perceived charisma.
faster than vision. A quantitative study, using moment-by-moment track of charisma perception, confirmed this prediction.

Chair:
Stacey A. Rutledge, Florida State University

148. Performance Assessment for Principal Licensure: Opportunities, Challenges and Early Findings
Symposium
3:40 to 4:55 pm
Washington Hilton: Holmead

This symposium explores potential opportunities, challenges and outcomes of performance-based assessments for principal licensure. It presents findings from around four topics, theory of action, candidates’ experiences, programs’ experiences and scoring issues, for one state’s development, piloting and field testing of a new authentic performance assessment system. It considers use for licensure and as educative for candidates, programs, and policy makers. Performance assessments are psychometrically complex. Participants will discuss design, assessment, and use issues and benefits.

Participants:
Theory of Action Underlying the PAL Performance Assessment for Principal Licensure. Margaret Terry Orr, Bank Street College; Joseph Murphy, Vanderbilt University
Candidates’ Experiences and Performance with the Performance Assessment for Leaders. Liz Hollingworth, University of Iowa
Preparation Programs’ Experiences and Engagement with the Performance Assessment for Leaders. Joan L. Buttram, University of Delaware; Jack Leonard, University of Massachusetts-Boston
Scoring the Performance Assessment for Leaders. Raymond Pecheone, Stanford University; Margaret Terry Orr, Bank Street College

Chair:
Joseph Murphy, Vanderbilt University

149. Questioning Teacher Evaluation Policy and Reform
Paper Session
3:40 to 4:55 pm
Washington Hilton: Independence

Participants:
Does Teacher Evaluation Policy that Incorporates Student Growth Measures Exacerbate or Ameliorate Educational Inequities? Kim Kappler Hewitt, University of North Carolina at Greensboro

Policies in 40 states and Washington, DC incorporate student growth measures into educator evaluation. The federal government positions such policies as levers for ensuring that more students are taught by effective teachers and that effective educators are more equitably distributed amongst schools. Because these policies are new, little is known about how educators respond to them. Survey data from North Carolina indicate that substantive, unintended effects are undermining the purposes for which these policies were developed.

Merit Pay Provisions of Collective Bargaining Agreements in the Wake of Teacher Evaluation Reform. William Kyle Ingle, University of Louisville; Chris Willis, Bowling Green State University

In the wake of changes to Ohio teacher evaluation policies, we analyzed teacher collective bargaining agreements negotiated after September 24, 2012 in the state of Ohio, operationalizing our dichotomous dependent variable (no merit pay = 0; adopted merit pay = 1) and testing it against district characteristics. Utilizing logistic regression, we found that suburban school districts are statistically more likely than urban school districts to adopt merit pay provisions.

The Structure and Substance of Teachers’ Opportunities to Learn about Teacher Evaluation Reform. Morgaen Lindsay Donaldson, University of Connecticut; Sarah Woulfin, University of Connecticut;
Casey Cobb, University of Connecticut; Richard Gonzales, University of Connecticut

Teacher evaluation has taken center stage in recent efforts to reform U.S. schools. However, scant research examines how principals and teachers make sense of new teacher evaluation policies. Based on a study conducted in 14 districts implementing a new evaluation policy, we find that the majority of teachers' opportunities to learn were formal and focused on compliance. By contrast, informal opportunities to learn were more likely to facilitate teachers' engagement with the policy's substance.

Chair:
Jill Bradley-Levine, University of Indianapolis

150. Autoethnography as Method for Transformation: Preparing Leaders as Advocates for Social Justice

Symposium
3:40 to 4:55 pm
Washington Hilton: Jay

The purpose of this symposium is to analyze student learning in an established and proven partnership known as the Urban School Leaders Collaborative (USLC). The USLC received the 2013 UCEA Exemplary Educational Leadership Preparation Program Award. This session is unique in that all 21 participants are students within the program, who have spent considerable time during the 2-year program reflecting on and documenting their learning and transformation as educational leaders.

Chairs:
Juan Manual Nino, University of Texas at San Antonio
Betty Merchant, University of Texas at San Antonio
Rebecca Elaine Garza, University of Texas at San Antonio
Encarnacion Garza, University of Texas at San Antonio

Participants: (all University of Texas at San Antonio)
Joseph Aguaristi Amanda Baker Stephanie Bernal
Jason Brayden Justin Buckner Cirilo Campos
Maricela DelaCruz Cynthia Dennis Arlett Franco
Jennifer Galvan Carmen Gollihar Gladys Hernandez
Victoria Mendoza Brittany Milner Monica Montalvo
Juan Puig Jason Rochester Raul Salazar
Sharon Talbert Cassandra Vara Kristel Williams

151. Advancement of Race and Ethnicity Research Workshop: Exploring Theoretical and Conceptual Frameworks in Educational Leadership

Innovative Session / Mini-Workshop
3:40 to 4:55 pm
Washington Hilton: Kalorama

This mini-workshop grounded on the principles of andragogy, will promote a lively interaction among attendees to review, dialogue, and generate new theoretical and conceptual research frameworks for the study of race and ethnicity in P-20 systems. Following UCEA's theme, this workshop will be purposeful in generating action related to the exploration of innovative research frameworks bringing to the fore the value of educational research developed by scholars of color.

Chairs:
Gaetane Jean-Marie, University of Louisville
Elizabeth T. Murakami, Texas A&M University-San Antonio

Participants:
Lorri Michelle Johnson Santamaria, The University of Auckland, New Zealand
Brenda Lloyd-Jones, University of Oklahoma
Hollie J. Mackey, University of Oklahoma
Natalie A. Tran, California State University, Fullerton
Dr. Cosette M. Grant-Overton, University of Cincinnati
152. A Global Perspective of Social Justice: A New Lens for Analysis
International Community Building Session
5:05 to 6:20 pm
Washington Hilton: Albright

The International School Leaders Development Network social justice research builds on initial data collection to present three phase data analysis. This includes the macro, meso, and micro frame of the international context in which the research is placed; the positionality lens of the researcher through which the data are analyzed; and an outcomes frame, which places leaders' weighting of the sources of social justice successes and challenges faced in the global context.

Presenters:
Rachel McNae, University of Waikato
Charles Slater, California State University, Long Beach
Fernando Briceno, The European School
Izhar Oplatka, Tel Aviv University
Stephanie Ogden, Knox County Schools
Khalid Husny Arar, The Centre for Academic Studies

Chair:
Michele Morrison, University of Waikato

153. Expanding the Educational Leadership Professoriate: Retired Women Professors Remain Active in Racial Justice and Human Rights
Critical Conversation Roundtables
5:05 to 6:20 pm
Washington Hilton: Columbia 1

There is a commitment from several multigenerational women professors who have retired to participate in this critical conversation. Each professor brings experience as groundbreakers in our field—which either by breaking gender lines, racial barriers, leadership roles, or by landmark research studies. All served throughout the P-20 educational spectrum from public schools to our doctoral programs. Each moved the academy in different ways and while some retired a few years ago others are now retiring from the professoriate for different reasons. This critical conversation will serve to begin crucial dialogue not only between the retired professors but the audience who are interested in this topic. Each woman professor will bring her own experiences in academe and how through retirement or plans for retirement she wants to further expand her research and service to different educational communities with a focus on issues of equity and equality. Among the participants is a scholar who conducted landmark research on women and minorities of color in administration. She has been retired for over 10 years but continues to teach courses for different programs. Another woman professor who served in various leadership capacities as well as continuing her landmark research will participate. Her retirement involved leaving one university and moving to another university across the country to continue her work. Another five professors who have recently retired will discuss their continued engagement in working on social justice issues as well as plans for the future. Between all the participants there are over 150 years of contributions to public schools, urban leadership, international work, and educational leadership preparation programs. This group represents women who have been recipients of the highest awards in our field as well as three past UCEA presidents.

Chair:
Maria Luisa Gonzalez, University of Texas at El Paso

Participants:
Martha N. Ovando, University of Texas at Austin
Edith Rusch, University of Nevada-Las Vegas
Carolyn Louise Wanat, University of Iowa
Dana E. Christman, New Mexico State University
Joan Poliner Shapiro, Temple University
154. Expanding the Nature of Teacher Leadership Roles
Paper Session
5:05 to 6:20 pm
Washington Hilton: Columbia 10
Participants:
Adders and Pathfinders: The Expansion of Leadership Roles Across Education. Jonathan Eckert, Wheaton College; Jasmine Ulmer, University of Florida; Edit Khachatryan, Stanford University
The teacher leadership landscape is shifting as teachers increasingly lead beyond the classroom. In this mixed-methods study, we surveyed 61 participants from the first four cohorts of a federal educational policy fellowship between 2008 and 2012 to determine their career pathways. While some teachers “added” external opportunities to existing responsibilities postfellowship, other teachers functioned as “pathfinders” and found new venues and platforms to exercise leadership skills, abilities, and interests.

Reframing “Problems” Into Leaders for School Improvement: Systematically Engaging Teachers Through Hybrid Roles. Jasmine Ulmer, University of Florida
Rather than remain within school turnaround models that emphasize replacing personnel as a mechanism for change, this session reframes how so-called “problems” might be turned around into leadership solutions for school improvement. Through a proposed district-based pilot plan, this session outlines how teacher leaders can become democratic partners in educational change initiatives. This session asks: What if schools created additional time and space for high-performing teachers to lead directly from the classroom in hybrid leadership roles?

Staying or Leaving? An Examination of Career Trajectories of Beginning Teachers. Ahmet Latifoglu, The University of Melbourne
This research compares experiences of beginning teachers (BTs) in their employment pathways of permanent, fixed-term contract and casual relief work in Australian secondary schools. This study adopts a labour market and school process perspective in determining which factors influence BTs’ career trajectories. From the interviews with 41 BTs in 10 metropolitan and provincial public schools, permanent beginning teachers enjoyed better working conditions and collegiality with enhanced teaching support compared to fixed-term contract and casual counterparts.

Teaching Experience and Building Level on Combined Effect of Professional Commitment and Professional Relations and Interactions. John K. Rugutt, Illinois State University; Caroline C. Chemosit, University of Kabianga, Kenya; Guy Banicki, Illinois State University
Data from 1,345 K-12 teachers were used to examine relationships between teachers’ years of experience and building level on the combined effect of professional commitment and professional relations and interactions while controlling for collegial teaching and learning. The MANOVA results indicate no significant interaction effect. Teaching experience main effect was significant.

Chair:
Anika Anthony, The Ohio State University

155. Effective Program Evaluation in Educational Leadership
Paper Session
5:05 to 6:20 pm
Washington Hilton: Columbia 11
Participants:
Evaluating Principal Preparation Programs: Critiquing the Past and Moving Forward. Ed Fuller, Pennsylvania State University / UCEA; Liz Hollingworth, University of Iowa; Michelle D. Young, UCEA
This study critiques current and proposed models for evaluating principal preparation programs, particularly with respect to the reliance on outcome measures. Current statistical approaches cannot isolate the effect of programs on outcomes and thus should not be used for high-stakes purposes. The paper also proposes a model for moving forward that includes examination of information of four domains by expert committee review and site visits to collect additional information before making judgments about programs.

Professional Learning for School Principals: A Program Evaluation of an Instructional Leadership
This program evaluation focused on mid-range outcomes of the School University Research Network’s Principal Academy that was designed to increase principals’ knowledge of high-yield instructional strategies (Hattie, 2009), build expertise with classroom data collection tools that provide immediate feedback to teachers, and facilitate collaborative observation conferences to engage teachers in professional learning to improve classroom instruction.

Project Achieve: A Program Evaluation. Robert Martin Reardon, East Carolina University

Three years ago, Project Achieve set out to integrate three complementary research-based practices (instructional rounds, professional learning communities, and lesson study) into the culture of teaching and learning in a pilot metropolitan middle school, thereby aiming to equitably raise student achievement through increasing student engagement in a context of high expectations focused on meaningful learning experiences. This paper presents the outcome of the 3-year evaluation of Project Achieve.

South Africa’s Educational Justice: School Principal Preparation Impact on School Outcomes in the Western Cape. Zukiswa Kekana, Teachers College, Columbia University; Chelsey Lee Saunders, Teachers College, Columbia University

In the last 20 years of democracy, South Africa’s public school reforms have been directed primarily at redress and efforts to secure access to quality education for all children. In the Western Cape province, reforms in school principal preparation sought to ensure quality school leadership in all schools. Yet, inequality in school outcomes prevails, casting a shadow on the province’s positive results.

Chair:
Patrick M. Jenlink, Stephen F. Austin State University

156. Ecologies of Policy and Innovation in Educational Leadership
Paper Session
5:05 to 6:20 pm
Washington Hilton: Columbia 12

Participants:
A New Generation of Leaders: Young Women Principals Embracing Innovation. Whitney Sherman Newcomb, Virginia Commonwealth University; Margaret Grogan, Claremont Graduate University; Darline Robles, University of Southern California

Smulyan (2000) examined the lives of women principals. The purpose of our project was to extend this work with a focus on the growing population of young women leaders. We wanted to understand how young women view their work as principals so that we could look for signs of a changing landscape. Therefore, our purpose was to seek young women’s experiences in the principalship to understand what constitutes a new generation of women leaders.

Leadership Challenges in Leveling the Playing Field Across Unequal Contexts. Julia Mahfouz, Pennsylvania State University; Nik Barkauskas, Pennsylvania State University; Erica Sausner, Pennsylvania State University; Mindy Kornhaber, Pennsylvania State University

We investigate how school leaders in districts with diverse populations view the CCSS reform and its demands relative to school leaders in homogenous districts. We intend to analyze the additional challenges that the standards present for districts and schools. Data collection will include interviews with school and district leaders to gather insight into leadership practices and philosophy, as well as curricular and instructional changes that they are seeking to move into classroom practice.

Rural School Principals and Local Politics: The Hierarchy of Control. Daniella Hall, Pennsylvania State University

The research study investigates the strategies rural principals employ to navigate the influence of local politics and policies that influence their schools. The research is a qualitative case study of 4 principals in Vermont. The findings reveal a hierarchy of relationships between the principals and supervisors, who prioritize community school board members over superintendents and department of education officials.
Shirking to Success: An Application of Principal-Agent Theory to Florida’s Third-Grade Retention Policy.
Rachel White, Michigan State University

This study utilizes principal-agent theory and street-level bureaucracy theory to understand the ways in which school district teachers and administrators, as street-level bureaucrats, respond to a state-mandated, test-based third-grade retention policy in Florida. While policymakers and practitioners may have the same end goal – to increase third-grade reading proficiency rates – evidence from regression analyses suggests that street-level bureaucrats use their informational advantage to pursue means other than retention to achieve this end.

Chair:
Karen Stansberry Beard, The Ohio State University

157. Black School Leaders, Teachers, and Students: A 20-Year Trend Analysis in Texas
Symposium
5:05 to 6:20 pm
Washington Hilton: Columbia 2

This case study adds to the research on minority representation in school leadership positions by examining the pipeline to principalship for African Americans in Texas. Employing multiple quantitative methods, we found that the percentage of Black assistant principals and principals increased as the percentage of Black students in the school increased. However, we also discovered that Black assistant principals were less likely to advance into the principalship position than White assistant principals.

Chair:
Heather Bennett, Pennsylvania State University

158. Abriendo Puertas, Cerrando Heridas (Opening Doors, Closing Wounds): Latinas/os Finding Work-Life Balance in Academia
HE Critical Conversation Roundtables
5:05 to 6:20 pm
Washington Hilton: Columbia 3

Abriendo puertas, cerrando heridas (opening doors, closing wounds) will stimulate an informal and lively discussion between Latina/o scholars who have authored in an upcoming book. This conversation is organized around a book series focused on work-life balance in academia, focuses on the experiences of Latina/o professors and scholars in education, documenting their testimonios of achieving a sense of balance between personal and professional lives.

Chairs:
Elizabeth T. Murakami, Texas A&M University-San Antonio
Frank Hernandez, University of Texas of the Permian Basin
Gloria M. Rodriguez, University of California, Davis
Monica Byrne-Jimenez, Hofstra University

Participants:
Vonzell Agosto, University of South Florida
Israel Aguilar, Texas A&M University-Corpus Christi
Juan Manual Nino, University of Texas at San Antonio
Fernando Valle, Texas Tech University
Gerardo R. Lopez, Loyola University-New Orleans
Raymond Padilla, University of Texas at San Antonio
Sandra Rodriguez-Arroyo, University of Nebraska-Omaha
Leslie D. Gonzales, University of Texas at El Paso
Jesse Perez Mendez, Oklahoma State University

159. Continuing Conversations with Clark Scholars Alumni
Special Session
5:05 to 6:20 pm
Washington Hilton: Columbia 4
In this closed session, Clark alumni will meet to update their fellow Clark scholars on their work since the Clark Seminar during AERA. This session will be set up in roundtable format with participants providing an update and as well as asking for feedback, sharing resources, and continuing the conversations started at the seminar.

Chair:
Kristina Franciska Brezicha, Pennsylvania State University

160. Promoting Social Justice in Higher Education

HE  Paper Session
5:05 to 6:20 pm
Washington Hilton: Columbia 6

Participants:
Increasing Faculty Diversity in Colleges of Education, Strategically. Wayne D. Lewis, University of Kentucky; Ericka Hollis, University of Kentucky; Willis Jones, University of Kentucky; Neal Hutchens, Pennsylvania State University

In educational administration, a lack of diversity in the faculty raises important questions about programs’ commitment to the principles of diversity and about programs’ ability to develop culturally competent educational leaders. This study examines the approaches and strategies for increasing faculty diversity that colleges of education are employing, as documented in college-level strategic planning documents.

Making a Collective Impact on the Profession by Preparing Principals at Minority-Serving Institutions. Mariela A. Rodriguez, University of Texas at San Antonio; Carol A. Mullen, Virginia Tech; Tawannah G. Allen, Fayetteville State University

We present perspectives on educational leadership programs in Hispanic-serving institutions and historically Black colleges and universities that prepare school leaders to offer students equitable learning experiences. The session’s focus will be on the attention given to issues of inequities in urban communities and how these may manifest within school settings.

Narrations of Social Justice Professors: Investigating Implications for Critical Consciousness Development and Praxis. Thad Michael Dugan, University of Arizona

Critical consciousness development provides a theoretical framework to address marginalizing structures promoting transformative practice; however, scholars have not examined specific ways that educational leaders, many of whom are White and privileged, develop critical consciousness. The intent of this study is to better understand the critical consciousness development and praxis of leading scholars/educational leadership professors promoting a social justice agenda and the implication for the preparation of socially just leaders.

The Journal Citation Network Paradox of Educational Leadership: Citing it All in a Continually Changing Discipline. Yinying Wang, Georgia State University; Alex J. Bowers, Teachers College, Columbia University

This study examines citation patterns across the educational leadership discipline. We used social network analysis to visualize citation structure of all journal citations from 37 journals in the discipline 2009-2013. Our initial findings of 21,963 citations indicate over 50% of citations are nonjournal sources. The influential journals in the citation network were identified through centrality measures. These findings suggest the educational leadership discipline is highly porous as it is continually citing sources beyond journals.

Chair:
Leslie Ann Locke, University of Southern Mississippi

161. Knowledge for District and School Improvement

Paper Session
5:05 to 6:20 pm
Washington Hilton: Columbia 8

Participants:
Eddy-Spicer, University of Virginia

Educational reforms in England emphasize school-to-school development to achieve excellence with equity in a radically devolved system of schooling. Such initiatives attempt to couple competition through autonomy with collaboration across schools to ensure equitable access to high-quality education. The study reported in this paper examines a formal pairing of a “lead” elementary school with a “supported” elementary using teachers’ and leaders’ patterns of data-use to trace efforts to balance excellence, efficiency, and equity.

School-University Relationships Make a Difference: Leading an Inclusive Process for Implementing Common Core State Standards. Penny L. Tenuto, University of Idaho, Boise; Mary E. Gardiner, University of Idaho, Boise

Quality education is an outcome of a process requiring professional commitment to excellence, mutually beneficial goals, and support of inclusive and multidisciplinary teams. As educators prepare for Common Core State Standards, instructional leaders play a significant role in advancing the quality of teaching and learning. Applying democratic professional practice in education in action-oriented research is discussed as a leadership approach to support integration of aligned curriculum and sustainable partnerships between districts and university.

Sustaining Continuous Improvement Through Professional Learning Communities in a Secondary School. Christopher Michael Jones, The George Washington University; Rebecca Ann Thessin, Montgomery County Public Schools

The purpose of this study was to examine the change process a school undergoes as it develops, implements, and sustains continuous improvement efforts through a structure that relies on the collaboration of leaders and teachers to be effective—professional learning communities (PLCs). We sought to understand how one secondary school principal sustained a context for continued improvement through PLCs using case study methodology.


This qualitative multicase study analysis focuses on urban school principals in districts under mayoral control to understand their unique role as mediators occupying a pivotal space between policy and practice. This study also examines the factors that influence how principals interpret and implement policies from the central office. Preliminary findings suggest that veteran principals experienced a gradual loss of access to institutional knowledge at the central office thus impacting their leadership work in schools.

Chair:
Jo Beth Jimerson, Texas Christian University

162. Caring Practices for Enhancing the Student Experience

Paper Session
5:05 to 6:20 pm
Washington Hilton: Columbia 9

Participants:

Homelessness, Achievement, and Contextual Considerations: A Study of Low-Income Students in One Urban District. Alexandra E. Pavlakis, University of Wisconsin-Madison; Peter M. Miller, University of Wisconsin-Madison; Peter Goff, University of Wisconsin-Madison

Studies are mixed on whether homeless students fare worse than low-income housed children. Localized, contextual factors—which are often ignored—may help account for inconsistent findings. Using a sample of 5,051 low-income children from one district, we ask if homelessness predicts math achievement after controlling for research-based variables. Our OLS regression model suggests that above and beyond controls, homelessness is not significant. Potential contextual-based explanations for our findings are discussed.

Leading with Care: Promising Caring Practices in Urban High Schools. Danielle Allen, University of North Carolina at Chapel Hill; Ariel Tichnor-Wagner, University of North Carolina at Chapel Hill

This study, using data from the National Center on Scaling up Effective Schools, examines the ways and extents to which administrators in urban high schools create and cultivate caring communities in urban high schools.
Learning on Empty: A Qualitative Study on Student Stigmatization of Federal School Nutrition Programs. Christine Tran, University of Washington

The intent of federal school nutrition programs is to provide low-income students access to nutritious meals during the school day. Social stigma, or negative social labeling, can often act as a barrier to school meal participation. The study used a retrospective approach to collect qualitative data to examine past experiences of former students who qualified for free meals. Findings provided insight into changing student perceptions over time and identified factors that perpetuate school food stigma.

Teaching with Self: Supporting At-Risk Students by Developing Educators’ Internal Capacities. Jessica Blum-DeStefano, Teachers College, Columbia University

This paper presents findings from a qualitative study exploring 19 alternative high school students’ descriptions and understandings of good teachers. More specifically, it raises up the importance of teaching with self—or the ways that teachers’ authentic practice supported participants’ learning. Given the promising link between supporting adult development and student achievement, I describe how teachers with sophisticated internal capacities were most helpful to at-risk students and offers implications for educational leadership and policy.

Chair: Thomas H. Beatty, Virginia Commonwealth University

163. Effective High Schools: Insights from the National Center for Scaling Up Effective Schools

Symposium
5:05 to 6:20 pm
Washington Hilton: Holmead

This symposium shares findings from a national research and development center aimed at scaling up practices of effective high schools. Through a partnership between researchers, developers, and partner districts, the center is engaging in a novel collaborative design and improvement process that draws on both traditional implementation theory as well as continuous improvement processes. In the symposium, each set of partners share their involvement in the center's activities, presenting their perspectives, experiences and lessons learned.

Participants:
Identifying and Understanding Effective High Schools: Personalization for Academic and Social Learning and Student Ownership and Responsibility. Stacey A. Rutledge, Florida State University; Marisa Cannata, Vanderbilt University

Design and Implementation: Building Capacity and Bringing Innovations to Scale. Cheryl Lynn King, Education Development Center; Eliza Fabillar, Education Development Center; Thomas Haferd, Education Development Center

District and School Partnerships: Implementing PASL and SOAR. Thomas Smith, Vanderbilt University; Daniel Traeger, Broward County Public Schools; Laura Williams, Ft. Worth ISD

Lessons Learned: Reflections on Bringing Local Findings to Scale. Lora Cohen-Vogel, Florida State University; Thomas Smith, Vanderbilt University; Stacey A. Rutledge, Florida State University

Chair: Stacey A. Rutledge, Florida State University

164. Advancing Social Justice in Leveling the Playing Field

Paper Session
5:05 to 6:20 pm
Washington Hilton: Independence

Participants:
Advancing Social Justice: Thoughts and Perspectives from Professionals in the Field of Education. Michael Richard Paul Bailey, University of South Florida

Legacies of injustice and oppression in America have created a social system stratified by race, class, disability status, gender, sexual orientation, etc. Such social disparity is reflected
in our educational system in both codified and unspoken ways. For some professionals, attempting to survive the challenges presented to educators each day is all that can be considered. There are others, however, who fight to transform education to disrupts hegemonic legacies. This study highlights four such professionals.

Civil Rights, Local Action: Nashville, Arlington, Selma. Carol Karpinski, Fairleigh Dickinson University

Educators interested in equality and justice have been intent on changing the social order or the educational system. Delving into their complex roles has enriched the literature of the Civil Rights movement and has revealed that teachers were often catalysts for change. This paper will examine three communities of educators united by their local professional associations and dedicated to educational and professional equity and the citizenship rights of African American teachers.

Transformative Conversations on Educating for Social Justice. Christine W. Nganga, South Dakota State University; Roma B. Angel, Appalachian State University; Deborah L. West, Eastern Kentucky University; Leigh Ellen Wallace, University of Wisconsin-Milwaukee

Four faculty who teach from social justice orientations engaged in a collaborative autoethnography. The emerging themes included (a) gaining a deeper understanding of the impact of various strategies and frameworks on social justice teaching, (b) dealing with misunderstandings and pushback from colleagues and students, (c) understanding the effects of compassion fatigue or burnout as social justice teachers, and (d) affirming the importance of a professional friends group on personal renewal and professional sustainability.

Cultural and Language Diversity Within the Context of Schools for the Deaf. Catherine Ann O’Brien, Gallaudet University; Kerry Kathleen Robinson, University of Tennessee; Marlon Kuntze, Gallaudet University

The purpose of this qualitative study is to explore diversity in leadership preparation programs, specifically in the areas of culture and language attitudes, values and beliefs. The traditional hearing-centric bias of schooling marginalizes Deaf students who respond better to more visually-based ways of learning and communicating. The paper argues for the need to prepare school leaders to ensure that schools meet the need of the language and cultural diversity in the Deaf student population.

Chair:
Anthony H. Normore, California State University, Dominguez Hill

165. Quandaries of the Small-District Superintendency
Symposium
5:05 to 6:20 pm
Washington Hilton: Jay

This will be a discussion of a forthcoming edited book, Quandaries of the Small-District Superintendency. Framed around the ISLLC standards, the book presents the superintendency as a never-ending series of quandaries. Working to right civil wrongs and promote racial justice and human rights will only exacerbate such quandaries. Four authors will each present a brief synopsis of a chapter and invite symposium participants to question about and comment on the chapter theme and content.

Chairs:
Adrienne Hyle, University of Texas at Arlington
Rhonda L. McClellan, University of Texas at Arlington

Participants:
Gary Ivory, New Mexico State University
Teena McDonald, Washington State University
Thomas Alsbury, Seattle Pacific University
William G. Ruff, Montana State University
Kathryn Whitaker, University of Northern Colorado

166. Affirmative Action After the Fisher v. University of Texas Ruling
Ignite Session
5:05 to 6:20 pm
Washington Hilton: Kalorama
This Ignite session addresses the recent U.S. Supreme Court case that analyzed race-conscious admissions in higher education in *Fisher v. University of Texas at Austin* (2013). We will provide the audience with an update on the Fisher case, as well as an overview of the legal precedent and the educational research that the Court may consider in making its decisions.

Participant:
Affirmative Action After the *Fisher v. University of Texas Ruling*. Suzanne Elizabeth Eckes, Indiana University; Martha M. McCarthy, Loyola Marymount University

Chairs:
Martha M. McCarthy, Loyola Marymount University
Suzanne Elizabeth Eckes, Indiana University

---

**GENERAL SESSION IV: ED TALK I**

Facilitator: Michael Dumas, New York University
Panelists: Janelle T. Scott, University of California, Berkeley
Ed Brockenbrough, University of Rochester
Lois Weiner, New Jersey City University

**Research for Resistance and Action**

Many researchers hope that their scholarship actually makes a difference in the lives of people who suffer social injustice. However, there are any number of challenges in making this happen. Beginning with research design, there are questions about how to design studies in ways that illuminate injustice and allow spaces for marginalized voices to move to the center. We then make choices about how to write up our work, and how to use theory and data to help audiences make sense of what injustice looks like, its social and historical contexts, and how various stakeholders have responded (or not). And of course, we hope that our scholarship reaches a wide range of audiences. We will engage in an interactive discussion about the possibilities (and challenges) of pursuing research that resists injustice, and has the power to inform action for social justice and human rights.

**Session 167     Friday 6:30 to 7:30 pm     Columbia 5&7**

---

167. General Session IV: Ed Talk I - Research for Resistance and Action

*HE* Special Session
6:30 to 7:30 pm
Washington Hilton: Columbia 5&7

Many researchers hope that their scholarship actually makes a difference in the lives of people who suffer social injustice. However, there are any number of challenges in making this happen. Beginning with research design, there are questions about how to design studies in ways that illuminate injustice and allow spaces for marginalized voices to move to the center. We then make choices about how to write up our work, and how to use theory and data to help audiences make sense of what injustice looks like, its social and historical contexts, and how various stakeholders—from youth to educators to community advocates and policy makers—have responded (or not). And of course, we hope that our scholarship reaches a wide range
of audiences, and that these audiences understand and are able to utilize our work in developing, implementing and evaluating social and educational policies and practices. In this session, we will engage in an interactive discussion about the possibilities (and challenges) of pursuing research that resists injustice, and has the power to inform action for social justice and human rights.

Facilitator:
   Michael Dumas, New York University

Panelists:
   Janelle T. Scott, University of California, Berkeley
   Ed Brockenbrough, University of Rochester
   Lois Weiner, New Jersey City University

168. UCEA-ASHE Joint Reception
   HE Reception
   7:40 to 9:10 pm
   Washington Hilton: Columbia West

169. Film Festival: Sip and Screen
   Film Festival
   9:30 to 11:00 pm
   Washington Hilton: Columbia 5&7
   Grab a glass of wine and enjoy an evening viewing of these 5-minute films. Session will include an intro and Q&A with the filmmakers.
   “College RED: Northeast Leadership Academy” - North Carolina State University
   “Double Standard” - East Carolina University
   “#PROPEL” - Florida Atlantic University
   “Voces de Braceros UTPA” - University of Texas Pan American / Texas State University
   “Vanderbilt Abu Dhabi Leadership Development Project – Year 3” - Vanderbilt University
   “The Brickfields Schools” - University of Manitoba, Canada
   “Overcoming Inequities: Story of El Centro” - Texas State University

Chairs:
   Jennifer Friend, University of Missouri-Kansas City
   Julia N. Ballenger, Texas A&M University

The University at Buffalo
Graduate School of Education
offers doctoral, master’s, teacher preparation, as well as a wide variety of online programs.

Graduate School of Education
gse.buffalo.edu

Programs are offered through four departments:
   Counseling, School, and Educational Psychology
   Educational Leadership and Policy
   Learning and Instruction
   Library and Information Studies
SAGE is proud to publish the journals of the University Council for Educational Administration

Stop by the SAGE booth for more information.

eaq.sagepub.com
jcel.sagepub.com
jrle.sagepub.com
170. UCEA Taskforce on Distance Learning
Meeting
7:00 to 7:50 am
Washington Hilton: Columbia 1
This session focuses on the development of a UCEA taskforce focused on distance and digital education. UCEA will be extending its research and development efforts beyond the brick and mortar classroom in an effort to understand effective distance and digital teaching practices and tools, particularly those tools and practices that are meant to support the learning and development of educational leaders. All interested parties are welcome to attend and participate in this effort.
Chair:
  John Beuhring Nash, University of Kentucky
Participants:
  Ron Wideman, Nipissing University
  Teresa Northern Miller, Kansas State University
  April L. Peters-Hawkins, University of Georgia
  Nancy Ann Staub, University of Toledo
  Miles Bryant, University of Nebraska-Lincoln
  William Kyle Ingle, University of Louisville
  Michael Owens, Wayne State University

171. Leadership for School Improvement SIG Meeting
Meeting
7:00 to 7:50 am
Washington Hilton: Columbia 10
Chair:
  Shelby Cosner, University of Illinois at Chicago
Participants:
  Kristina Astrid Hesbol, University of Denver
  Jennifer Clayton, The George Washington University
  Hans W. Klar, Clemson University
  Angela Urick, University of Oklahoma

172. Jackson Scholars Advisory Board Meeting
Meeting
7:00 to 7:50 am
Washington Hilton: Columbia 11
Chair:
  Gerardo R. Lopez, Loyola University-New Orleans

173. Carnegie Project on the Education Doctorate (CPED) Member Meeting
Meeting
7:00 to 7:50 am
Washington Hilton: Columbia 12
CPED members only please.

174. Learning and Teaching in Educational Leadership (LTEL) Executive Committee SIG Meeting
Meeting
7:00 to 7:50 am
Washington Hilton: Columbia 2
Chair:
   Liz Hollingworth, University of Iowa

175. Politics of Education SIG
Meeting
7:00 to 7:50 am
Washington Hilton: Columbia 3
Chair:
   Tamara V. Young, North Carolina State University

176. Program Centers Director Board of Directors and Advisory Board Meeting
Meeting
7:00 to 7:50 am
Washington Hilton: Columbia 4
This Program Centers Advisory Board (PCAB) works with the Associate Director for Program Centers to support and improve the efforts of UCEA program centers. Members work focuses on UCEA policy, program center reviews, mini-grant proposal reviews, and the selection of graduate student program center fellowships. Committee members make recommendations to UCEA for changes in policy and practice.
Chair:
   Jayson Richardson, University of Kentucky

177. UCEA Research on Women in Leadership SIG
Meeting
7:00 to 7:50 am
Washington Hilton: Columbia 9
Chair:
   Charol Shakeshaft, Virginia Commonwealth University

Critical Conversation Roundtables
8:00 to 9:15 am
Washington Hilton: Albright
The purpose of this session is to bring together a diverse group of scholars who live and study in different regions of the U.S. and abroad; conduct research in African American, Hispanic, and Indigenous communities; and use theoretical frameworks such as critical race theory, Lat crit, postcolonial theory, and tribal crit theory. Panelists share the promises and pitfalls of conducting cross-cultural research and how we might work to accomplish more just research endeavors.
Chair:
   Katherine Cumings Mansfield, Virginia Commonwealth University
Participants:
   Melanie Bertrand, Arizona State University
   Bradley W. Carpenter, University of Louisville
   Terah Talei Venzant Chambers, Michigan State University
   Mark Halx, Halx Consulting Group
   Lorri Michelle Johnson Santamaria, The University of Auckland, New Zealand
   Jessica Venable, Virginia Commonwealth University
   Anjale Welton, University of Illinois at Urbana-Champaign
179. Leadership Matters: Five Key Practices of Effective Principals: A Wallace Foundation Sponsored Session

Meeting
8:00 to 9:15 am
Washington Hilton: Columbia 1

The field has increasingly accepted the view that principals are the instructional leaders and serve as leaders of learning in their schools. But what exactly do effective principals do that boots educator and student learning, especially in highly diverse communities? This session will highlight the substantial body of research on the importance of school leadership and discuss five pivotal practices that shape instructional leadership. Session participants will also have an opportunity to explore a web-based professional learning guide using excerpts from the award-winning PBS documentary film, *The Principal Story*, to illustrate these five practices. The learning guide is intended to help those who prepare and support aspiring and current principals probe these essential leadership practices.

Chair:
Fred Brown, Learning Forward

Participants:
Dennise Marie Berry, University of Virginia
JoVon Rogers, Fairfax County Public Schools
Fred Brown, Learning Forward

180. The Principal as Apprentice: Learning and Development of Leaders

Paper Session
8:00 to 9:15 am
Washington Hilton: Columbia 10

Participants:

Access and Outcomes by Race and Gender of Participants in a Regional Leadership Development Program. Thomas Shields, University of Richmond; Kate Cassada, University of Richmond

This paper is a study of a leadership development program, the Next Generation Leadership Academy, which involves participants from four school divisions in the Richmond, Virginia metropolitan area. Through a survey, data on promotions, and student population statistics, the study examines the changing racial and gender dynamics of leader selection and succession planning. As Myung (2011) discussed, we examine who is encouraged, selected, and promoted by divisions to participate in this prestigious program.

Assessing the Development of Apprentice Principals in Traditional and Residency Programs. Anne Hafner, California State University, Los Angeles; Albert Jones, California State University, Los Angeles

The purpose of the study is to compare outcomes of apprentice principals in a traditional educational administration program and in an alternative residency program. Researchers conducted a survey of graduates, job status data, and ratings on fieldwork. Graduates of residency programs were more likely than traditional graduates to report that their job status was teacher leader, assistant principal, or principal. Findings can inform faculty from leadership programs who seek to develop transformational leaders.


This phenomenological investigation explores the experiences of 13 administrative interns throughout their administrative internship to discover how they perceive and make meaning of their internship experiences. Developmental concerns theory provided a theoretical lens to further analyze participant’s descriptions of their experiences. This study provides possibilities for cognizance regarding internship placement and intern-supervisor pairings on how interns conceptualize the role of administrator and make meaning of their internship experiences as preparation turns into practice.

Instructional Leadership Behaviors in Principals who Attended an Assistant Principals’ Academy:
Self-Reports and Teacher Perceptions. Keith Gurley, University of Alabama at Birmingham; Linda Anast-May, Coastal Carolina University

We examined the instructional leadership behaviors of graduates of an Assistant Principals’ Academy and who had recently assumed a principalship. We compared principal self-reports of their instructional leadership behaviors to teacher perceptions. Results from the Principal Instructional Management Rating Scale revealed that perceptions of the nine principals did not significantly differ from those of their 296 teachers regarding principal instructional leadership behaviors. Further investigation revealed compelling differences among schools in magnitude and direction, however.

Chair: 
Margaret Terry Orr, Bank Street College

181. School Turnarounds: Policy and Practice
Paper Session
8:00 to 9:15 am
Washington Hilton: Columbia 11
Participants:
Changing of the Guard in Low-Performing Schools: Leadership Transitions in Turnaround Efforts. Cori Groth, University of Utah; Ashley McKinney, University of Utah; Andrea K. Rorrer, University of Utah

Leading school turnaround efforts that result in improved student achievement involves a complicated set of interrelated agendas, such as improving staff expectations and morale while also demanding new and improved instructional practices; increasing rigor and student mastery in light of longstanding, entrenched low performance; and combatting historical racial and social class inequities. This presentation is focused on the strategies, approaches, and dilemmas faced by a new school principal placed in a chronically low-performing school.

When Turnaround Happened: Portraits of One School, Four Educators, and the Paradoxes of School Reform. Ulrich C. Reitzug, University of North Carolina at Greensboro; Craig Martin Peck, University of North Carolina at Greensboro

This paper reports on data collected as part of a multiyear case study of an urban turnaround school. We use elements of portraiture to profile key staff members, and we analyze how paradoxes identified in a review of school turnaround policy literature have affected these educators’ lives. Our data suggest that the implementation of turnaround reform has generated messy, complicated outcomes that have impacted educators in ways that policymakers may have never imagined.


This research explores how aspiring “turnaround” principals conceptualize this process and the knowledge and skills needed to actualize it. Findings suggest that aspiring principals see their primary role as building a positive school culture and emphasize growing their interpersonal and metacognitive skills. Many of the respondents understood this perspective to be in conflict with the current definition of turnaround occurring within 2-3 years and thus worried about their ability to be successful given these views.

“Racing to the Top” to Prepare Turnaround Principals in North Carolina. Kathleen Brown, University of North Carolina at Chapel Hill

The policy objective undertaken via North Carolina’s Race to the Top Regional Leadership Academies (RLAs) was to recruit and prepare over 180 “turnaround principals” serving more than 30 counties across the state. The RLAs were created independently to meet the school leadership needs of three vastly different and very distinct regions of North Carolina (including “large, urban” and “small, rural”); thus, each RLA is a unique program with its own partnerships, program philosophy, curriculum, coursework, and fieldwork.

Chair: 
Lisa Bass, North Carolina State University
182. Narratives of Identity and Resistance: Implications for Leadership and School-Community Partnerships

Paper Session
8:00 to 9:15 am
Washington Hilton: Columbia 12

Participants:

Activating Critical Consciousness Amid Anti-Immigration Reform: A Latin@ Immigrant Parent Group’s Narrative. Erica Fernández, University of Connecticut

This paper presents the processes taken of how Familias Unidas en la Vecindad/Families United in the Neighborhood (FUV), a Latin@ immigrant parent-organized, parent-lead, and parent-driven group, was able to activate Paulo Freire’s conceptualization of critical consciousness in an urban school in the Midwest amid aggressive anti-immigration legislation.

Bracero Stories as Text. Samuel Garcia, Texas State University; Jocabed G. Marquez, Texas State University; Francisco Guajardo, University of Texas Pan American; Miguel Angel Guajardo, Texas State University

Several university classes in a border institution collaborated 2011-2012 with elders from both sides of the Texas-Mexico border to construct a new narrative about the Bracero Program. Using oral histories and the creation of personal narratives, undergraduate students, graduate students, and faculty worked with living braceros and other elders to engage braceros and their families who live on both sides of the border to capture their stories and to make the stories public.

Schooling and Civic (Im)possibilities: Latino/a Youth Perspectives on Community Issues and Engagement. Dinorah Sánchez Loza, University of California, Berkeley

Human capital development dominates as the primary purpose of school, yet this ignores the civic content and skills that youth should learn if we believe in schooling for democratic participation. Given recent moves in Oakland Unified School District that require students develop “community readiness,” this interview-based study of Latino/a students in Fruitvale explores their day-to-day experiences and interactions with school and how these affect how students come to conceptualize community, democracy, and their role as citizens.

Sovereign Systems, Indigenous Knowledge, and Authentic Partnerships: Zuni Pueblo Leadership Development and the ZETAC Project. Lee Francis, Texas State University; Hayes Lewis, Zuni Public School District; Breda Bova, University of New Mexico; Marjori Krebs, University of New Mexico; Cheryl A. Torrez, University of New Mexico

Developing strong collaborations and leadership in Indigenous communities is not a singular effort; it requires long-term development and commitment over time (LaFrance & Nichols, 2010). This study looks at at the impact of the Zuni: Engaging Teachers and Community (ZETAC) project and specifically the effectiveness of the partnership in empowering the local community, the development of educational leadership capacity, and the sustainability of sovereign Indigenous education systems.

Chair:
Noni Mendoza-Reis, San Jose State University

183. The Convergence of Special Education, Equity, and Inclusion

Paper Session
8:00 to 9:15 am
Washington Hilton: Columbia 2

Participants:

Critical Portraits of Social Justice Principals Advocating for and Implementing Inclusionary Practices for Students with Disabilities. Jeanette Monreal, University of Texas at San Antonio

The purpose of this study was to explore what principal characteristics are effective for implementing inclusion models. The research question was approached through a multiple-case study of three secondary campuses. Data were collected through in-depth interviews, focus groups, and journals. Traditional data analysis methods were used with the technique of portraiture. Results from the study revealed that the principals implemented and nurtured their inclusion models by focusing on personnel development, organizational design, and social justice leadership.
Current Issues of Equity in Special Education Law and Policy. Janet R. Decker, Indiana University; Kevin Brady, North Carolina State University; Matthew Militello, East Carolina University

The legal system has played a pivotal role in shaping equal access for marginalized students. This Mini Workshop will focus on how recent developments in special education law. Specifically, we will examine three equity issues: segregation, discrimination, and discipline of students with disabilities. After presenting the law relevant to these topics, we will facilitate a role-play exercise where participants will analyze an actual event from the past year that resulted in a special education lawsuit.

Designing for Learning: How Communities of Practice Affect Schools’ Capacities to Meet Students’ Special Needs. Martin Scanlan, Marquette University

This study examines how educators learn to meet students’ special needs. “Special needs” is a broad category referring to multifarious barriers to school success – including, but not limited to, diagnosed disabilities. Meeting students’ special needs in educational contexts is a civil and human right. Examining four schools attempting to implement an inclusive approach, this study asks: “In what ways do communities of practice affect the capacity of a school to meet students’ special needs?”

Leadership Practices and Knowledge that Support Inclusion. Karen Akom, University of Virginia

This research provides a description of leadership practices and knowledge at a school providing successful inclusion for students with disabilities. Using core sets of leadership practices, distributed leadership, and leadership content knowledge, I identify the actions and interactions of leaders, tools, routines, structures, and knowledge leaders use to organize their practices for inclusive programming. Elements of practice that support inclusion were identified: leader’s insight and drive, inclusive culture, organizational support, communication, and buffering staff from distractions.

Chair:
Kerry Kathleen Robinson, University of Tennessee

184. Partnering to Broaden Access and Opportunity for Capacity and Change
Symposium
8:00 to 9:15 am
Washington Hilton: Columbia 3

The symposium will open critical discussion and opportunities for sharing how school-university partnerships can promote equitable practices and move schools toward more inclusive practices. Through the lens of four studies, we will highlight capacity building strategies, especially those that address issues of equity through establishing learning communities and integrating technology with authentic teaching. Critical conversations will address considerations for and sharing of productive practices for change.

Chair:
Jean Cate, University of Oklahoma

Participants:
Linda Atkinson, University of Oklahoma
Leslie Ann Williams, University of Oklahoma
Sharon Ann Wilbur, University of Oklahoma
Nicole Watkins, University of Oklahoma
Katheryn Elizabeth Shannon, University of Oklahoma
Stephanie Hyder, University of Oklahoma

185. Tell Me More: Forging the Research Partnership in Academia
HE Special Session
8:00 to 9:15 am
Washington Hilton: Columbia 4

Collaboration makes us better researchers. Research collaboration is an effective way to spur research productivity and sharpen research skills. However, nurturing a research partnership could be challenging, in particular for graduate students who are novice researchers. In this session, a
panel of distinguished scholars shares a repertoire of effective practices on research collaboration.

Chair:
Yinying Wang, Georgia State University

Participants:
Alex J. Bowers, Teachers College, Columbia University
Sarah Diem, University of Missouri
Brendan David Maxcy, Indiana University Purdue University at Indianapolis
Anthony H. Normore, California State University, Dominguez Hill
Morgaen Lindsay Donaldson, University of Connecticut

186. Graduate Student Abstract Exchange
Special Session
8:00 to 9:15 am
Washington Hilton: Columbia 5-8
Participants:
Toward Social Justice Empowerment: Transforming Marginalized Student-Members of Professional Organizations Through Collective Agency. Stephanie Barber Applewhite, Stephen F. Austin State University; Matthew Alan Ryg, Southern Illinois University
Political Efficacy of Parents: Investigating Differences Attributable to Governance Structures. Lauren Bailes, The Ohio State University
Conceptualizing Headship Transitions in International Schools: A Literature Review. Justin Barbaro, Teachers College, Columbia University
Retrospective Voting Behavior in Local School Board Elections. Richard Blissett, Vanderbilt University
A Deliberative Alternative Curriculum Process for Exclusionary Discipline. Andrew David Bratspis, University of South Florida
Moving Children, Changing Schools: Following the Effects of the Iowa City Community School District Diversity Policy. Hector R. Campos, University of Iowa
Exploring Teacher Perceptions of High School Students in Tiered-Leveled Classes. Julie Chancellor, University of Louisville; Cabrina Bosco, University of Louisville; Matt Anderson, University of Louisville
Successful High School Completion Among Latina Students. Gwendolyn C. Dorsey, Frederick County Public Schools
How Superintendents Mediate Racial Inequities in Liberal Communities. Trina Gandy, University of Wisconsin-Madison
The Value of a Culturally Responsive RTI. Ramon Griffin, Michigan State University
Examining Alternative Certification Through the Structural Lens in Organizational Theory. Sarah Guthery, Southern Methodist University
Students Informing Students: “Radical Collegiality” and the Emergence of a Democratic Pedagogy. Alicia Hill, Texas State University
Investigating the Intersection of School Organizational Structure and Teacher Leadership: A Correlational Study. Marie Hurt, The Ohio State University
The Ethical Imperative of Racial Integration in K-12 Schools. Lauren Tarabokia Kendall, University of North Carolina at Chapel Hill
Challenges to Female Educational Managers in Pakistan. Sumaira Taj Khan, University of Iowa
Fitting in and Falling out: “Mean Girls” and the Reproductive Inequities of Education. Jeffry King, Texas State University; Sarah Jean Baker, Texas State University
The Role of NCLB in Advancing Obama’s Policy Initiatives. Adam John Kurth, University of Iowa
Title VI Enforcement in the Age of Obama. Santosh Madahar, Pennsylvania State University
Negotiating Change: School Leaders and Another New Reform. Julia Mahfouz, Pennsylvania State University; Nik Barkauskas, Pennsylvania State University; Erica Sausner, Pennsylvania State University
Impact of Culturally Responsive Teaching. Julie Ann Martinez, University of Texas at Austin
The Use of Social Capital in Education Policy. Isaiah Clarence McGee, University of Iowa
School Leadership and Teachers’ Work: Trends in Recent Surveys Published in Brazilian and North-American Journals. Ana Cristina Prado Oliveira, PUC-Rio de Janeiro
Teacher Mentoring: Program and Policy. Dorian Dawn Olsen, University of Iowa
The Prevalence of Burnout in U.S. Schools: The Role of Administration and Changes Over Time. Frank Perrone, University of Virginia
Teacher Perception of African American Dialect. Kevin Garner, University of Louisville; Larhonda Mathies, University of Louisville; Deb Rivera, University of Louisville; Damion Sweeney, University of Louisville; Tinisha Taylor, University of Louisville
An Historic View of African-American Male Principals. Omar J. Salaam, University of South Florida
Youth Leadership and Ethics: Concepts and Challenges. Victoria Sherif, University of Kentucky
Restrictive Language Policies Perpetuate Inequities of Race and Class in Trans-National Students on the U.S./Mexico Border. Darcy Tessman, University of Arizona
Can You Dig it? An Interactive Conversation on the Versatility of the School and Community Garden. Melinda VanDevelder, Virginia Commonwealth University; Kierstyn Johnson, Virginia Commonwealth University; Alicia Thompson, Virginia Commonwealth University
The Influences of Neoliberalism on Educational Equality and Equity. Min Wang, University of Alabama; Roxanne M. Mitchell, University of Alabama
Gender Inequalities in Texas Choir and Band Directors’ Salary, Position, and Professional Opportunity for Advancement. Miles Brandon Ward, Stephen F. Austin State University; Stephanie Barber Applewhite, Stephen F. Austin State University
“The Courageous Conversation” to Confront Colorblind Social Justice. Ronald William Whitaker, II, Duquesne University; Michelle Talbert-Horsey, Duquesne University
How School Principals Use Educational Research. David Peling, University of Connecticut; Sarah Woulfin, University of Connecticut
Black and Blue: Sixty Years after Brown. James S. Wright, Michigan State University
Students’, Parents’ and Leaders’ Latino/a Experiences in A Border Context, Across the K-20 Continuum. Darcy Tessman, University of Arizona; Suzanne Desjardin, University of Arizona; Irene Robles-Lopez, University of Arizona

Chairs:
- Pamela D. Tucker, University of Virginia / UCEA
- Bradley W. Davis, University of Texas at Arlington
- Mariela A. Rodríguez, University of Texas at San Antonio
- David Eddy-Spicer, University of Virginia
- Terrance Green, University of Texas at Austin
- Richard Gonzales, University of Connecticut

187. Responding to Federal and State Educational Policy Mandates
Paper Session
8:00 to 9:15 am
Washington Hilton: Columbia 9

Participants:
How Does Policy Implementation Shape Access to Equitable Educational Opportunities for English Language Learners? Madeline Mavrogordato, Michigan State University; Rachel White, Michigan State University

The English language learner (ELL) reclassification process is complex and multifaceted, taking into account decisions based on more than English proficiency alone. Research has shown that, when holding student demographic and achievement variables constant, ELL reclassification rates in Texas vary widely across the state. Thus, this study examines how practitioners and school officials in different regions approach and implement state policy regarding ELL reclassification and how local context influences school approaches to the ELL reclassification.
Local Politics and NCLB Implementation: Challenges for Rural Communities. Daniella Hall, Pennsylvania State University

The qualitative study examines the influence of community values and local politics on implementation of the federal NCLB policy in rural schools. Based in a region with a long history of local control, the study examines dominant educational values of three rural communities, and how they affect local elementary schools. The study finds schools’ degree of NCLB implementation reflects the alignment between the dominant educational values of encompassing communities with the federal policies.

No Waiver for You: Washington State Policymaker Response to the Rejection of the NCLB Waiver. Andrew Saultz, Member

In 2011, the federal government announced that states would have the opportunity to apply for flexibility in the form of a waiver from NCLB. As a result, state policymakers could apply for a waiver that allowed them to create new accountability measures. This paper explores Washington's reaction to having its waiver denied. This research is important as states continue to negotiate with the federal U.S. Department of Education in the future.

Chair:
Jane Clark Lindle, Clemson University

188. Women School Leaders Promoting Social Justice
Symposium
8:00 to 9:15 am
Washington Hilton: Holmead

The purpose of this symposium is to highlight research on how women school leaders promote social justice across P-20 contexts. Topics include how women leverage the superintendency to interrupt in justice and improve student learning, how women school leaders transform learning spaces, and the importance of feminist theory as a viable tool for interrupting oppressive school practices and policies.

Chair:
Christa Boske, Kent State University

Participants:
Carol Winter, Kent State University
Chinasa Elue, Kent State University
Kershini Naidu, Kent State University

189. Friend or Foe: Negotiating Local, State, and National Policy and Politics
Paper Session
8:00 to 9:15 am
Washington Hilton: Independence

Building Political Trust: Comparative Case Study of Two Minnesota School Districts. Jason Johnson, University of Minnesota; Jacob Deems, University of Minnesota; Karen Seashore Louis, University of Minnesota

This paper uses a comparative case study method to investigate the dynamic relationship between interpersonal trust and political trust in controversial decisions that U.S. public school education districts frequently encounter. By telling the stories of how two Minnesota communities attempted to desegregate their respective elementary schools, this paper provides insights into how integrative leadership can be used to build both interpersonal and political trust within communities to create socially just policies in public education.

Case Study: Political Accountability as a First Step Toward Restricting Educational Opportunity. John C. Daresh, University of Texas at El Paso

This paper describes how a former urban superintendent’s efforts to “game” state and federal accountability mandates for student achievement have led to reduced public trust in public education. In addition, the actions of the school administrator in this case have resulted in limitations of access to educational opportunities for minority students in an impoverished urban community.
Major Changes to Secondary Vocational Policy, but What About Changes to Outcomes? Samantha Viano, Vanderbilt University

Over the past 25 years, the national policy on secondary vocational education has gone under drastic change from a strict dual system separating academics and vocational coursework to full support for integration. As the name has changed from vocational education to career and technical education, have the outcomes for students in these vocational courses changed? Looking at two national longitudinal surveys, I find that some outcomes, like education attainment, have improved while others have worsened.

The Signal and the Symbol: The Role of Policy in Catalyzing Data-Informed Practice. Joshua Childs, University of Pittsburgh; Jo Beth Jimerson, Texas Christian University

A critical step in equipping educators to engage in data-informed practice involves ensuring effective professional learning opportunities. However, policies governing professional development frequently fail to address data use as a requirement for educators. To explore this problem, we analyzed state and local policies in Texas to determine how professional learning for data use is addressed, and how policies might be revised to align with research and subsequently catalyze improvements in educator capacity for data use.

Chair:
Adriana Villavicencio, New York University

190. The Impact of Charter Schools on Segregation, District Finances, and Student Mobility

Symposium
8:00 to 9:15 am
Washington Hilton: Jay

This symposium includes four papers that examine how Pennsylvania charter schools impact racial segregation, fiscal health of traditional public schools, and transfer patterns of students. The authors use a variety of quantitative methods to identify the effects that the implementation of charter schools have had on traditional public schools. The authors also consider the broader thematic implications that charter schools have had on some of the most vulnerable students in Pennsylvania.

Participants:
Charter Schools and the Racial Segregation of Students. Erica Frankenberg, Pennsylvania State University
Student Mobility and Transfer Patterns of Students Attending Charter Schools. Bryan Arthur Mann, Pennsylvania State University; Ed Fuller, Pennsylvania State University/UCEA
The Impact of Cyber Charter Schools on Rural Schools. Stephen Kotok, Pennsylvania State University; Kai Schafft, Pennsylvania State University

Chairs:
Erica Frankenberg, Pennsylvania State University
Bryan Arthur Mann, Pennsylvania State University

191. Mentoring Session for Associate Professors Seeking Promotion to Full Professors

Innovative Session / Mini-Workshop
8:00 to 9:15 am
Washington Hilton: Kalorama

The purpose of this session is to provide associate professors access to the cultural and social capital of full professors who have successfully achieved the highest academic rank. This session will utilize an interactive “speed dating” format so that all attendees have the opportunity to informally dialogue with each of the participating full professors in small groups regarding strategies to make the successful transition from associate to full professor.

Chair:
192. The Importance of Teacher Leadership in Influencing School Change
Paper Session
8:00 to 9:15 am
Washington Hilton: Northwest
Participants:
A Distributed Leadership Perspective on Organizational Routines: How Teacher Leaders Influence School-Based Practices. Gina Cappelletti, University of Pennsylvania; Eric Yoak, University of Pennsylvania
Distributed leadership is a generative lens through which to view routines as a leadership practice that influences and structures work in schools. Through a case study of one school participating in a distributed leadership program, we analyze how the development and enactment of a lesson study routine affects school-based practices. We find that organizational routines, as diagnosis and design work, contribute to instructional change and become an important source of leadership for teacher leaders.
Strengthening Schools from the Inside: Building Teacher Leaders. Marianna Valdez, New Leaders; Gina Ikemoto, New Leaders
Research has documented that principals can be a high leverage point for school improvement, but school systems often lack strategies for building leadership pipelines among their teachers. New Leaders’ Emerging Leaders Program (ELP) provides teacher leaders with opportunities to learn and practice leadership skills with a team of teachers. This program evaluation of ELP shows promising results, including growth in ability to lead data driven instruction and team meetings and perceptions of positive program quality.
Capacity Building and Districts’ Decision to Implement Formal Teacher Leader Initiatives. Melinda Mangin, Rutgers University
This study examines how one regional school district (RSD) worked to build capacity for teacher leadership among its 20 constituent districts over 3 years. To analyze the data, I employed Weiss’s (1983) decision-making framework, which examines the influence of ideology, interests, and information on policy positions and decision outcomes. Findings suggest that the RSD’s ongoing capacity building efforts influenced districts’ decision to implement teacher leader roles, even in districts that initially expressed no interest. In addition, district administrators played an important role in shaping the interplay between information, ideology, and interests. This study provides insights into the utility of capacity building and the “politics” behind teacher leadership.
The Role of Teacher Leadership in how Principals Influence Student Learning. James Sebastian, University of Missouri-Columbia; Elaine Allensworth, University of Chicago Consortium on Chicago School Research; Haigen Huang, University of Missouri-Columbia
In this study we compare pathways from principal leadership to school processes and student outcomes that include teacher influence as a mediating factor to direct pathways that do not include teachers’ influence. Using structural equation modeling we show that principal leadership can impact student learning growth in two ways: (a) improving the learning climate of schools by promoting greater teacher influence and (b) working directly on the quality of school programs including teacher professional development.
Chair:
Ian Mette, University of Arkansas
193. Doing What is Right: A Critical Conversation for the Practice of Social Equity in Schools

Critical Conversation Roundtables
9:25 to 10:40 am
Washington Hilton: Albright

This Critical Conversations/Dialogue will be ignited by practicing and aspiring school administrators from one school district and professors in a preparation program for educational leaders for social justice. The intent of this dialogue is to stimulate a national conversation in a participatory format, in a lively discussion related to “What does it mean to be prepared as a social justice leader in schools today?”

Chair:
Juan Manual Nino, University of Texas at San Antonio

Participants (all University of Texas at San Antonio):
- Encarnacion Garza
- Joseph Aguaristi
- Jason Brayden
- Maricela DelaCruz
- Jennifer Galvan
- Victoria Mendoza
- Juan Puig
- Sharon Talbert
- Betty Merchant
- Amanda Baker
- Justin Buckner
- Cynthia Dennis
- Carmen Gollihar
- Brittany Milner
- Jason Rochester
- Cassandra Vara
- Rebecca Elaine Garza
- Stephanie Bernal
- Cirilo Campos
- Arlett Franco
- Gladys Hernandez
- Monica Montalvo
- Raul Salazar
- Kristel Williams

194. Designing the New National Educational Leadership Preparation Standards

Special Session
9:25 to 10:40 am
Washington Hilton: Columbia 1

In this session, members of the National Educational Leadership Preparation (NELP) Standards and Process Committees (formerly known as ELCC) will share the new ISLLC standards and the draft NELP standards. Presenters will seek feedback from session attendees on the standards and how they should be used for program evaluation. Special attention will be focused on program and candidate assessments and accreditation reports.

Chair:
Michelle D. Young, UCEA

Participants:
- James Berry, Eastern Michigan University
- Monica Byrne-Jimenez, Hofstra University
- Dick Flannery, (Ret.) National Association for Secondary School Principals
- Ellen Goldring, Vanderbilt University
- Gina Ikemoto, New Leaders
- Pamela D. Tucker, University of Virginia / UCEA
- Catherine Dunn Shiffman, Shenandoah University
- Kathy O’Neill, Southern Regional Education Board
- Paul Katnik, Department of Elementary and Secondary Education of the State of Missouri
- Daniela Torre, Vanderbilt University
- Alexandra E. Pavlakis, University of Wisconsin-Madison

195. Sociocultural Perspectives on Engaging Curriculum

Paper Session
9:25 to 10:40 am
Washington Hilton: Columbia 10

Participants:
A Critical Historical Analysis of Ethnic Studies Curriculum. Erica Fernández, University of Connecticut; Yesenia Lucia Cervera, Indiana University-Bloomington
This paper presents a critical historical analysis of two distinct ethnic studies policies (the Ethnic Heritage Studies Program Act of 1972 and Arizona's HB2281) that at the forefront appear to be proposing opposing viewpoints. By utilizing interest-convergence from critical race theory and pairing it with historical methodologies, authors were able to contextualize and examine policies with a critical historical lens, revealing an effort within the policies to maintain a hierarchical racialized structure of oppression.

Informing Instruction: Pedagogical Practices in English Language Classes in the United States and Costa Rica. Beverly J. Irby, Texas A&M University; Rafael Lara-Alecio, Texas A&M University; Fuhui Tong, Texas A&M University; Nahed Aaed AbdelRahman, Texas A&M University; David Jimenez, Texas A&M University

This international research informs instruction for elementary school teachers by examining third-grade teachers' pedagogical approaches during an English language block in the United States and Costa Rica. Instructional leaders may use this information in developing professional learning experiences for teachers of English in both countries.

Shifting Populations, Shifting Practices? A Nuanced Examination of Curriculum Leadership Within an Evolving Sociocultural Context. Rose Ylimaki, University of Arizona; Lisa Fetman, University of Arizona; Erin Matyjasik, University of Arizona; Lynnette Brunderman, University of Arizona

Recent neoliberal trends and educational policies have altered relationships among education, the individual, and society. Further, demographics are changing with schools serving a new mainstream of culturally diverse individuals. This paper draws on theories of relationships among society, education and curriculum, and the individual and leadership studies to explore the complexities and nuances of curriculum (and leadership thereof) in a high-performing, tightly coupled southwestern U.S. district amidst a changing policy, economic and demographic environment.

Chair:
Dianne F. Olivier, University of Louisiana at Lafayette

196. Building Supportive Environments for School Leader and Teacher Collaboration
Paper Session
9:25 to 10:40 am
Washington Hilton: Columbia 11
Participants:
Conflict and Adult Development: How Educational Leaders Describe and Understand Difference in Collaborative Contexts. Chelsey Lee Saunders, Teachers College, Columbia University

Adult leaders do not always understand the appropriate developmental challenges and supports that help them grow as adults. Conflict is one challenge that spurs growth. This paper seeks understand how educational leaders with different ways of knowing describe and understand difference in collaborative contexts. Utilizing qualitative case study with semistructured interviews and observations, my study illustrates how current reforms have increased collaborative contexts in which educational leaders need to develop strategies for managing conflict.

Decision Making for and by Teacher Collaborative Teams. David Brazer, Stanford University; Michelle Van Lare, George Mason University

Building from past field work focused on teacher collaborative teams (CTs), this paper investigates decision making that structures CTs and decision making that occurs within CTs. Interviews and observations at the central office, elementary, middle, and high school levels provide data that explain decision-making processes and outcomes. The result is deeper understanding of the microprocesses of CTs and the teacher learning they produce.

The Influence of Leader Team Collaboration on School Professional Community in High-Poverty Schools: A Multilevel Analysis. Sisi Chen, University of Michigan-Ann Arbor

Based an evolved social network theory, this study conducted a multilevel analysis of leader team collaboration from a 4-year longitudinal study on 110 elementary schools across the U.S. The study found significant positive effect of leader-leader interaction to foster school professional community. It contributes to a new perspective to the sparse quantitative literature on leader-leader collaboration and has important practical implications to policymakers and practitioners in their efforts to improve current designs of instructional intervention.
The Significance of Supportive Leadership for Retaining Beginning Elementary Teachers in Urban Schools. Steve Ortiz, California State University, Long Beach; Charles Slater, California State University, Long Beach

Teacher turnover is a perennial problem in K-12 education and is particularly salient for urban schools. The purpose of this study was to examine the effects of elementary school principals’ supportive leadership on teachers’ intent to leave. Structural equation modeling was used to test the direct and indirect effects among the latent factors. The results revealed that supportive leadership had a negative and direct effect on urban elementary school beginning teachers’ intent to leave.

Chair:
Janet L. Tareilo, Stephen F. Austin State University

197. Preparing Aspiring School Leaders to Promote New Educational Practices and Policies to Address Bullying
Symposium
9:25 to 10:40 am
Washington Hilton: Columbia 12

The purpose of this symposium is to highlight research regarding bullying in schools. Authors will focus specifically on the impact of bullying on marginalized populations. Topics include the realities of bullying for K-12 students and teachers from marginalized populations and the importance of bridge building to address bullying in schools and how students, teachers, and scholars work together to transform learning spaces.

Participant:
Preparing School Leaders to Address Bullying. Christa Boske, Kent State University; Azadeh Farrah Osanloo, New Mexico State University

Chair:
Christa Boske, Kent State University

198. Special Topic Symposium: Community-Based Education Reform: Implications for Policy and Accountability
Symposium
9:25 to 10:40 am
Washington Hilton: Columbia 2

Given the current top-down nature of school reform (i.e., NCLB, high-stakes testing, accountability, etc.), policymakers and other stakeholders can benefit from contemporary interdisciplinary research on schools, neighborhoods, and the multiple constituencies represented by community-based approaches to educational improvement and change. This symposium will include contributions from scholar utilizing several theoretical, methodological and analytical approaches to understand community-based education reform in urban settings.

Participants:
Here Comes the Neighborhood: The Promise and Politics of Community-Based Education Reform. Sonya Douglass Horsford, George Mason University; Carrie Sampson, University of Nevada-Las Vegas
Community Schools as Urban District Reform: Analyzing Oakland’s Political and Racial Landscape Through Oral Histories. Tina Trujillo, University of California, Berkeley; Laura Hernandez, University of California, Berkeley; Tonja Jarrell, University of California, Berkeley; René Kissell, University of California, Berkeley
Transforming Out-of-School Challenges Into Opportunities: The Case of a Community School Implementation in the Midwestern United States. Terrance Green, University of Texas at Austin; Mark A. Gooden, University of Texas at Austin
Community-Based Accountability: A New Era of Democratic and Local Control for ESEA? Julian Vasquez Heilig, University of Texas at Austin; Melinda Anne Lemke, University of Texas at Austin; Heather Cole, University of Texas at Austin; Eric Weisman, University of Texas at Austin; Derrick
199. Adaptive Challenges for Educational Leaders in an Era of Globalization
Symposium
9:25 to 10:40 am
Washington Hilton: Columbia 3
The four papers in this symposium speak to the adaptive challenges of school leaders in the era of globalization. Papers include an analysis of the relationship between school resegregation and legal precedents, emerging First and Fourth Amendment issues related to personal technology use in schools, crisis and threat assessment evaluation in large school districts, and the role of school counselors in the age of accountability. The symposium has implications for preparation programs and school leaders.
Chair:
Carol A. Mullen, Virginia Tech
Participants:
William Glenn, Virginia Tech
Benjamin Nowak, Virginia Tech
Gerard Lawson, Virginia Tech
Corrie Stone-Johnson, University at Buffalo
Kami M. Patrizio, Virginia Tech

200. Education Policy Fireside Chat with Darleen Opfer
Special Session
9:25 to 10:40 am
Washington Hilton: Columbia 4
Please join Darleen Opfer, Director of RAND Education and Distinguished Chair in Education Policy, for a fireside chat. This special session offers graduate students and other interested parties an opportunity to engage in discussion with Dr. Opfer about her work regarding the role of educational policy in achieving equitable outcomes for historically disadvantaged students.
Presenter:
V. Darleen Opfer, University of Cambridge
Chairs:
Amy Reynolds, University of Virginia
Isaiah Clarence McGee, University of Iowa

201. Educators and Accountability: Policy and Practice in School Leadership
Paper Session
9:25 to 10:40 am
Washington Hilton: Columbia 9
Participants:
Getting Off Sanction: School Leader Problem Identification. Shelby Cosner, University of Illinois at Chicago; Mary F. Jones, University of Illinois at Chicago
This paper reports findings from a qualitative study that explores the data-use work of school leaders for purposes of goal setting, planning, and organizational improvement. Given our interest in school leadership work of consequence to low performing schools that are facing accountability sanctions, we examined three Chicago Public Schools that were successful at improving their performance management ratings from a Level 3/sanction rating to a Level 2/off sanction rating.
The Accountable Educator: Policy and Resistance. Curtis A. Brewer, University of Texas San Antonio; Amanda Bell Werts, Appalachian State University
We will provide an example of the use of historical methods in the production of critical policy analysis, focusing on this accountability culture. Specifically, we argue that our methodological approach contributes to the study of policy in two ways: Our methodology helps reveal (a) how, over
time, policy normalizes affective subjectivities, and (b) how people tactically “consume” the policy discourse of accountability (Poster, 2004 p. 410).

Wading Through the Educational Accountability Fog: Optimizing the Pursuit of Principal Accountability Success Indicators. Jennifer Rinck, University of South Florida; Anthony Rolle, Texas A&M University; Leonard C. Burrello, University of South Florida / Indiana University

This exploratory research asserts that the Florida Principal Leadership (FPL) Standards consist of 208 politically derived indicators, and fewer than 50 of the 208 indicators actually support independent conceptions of the FPL Standards. The purpose of this study is to investigate school principals’ identification of primary indicators of the profession within the accountability structure defined by the FPL Standards. By deconstructing the FPL Standards, measuring school principals’ determination of professional behaviors is possible.

Chair:
Kim Kappler Hewitt, University of North Carolina at Greensboro


HE Symposium
9:25 to 10:40 am
Washington Hilton: Holmead

How does one engage with or conduct community-engaged work from a Critical Race Theory (CRT) perspective while attempting to engage in community transformation and developing reciprocal K-16 partnerships? This symposium seeks to outline several programs under the umbrella of the Westside Pathways Project and centers a broader discussion on the merging, alignment, and sustainability of K-16 university-community partnerships, especially those that explicitly work toward dismantling institutionally racist policies and practices.

Participants:
Westside Pathways Project as Critical Race Partnership. Eden Cortez, University of Utah
EntreMundos: Exploring Critical Latina/o Elementary Student Engagement via Ethnic Studies. Anna Garza, University of Utah
Reciprocity in a Critical Service Learning Model. Judith Perez, University of Utah; Liliana Castrellon, University of Utah
Latina Mothers Along the Educational Pipeline: (Trans)forming Roles, Expectations, and Perceptions. Nereida Oliva, University of Utah

Chair:
Enrique Aleman, University of Utah

203. The Ethical Dimensions of Educational Leadership

Paper Session
9:25 to 10:40 am
Washington Hilton: Independence

Participants:
A Substantive Construct of Moral Reckoning in Special Education Leadership: Grounded Theory Analysis of Principals. William C. Frick, University of Oklahoma; Barbara Pazey, University of Texas at Austin

In line with the conference theme, this proposal offers insights from an ongoing research project employing an innovative grounded theory methodology that focuses our work on civil liberties and human rights by substantively addressing issues of dis/ability in schooling and the administrative decision making implicated in what constitutes a moral reckoning in special education leadership. An innovative grounded theory analysis was used as a secondary analysis of extant qualitative data to answer the research questions.

An Examination of Self-Authoring Ethical Dilemma Cases as Dramatic Rehearsal for Moral Leadership. Patrick M. Jenlink, Stephen F. Austin State University

The study reported examines self-authored ethical dilemma cases to advance moral literacy in
educational leaders. Dewey’s “dramatic rehearsal” is examined as lens in preparing ethical leaders for moral decision-making. I used a two-tier case study design. Tier 1 examined moral literacy, Dewey’s dramatic rehearsal, and ethical dilemma perspectives in relation to fostering moral literacy in leadership. Tier 2 examined the implications of participants’ experience in self-authoring ethical dilemma cases as dramatic rehearsal.

Beliefs and Attitudes Held by Assistant Principals in Massachusetts Public High Schools. Samantha Meier, University of Massachusetts-Boston

This study is a sequential mixed methods study that seeks to investigate the relationship between beliefs of assistant principals about their role in discipline, their attitudes toward students, and suspension rates in their school. A binomial logistic regression model will be used to describe the relationship between suspension rates and responses to a researcher-created survey. Interviews will be conducted to follow up on the surveys. This study was ongoing as of May 2104.

Negotiating the Double Mandate: Mapping Ethical Conflict Experienced by Practicing Educational Leaders. Jeffrey W. McGee, Virginia Commonwealth University; Katherine Cumings Mansfield, Virginia Commonwealth University

Findings of this mixed-methods study indicate that school principals most often experience ethical conflict in relation to fellow colleagues when the ethics of justice and care collide. Moreover, leaders’ ability to mitigate conflict, which is exacerbated by institutional and external factors, is improved when coupled by longevity and diversity of leadership experiences. The role leadership preparation programs and professional development plays in building competence in applied ethical decision making are also discussed.

Chair: 
Joan Poliner Shapiro, Temple University

204. Using an Ethnodramatic Case to Discuss Leadership for Social Justice
Symposium
9:25 to 10:40 am
Washington Hilton: Jay

This symposium inquires into a critical question in leadership preparation: “How do we prepare educational leadership candidates to work as change agents in institutions guided by socially unjust policies where professionals act with limited discretion?” The symposium uses an ethnodramatic case, adult learning techniques, and an expert panel to ignite dialogue and explore the gap between our field’s vision for socially just schools and the demoralizing conditions where too many students learn and teachers teach.

Participant:
Using an Ethnodramatic Case to Discuss Leadership for Social Justice. Charles Vanover, University of South Florida Petersburg; Tiffany Octavia Harris, University of Illinois; Omar J. Salaam, University of South Florida; Roderick James Jones, University of South Florida; Heather McConnell, University of South Florida

Chairs:
William R. Black, University of South Florida
Jim Scheurich, Indiana University Purdue University at Indianapolis

Participant:
Heather McConnell, University of South Florida

205. Developing Socially Just Leaders for Varying Contexts
Ignite Session
9:25 to 10:40 am
Washington Hilton: Kalorama

Participants:
Developing School Leaders as Advocates: Learning from Community Audits. Mariela A. Rodriguez, University of Texas at San Antonio

The goal of this Ignite session is to present findings from a study of school leaders who explored
demographic statistics, analyzed student achievement data, and conducted community audits of their respective schools through a project in a doctoral research class. This session will present digital artifacts that students collected as part of their audits and quotes from students related to their perception as to how the project impacted their leadership practices.

Developing a Theory of Teacher Leadership. Jill Bradley-Levine, University of Indianapolis

This Ignite presentation explores how Foster's (1989) four demands for leadership contribute to a theory of teacher leadership through these questions: How might Foster's demands frame the distinction between teacher leaders and other teachers? What limitations do teachers face as they try to enact Foster's demands? What responsibilities do preparation programs have to prepare teacher leaders to meet the demands? What research is needed to move Foster's demands toward a theory of teacher leadership?

Rebeldes y Ciudadanos: Participatory Educational Leadership in Chilean Social Movements. Michael Patrick O'Malley, Texas State University; Sarah W. Nelson, Texas State University; Tanya Alyson Long, Texas State University

This project investigates pedagogies of democratic resistance in Chile expressed through the 2006-2013 student protestors and the dictatorship era desaparecidos (disappeared), theorizing ways in which present and absent bodies shape how resistance, equity, and democracy are imagined in the Chilean public sphere. This Ignite session invites a form of conscientization among participants through aesthetic engagement that illuminates interrelationships among democratic resistance, educational and social equity, and a participatory form of educational leadership.

Target Populations and Local Administrative Response. Ashley McKinney, University of Utah; Andrea K. Rorrer, University of Utah

When state policy identifies a specific group of individuals as a problem, the state creates a “target population” (Schneider and Ingram, 1993). In one such state, Latino/as had been depicted as a negative population and a threat to the state’s well-being. This case tells the story of how state policies led to an intense community conflict when a minority student was depicted as a key figure on a school mural.

Teaching the Dispositions to Lead: Preparing Educational Leaders for Diverse Communities. James G. Allen, Northern Kentucky University

The purpose of this Ignite session is to stimulate a lively discussion about how educational leadership preparation programs can intentionally develop and enhance the dispositions of participants. For great leaders, their dispositions are the foundation upon which their leadership skills, characteristics, and abilities are expressed and magnified. In this session, I will discuss how the perceptual dispositions model (Wasicsko, 2007) has been used as a framework for developing educational leaders in an EdD program.

Using Alternative School Research to Aspire Socially Just Principal Candidates. Lynn Hemmer, Texas A&M University-Corpus Christi; Tara Shepperson, Eastern Kentucky University; Michael LeRoy Watson, Texas A&M University-Corpus Christi

This session focuses on principal candidates who are asked to study alternative education settings, a largely marginalized community, and consider appropriate steps as a school leader and advocate ensuring the best education for students who are often unsuccessful in regular school environments. Activities/results are presented from courses modeled after the developing advocacy leadership curriculum modules of Orr, Prince, and Singer (2011) that seek to aspire school leaders to advocate on behalf of disenfranchised student groups.

White Privilege and Educational Leadership in School and Society: Problems and Possibilities. Jeffrey S. Brooks, University of Idaho; Martin Scanlan, Marquette University; George Theoharis, Syracuse University; Anjale Welton, University of Illinois at Urbana-Champaign; Madeline Hafner, University of Wisconsin-Madison; Peter M. Miller, University of Wisconsin-Madison; Daniel Liou, Iowa State University; Sharon I. Radd, St. Catherine University; Jason Andrew Swanson, University of Illinois at Urbana-Champaign; Gaetane Jean-Marie, University of Louisville; Bradley W. Carpenter, University of Louisville; Tiffanie Lewis, Pennsylvania State University

The purposes of this session are (a) to problematize the concept of White privilege as a passive and normative term that has done little to fundamentally challenge racism and deficit thinking, and debate the endemic problem of White power and supremacy in educational leadership, and
(b) to identify conceptual and empirical research needed to discover how scholars and practitioners can engage and dismantle white supremacy in educational processes and outcomes through their work.

Chair: Lisa A. W. Kensler, Auburn University

206. Creative Approaches in Leadership Preparation
Paper Session
9:25 to 10:40 am
Washington Hilton: Northwest
Participants:
Developing Culturally Responsive Approaches to Mentoring in Support of a Learning-Oriented Model of Leadership Development. Phillip A. Smith, Teachers College, Columbia University; Ellie Drago-Severson, Teachers College, Columbia University
The research study explores the utility of the principles of a learning oriented model of leadership development and specifically the application of one of four pillar-practices-for growth – mentoring to underpin the development of an effective culturally responsive approach to leadership development, support, and growth of Black male secondary school leaders. The paper concludes that learning-oriented school leadership assists in developing capacities to manage the complexities of school leadership.

While scholars broadly agree that leader dispositions are important, challenges face both leadership preparation programs and practitioners as they attempt to measure dispositions and use that information in selection and development of school leaders. This investigation sought to identify and analyze the properties of 11 instruments that are currently available to measure leader dispositions, evaluating the purpose, method, theoretical grounding, and (when available) results of conventional validity and reliability testing for each instrument.

Perceived Value of Embedding Simulated Problems of Practice into Educational Leadership Development Programs—Initial Findings. Eric Bernstein, University of Pennsylvania; Michael Johanek, University of Pennsylvania
This exploration of simulation use in educational leadership training is relevant and salient to the broad notion of educational leadership preparation. This is part of a larger project involving the development of web-based leadership simulations by and for practicing school/district leaders based on actual problems of practice. This research proposes innovative leadership development practices to enhance the assistant principals’, principals’, and district leaders’ praxis and decision-making strategies.

Performative Inquiry as an Approach to Leadership Education. Michelle Nilson, Simon Fraser University; Lynn Fels, Simon Fraser University
Leadership education requires fostering students’ abilities to contribute to society and enrich working relationships with others. It also requires that they have opportunities to develop and practice leadership and collaborative group skills. Evidence suggests that arts-based leadership programs have significant positive impact on leadership effectiveness (Romanowska et al., 2011), but these findings have had limited impact on the pedagogy in universities. This paper reports on the use of performative inquiry in an educational leadership program.

Chair: Sylvia Mendez-Morse, Texas Tech University

HE Special Session
10:50 to 12:05 pm
Washington Hilton: Columbia 5-8
Michael Omi explores how the dominant ideology of colorblindness exhorts us to “get beyond race,” but we continue to grapple with issues of how, when, where, and why individuals and groups are racially classified. Debates regarding the racial/ethnic categories utilized in the U.S. Census and emergent notions of race in the genomic sciences and biomedical research illustrate the continually contested meaning of race itself. In the context of these debates, what does being “colorblind” or “color conscious” mean?

Emcee: Ed Fuller, Pennsylvania State University / UCEA
Introductions: Michael Dumas, New York University

208. Mobilizing Indigenous Voices: Creating a Welcoming and Productive Space for Research and Scholarship
Critical Conversation Roundtables
12:15 to 1:30 pm
Washington Hilton: Albright
This session offers a unique opportunity for American Indian and Alaska Native faculty, graduate students and allies to come together to discuss their current and proposed research, as well as to leverage their individual and collective knowledge regarding the study and practice of leadership in Indigenous-serving schools and communities. Representatives of national Indian education organizations will also be invited to participate in this conversation.
Chairs:
Lee Francis, Texas State University-San Marcos
Hollie J. Mackey, University of Oklahoma
Participant:
Susan C. Faircloth, North Carolina State University
209. State and Federal Policy Impacting Leadership Preparation

Special Session
12:15 to 1:30 pm
Washington Hilton: Columbia 1

In this session, participants will share the results of four projects focused on policy trends concerning educator preparation, particularly the preparation of school principals. The projects include: 1) a review of state rules and regulations concerning educational leadership preparation programs and licensure (Anderson & Reynolds); 2) a critical policy analysis of the impact of Race to the Top and waivers on state policies concerning the evaluation of leaders and leadership preparation programs (Carpenter & Diem); 3) a review of specific state models tying the effectiveness of leadership practice and leadership preparation to student achievement and school effectiveness (Hollingworth & Fuller); and 4) policy guidance for states seeking to assess and improve educational leadership preparation (Ikemoto & Tucker).

Chairs:
Sheneka M. Williams, University of Georgia
Michelle D. Young, UCEA

Participants:
Erin Anderson, University of Virginia
Amy Reynolds, University of Virginia
Bradley W. Carpenter, University of Louisville
Sarah Diem, University of Missouri
Liz Hollingworth, University of Iowa
Ed Fuller, Pennsylvania State University / UCEA
Pamela D. Tucker, University of Virginia / UCEA
Gina Ikemoto, New Leaders

210. Culturally Responsive Leadership and Critical Race Praxis in Education

Paper Session
12:15 to 1:30 pm
Washington Hilton: Columbia 10

Participants:
20th Anniversary of Critical Race Theory in Education: Implications for Leading to Eliminate Racism. Colleen Capper, University of Wisconsin-Madison

The year 2015 marks the 20th anniversary of the introduction of Critical Race Theory (CRT) to the field of education. No publications detail how CRT can inform leadership practice, thus, this paper asks How can CRT inform leadership to eliminate racism? I analyze all seventeen publications that apply CRT to K-12 educational leadership, extract implications for leadership practice aligned with the CRT tenets, and propose a CRT Inventory for Leading the Elimination of Racism.

Culturally Responsive Leadership: A Review of the Literature. Muhammad Khalifa, Michigan State University; Mark A. Gooden, University of Texas at Austin; James Earl Davis, Temple University

This literature of culturally responsive leadership review provides a framework for understanding how to make schools culturally relevant. We frame the discussion of culturally responsive leadership (CRSL)—critical self-awareness, teacher preparation, school environments, and community advocacy. Then, we outline specific CRSL behaviors that center equity, advocacy and social justice. The then article describes five specific expressions of CRSL found in unique communities. Finally, we reflect on the continued promise and implications of CRSL.

Not Whether, but How: an Analysis of How Race is Discussed in Federal School Discipline Reform. Hilary Alissa Lustick, New York University; Michael Dumas, New York University

This article examines Meridian, MS and Oakland, CA, as two cities whose discipline policies explicitly address racial disproportionality, as well as the federal investigations that prompted them. While research suggests that alternatives to suspension will reduce racial disproportionality in discipline, there is little discussion as to how changing disciplinary practices will actually reduce disproportionate outcomes. I use the frame of culturally responsive discipline to analyze the difference between merely changing practices and ensuring against discrimination.
211. Assessing for Accountability for Students, Teachers, and Schools
Paper Session
12:15 to 1:30 pm
Washington Hilton: Columbia 11
Participants:
This study looks at the discursive elements of the language of resistance and reformation of the 23 districts in the Texas High Performance Schools Consortium. These districts have petitioned the state to develop their own assessment and accountability system(s) and have spoken out against excessive standardized testing in Texas. This inquiry uses a critical discourse analysis.
Benchmark Testing: Uncovering the Inequitable Reality Behind the Myth. Karen D. Jones, Texas State University; Sarah W. Nelson, Texas State University; Larry R. Price, Texas State University
This quantitative study examines the use of benchmark tests in 100 Texas public school districts. Significant relationships were found between the percent students of color and percent LEP students in a district and the district's benchmark testing practices. Data also suggests the greater the number of benchmark tests required by a district, the lower the percentage of students passing the state test. The results of the study are examined through the lens of isomorphism.
Considering Equity and Opportunity in Teacher Discourse on Students in Data-Driven Decision-Making. Priya Goel La Londe, University of Illinois Urbana-Champaign; Hope Crenshaw, University of Illinois Urbana-Champaign; Margaret Evans, University of Illinois Urbana-Champaign; Nora Gannon-Slater, University of Illinois Urbana-Champaign; Jennifer C. Greene, University of Illinois Urbana-Champaign; Thomas Schwandt, University of Illinois Urbana-Champaign
Many K-12 schools are engaging teachers in reviewing student performance data toward strengthening instructional decision-making and thereby student/school improvement. Our three-year Spencer Foundation project investigates this data-driven decision making (DDDM) initiative through ongoing observations and interviews with teacher grade-level teams. Early findings underscore the significant influence of students’ socio-cultural, family, and learning characteristics on teacher data interpretations and thereby use, which favors assignment to an intervention over changes in classroom instruction or approach.
Multiple Accountability Theory: Eight Paradigms of Accountability in Education. Alexander Mishra Hoffman, AleDev Consulting
Although accountability in education has taken on a very narrow meaning, usually referring just to formal policies that reward and punish quantitatively measured performance and/or market mechanisms, there are many other paradigms of accountability. This paper presents an updated typology for Multiple Accountability Theory, one that is grounded in empirical research with educational leaders. Its eight paradigms are: Regulatory Accountability, Organizational Accountability, Market Accountability, Electoral Accountability, Inter-Professional Accountability, Social Accountability, Introspective Accountability and Resistive Accountability.
Chair:
Jess Renee Weiler, Western Carolina University

212. The Unique Role of the Assistant Principal
Paper Session
12:15 to 1:30 pm
Washington Hilton: Columbia 12
Participants:

This study uses case study to examine best practices by assistant principals in cultural competence. This work helps highlight what specific activities assistant principals engage in that empowers historically underserved students.


The role of the assistant principal is undefined, leaving an untapped resource that can assist with fostering a vision for a school. Education policy initiatives are vague when defining roles of school leaders, leaving out potential key personnel who can assist with carrying out policies and practices that equalize educational outcomes for all students.

Urban Leadership Capacity and Practice of Assistant Principals. Lee Morgan, University of Denver

This paper will present findings of research conducted on the relationship between the self-reported leadership capacity and practice of assistant principals (AP) in a large urban school district. It also examines the current realities of the AP and the variability in the position based on school context, assistant principal professional profile and AP personal demographic characteristics. The research will provide insights into the modifications needed to bring equitable outcomes to historically marginalized populations.

Chair:
Matthew Militello, East Carolina University

213. Special Topic Symposium: School Leaders Leading for Sustainability: Green Schools in Practice

Symposium
12:15 to 1:30 pm
Washington Hilton: Columbia 2

Incorporating sustainability into a school or district’s operational and instructional culture is a smart strategy for providing all students healthy environments that are conducive to learning. Future school and district leaders require appropriate preparation in order to make decisions that balance health, environment and learning considerations. Current leaders from two school districts will share how their journeys toward sustainability aligned, enhanced or departed from their ability to successfully carry out educational leadership duties and goals.

Chairs:
Lisa A. W. Kensler, Auburn University
Cynthia Uline, San Diego State University

Participants:
James Pohl, Virginia Beach City Public Schools
Kelly Hedrick, Virginia Beach City Public Schools
Aaron Spence, Virginia Beach City Public Schools
Tim Cole, Virginia Beach City Public Schools
David Mooij, Neptune Township School District
Donald Frangipane, Neptune Township School District
Jenny Wiedower, U.S. Green Building Council

214. Safeguarding U.S.-Mexico Students’ Rights Impacted by Drug Cartel Violence: Implications for Educational Leadership

International Community Building Session
12:15 to 1:30 pm
Washington Hilton: Columbia 3

Students along the U.S. border are experiencing drug cartel violence from Mexico. Since schools mirror society these vulnerable populations from two countries are impacted educationally. Binational researchers will share the following: how borderland school leaders negotiate educational justice in serving populations plagued by poverty and violence; how leaders safeguard children’s rights without
proper documentation; the policies and practices holding the highest educational promise for border children; and how binational researchers navigate crossculturalism, linguistics, and diverse methodologies

Presenters:
Beatriz Calvo Pontón, Centro de Investigaciones y Estudios Superiores en Antropología Social (CIESAS)
Beverley Argus Calvo, University of Texas at El Paso
Ramón Leonardo Hernández Collazo, Centro Chihuahuense de Estudios de Posgrado
Romelia Hinojosa Luján, Departamento de Investigación de la Secretaría de Educación Cultura y Deporte
Gerónimo Mendoza-Meraz, Universidad Autónoma de Chihuahua.
Brenda Rubio, University of Texas at Austin
Sabrina Suzanne Zamora, New Mexico State University
Sara Torres Hernández, Centro Chihuahuense de Estudios de Posgrado
Socorro Herrera, Kansas State University

Chair:
Maria Luisa Gonzalez, University of Texas at El Paso

215. “Shoulda, Coulda, Woulda...”: What We Wish We Had Known Before Becoming a Professor: The Remix

Special Session
12:15 to 1:30 pm
Washington Hilton: Columbia 4

This session will provide an opportunity for graduate students to talk openly with faculty about successfully transitioning to and fostering successful careers in academe. Panelists will share insights from their own experiences and also entertain questions from the audience. This informal conversation will focus on issues graduate students should think about in preparation for the academic job market.

Presenters:
Kristy Susan Cooper, Michigan State University
Jim Scheurich, Indiana University Purdue University at Indianapolis
Daniel D. Spikes, Iowa State University
Gerardo R. Lopez, Loyola University-New Orleans
Sheneka M. Williams, University of Georgia

Chair:
Terah Talei Venzant Chambers, Michigan State University

216. Film Festival II

Film Festival
12:15 to 1:30 pm
Washington Hilton: Columbia 5-8

Join us for a selection of the 2014 Film Festival Winners: sit back to view these 5-minute films. Session will include an intro and Q&A with the filmmakers.

“Double Standard” - East Carolina University
“Who’s to Blame” - East Carolina University
“Concealing Within our Mask – Empathy Film” - University of Texas San Antonio
“Community Learning Exchange” - Texas State University
“The Vanderbilt EdD Program” - Vanderbilt University
“Got Purpose? Leadership Preparation in the Gulf Coast Partnership (GCP)” - University of South Florida
“College RED: Northeast Leadership Academy” - North Carolina State University

Chairs:
217. Dismantling Discourses in Leadership Preparation

Paper Session
12:15 to 1:30 pm
Washington Hilton: Columbia 9

Participants:

Becoming Marginalized: Preparing School Leaders to Understand the Impact of Marginalization in Intellectual Spaces. Karen Stansberry Beard, The Ohio State University; Sharon I. Radd, St. Catherine University

This study draws on data from a graduate course designed to prepare administrators to work with and engage marginalized students and families. We use flow theory to understand the impact of marginalization and transformation theory to analyze students’ narratives after undergoing an intentional immersion marginalizing experience. The purpose of the inquiry is to explore emergent themes relative to the experience of marginalization, and to better understand how marginalization interplays with student experiences and possible impact.

Interrogating Narratives of Race, Class, and Justice: Community Mapping in Preparing School Leaders. Cynthia M. Ellwood, Marquette University

We must educate school leaders who have the capacity to critically interrogate and challenge prevailing race and class narratives, acting on a deeper understanding of the communities, families and children they serve. This analytic paper offers a narrative of possibility, telling the story of a master's level leadership course in which students studied ethnographic narratives then designed and pursued community mapping projects probing the experiences of young people across boundaries of race and class.

Neutralizing Resistance to Critical Pedagogy in Leadership Preparation Programs. Juanita Simm Simmons, University of Missouri

This evaluative inquiry explored the end-of-course responses of 88 of the 91 EdD cohort members at the completion of their summer seminar. Using a model for neutralizing resistance to critical pedagogy as a framework, I analyzed the students’ responses about the effectiveness of course content, instructional delivery, and design of their equity curriculum. Findings show that the students valued the instruction, course content, and curricular design and sought opportunities for advocacy and activism.

Preparing School leaders to Interrupt Racism at Various Levels Within Educational Systems. Christa Boske, Kent State University

Although scholars continue to promote social justice and equity in schools, few studies examine roles of leadership as a lever against institutionalized and structural racism. This study sought to push at current conceptual boundaries within the field of educational leadership by exploring ways to prepare candidates to interrupt personal, interpersonal, and institutional racism through the senses—ways in which people perceive their experiences and relation to others.

Chair:
Elizabeth C. Reilly, Loyola Marymount University

218. Teacher Leadership: Expanding Leadership Capacity, Opportunity, and Quality

Symposium
12:15 to 1:30 pm
Washington Hilton: Holmead

The definitions and aims of teacher leadership are often overlapping and sometimes conflicted. This symposium will discuss the various problems, perspectives, and aims that are explored through the current research on Teacher Leadership. How research not only sheds light on some of these problems and differences, but also guides policy decisions that influence shifts in traditional, hierarchical decision making structures to create more collaborative and democratic decision making processes will be discussed.

Participants:
Investigating the Intersection of School Organizational Structure and Teacher Leadership: A Correlational Study. Marie Hurt, The Ohio State University

A Correlational Study of Trust and Teacher Leadership. Pamela Angelle, University of Tennessee; Corey A. DeHart, University of Tennessee, Knoxville

Trends in State Teacher Leadership Policy: Contrasting or Similar Meanings and Aims? Cynthia L. Carver, Oakland University

Teacher Leadership in the Context of Teacher Evaluation. Melinda Mangin, Rutgers University

Leading School Turnaround: The Critical Role of Teacher Leaders. Denise A. Snowden, The Ohio State University

Improving Student Outcomes Through Building Level Shared Leadership. Pam VanHorn, The Ohio State University; Greg VanHorn, The Ohio State University; Belinda Gimbert, The Ohio State University

Teacher Leaders’ Workplace Influence for Novice Teacher Support. Belinda Gimbert, The Ohio State University; Anika Anthony, The Ohio State University; Marie Hurt, The Ohio State University

Chair:
Belinda Gimbert, The Ohio State University

219. Examining Leadership in Online Learning

Paper Session
12:15 to 1:30 pm
Washington Hilton: Independence

Participants:
Can We Teach Leadership for Social Justice in an Online Setting? Erin Atwood, Texas Tech University

Leadership preparation programs seek to cultivate ideals of social justice within our students. Yet, enacting this social justice pedagogy remains challenging. The rise in online course offerings in the field of educational leadership further complicates this goal. This action research project seeks to understand how we can redesign and improve teaching of leadership for social justice in an online setting.

Commercially Available or Homegrown: A Cost-Effectiveness Analysis of K-12 Online Courses. Charol Shakeshaft, Virginia Commonwealth University

The purpose of this research was to conduct a cost-effectiveness analysis of two online learning programs, commercially acquired and teacher-developed, used in a school division. The goal was to establish which program was a better choice with consideration to both cost and effectiveness. We used Levin and McEwan’s (2001) cost-effectiveness analysis to find (a) the cost per unique enrollment, (b) the effectiveness, and (c) the cost-effectiveness ratio for both of the online programs.

Explore and Fail Fast: Leadership Lessons from a Successful Technology Implementation. Bobbie Plough, California State University, East Bay

Technological advances in the last decade foreshadow fast-paced changes in the future and the imperative for technology leadership. This case study examines one school district’s blended learning implementation, with a focus on leadership as an essential transformative element in the quest to equip all students with 21st century skills.

Principals’ Work with ICT: A Doubled-Edged Sword. D. Cameron Hauseman, Ontario Institute for Studies in Education, University of Toronto; Katina Pollock, University of Western Ontario; Patricia Briscoe, Western University; Michael Mindzak, Western University

The ways in which principals interact with information and communications technology (ICT) and the impact of the digital revolution on their work have yet to receive much academic consideration. We use data gathered from interviews with 70 different school principals to explore the nature of principals’ work and interactions with ICT. We also document how principals use ICT in their work and determine the motives influencing their use of ICT.

Chair:
Marytza Gawlik, Florida State University
220. Latino Educational Leadership: For Latino Communities and Latina/o Leaders  
Symposium  
12:15 to 1:30 pm  
Washington Hilton: Jay  

Latino educational leadership acknowledges the unique preparation and support for both Latina/o educational leaders and Latino communities that is needed throughout the education and policy pipeline. The purpose of the symposium is to begin to shape a greater collaborative focus on the scholarship of Latino educational leadership and the connection to serving Latino communities.  

Participants:  
Preparing School Leaders to Effectively Support English Language Learners: Culturally Relevant Educational Leadership. Mariela A. Rodriguez, University of Texas at San Antonio  
Latino Superintendent Leadership. Juan Manual Nino, University of Texas at San Antonio  
The Educational Cultural/Racial Autoethnography: Critical Pedagogy in Educational Leadership. Rebeca Buciaiga, San Jose State University  
How NOT To Prepare Future Leaders to Work in White Communities. Gerardo R. Lopez, Loyola University-New Orleans  
Camaron que duerme se lo lleva la corriente: The Role of Latinos in the Latino Leadership Pipeline. Monica Byrne-Jimenez, Hofstra University  

Chairs:  
Melissa Ann Martinez, Texas State University  
Fernando Valle, Texas Tech University  
Cristobal Rodriguez, New Mexico State University  

221. Storytelling Mapping: An Innovative Process for Uncovering Community Assets and Building Shared Leadership Capacity  
Innovative Session / Mini-Workshop  
12:15 to 1:30 pm  
Washington Hilton: Kalorama  

Storytelling offers a methodology for mapping the collective histories and hopes for schools and communities, for interrupting the power dynamic, and for accessing knowledge from the composite community as an engine for school and community change. In this workshop, participants will practice collecting and analyzing stories and hear about a storytelling mapping project in a school-university partnership.  

Chair:  
Gretchen Givens Generett, Duquesne University  

Participants:  
Jacqueline Roebuck Sakho, Duquesne University  
Lynda Tredway, Institute for Educational Leadership  

222. Emotive Approaches to Leadership: Spirituality, Creativity, and Caring  
Paper Session  
12:15 to 1:30 pm  
Washington Hilton: Northwest  

Emotion Suppression Among School Principals. Izhar Oplatka, Tel Aviv University  
Emotion regulation refers to the processes by which individuals influence which emotions they have, when they have them, and how they experience and express these emotions. It includes inhibiting emotional expressions that are considered to be inappropriate in a certain social arena. Unfortunately, our knowledge about emotion suppression among school principals is very limited. This study aimed to trace the ways Israeli principals suppress the expression of particular emotions during their worklife.  

Motivation, Networks, and Spirituality: The Praxis of Transformational Educational Leadership Enacted by
Black School Leaders. Phillip A. Smith, Teachers College, Columbia University

The research study focuses on the key motivating influences and networks utilized by eight male leaders of African-Caribbean heritage in secondary schools in London, England. Through the use of semistructured interviews, the paper explores how, if at all, these leaders’ approach to leadership is informed by faith and spirituality-based moral focus leadership. The paper concludes that secondary school leaders of color exercise a race-conscious approach to their understanding and enactment of transformational leadership.

The Caring Leader. Karen Seashore Louis, University of Minnesota; Joseph Murphy, Vanderbilt University; Mark A. Smylie, University of Illinois at Chicago

In this proposal, we ground this feature of socially just leadership in the context of the research on caring and trust in the broader school culture. We use survey data to examine the following questions: Is principal caring related to teachers’ collaborative improvement work in schools? Is principal caring related to knowledge sharing/organizational learning among teachers? Is principal caring particularly important in school contexts with low income students?

Chair: Michael Dantley, Loyola University

223. Righting Racial Discourses in an Era of Colorblindness

Critical Conversation Roundtables
1:40 to 2:55 pm
Washington Hilton: Albright

The purpose of this roundtable is to serve as a platform for researchers, scholars, and graduate students to have a critical conversation about the new challenges of racial discourse in P-20 in the colorblindness and postracial era since there are lots of news related to race and racism. The critical conversation of the current race and racism issues that have not yet being published in research journals is very much needed.

Chair: Wei-Ling Sun, University of Texas at Austin

Participants:
Mark A. Gooden, University of Texas at Austin
Colleen Capper, University of Wisconsin-Madison
Sarah Diem, University of Missouri
Sonya Douglass Horsford, George Mason University
Gerardo R. Lopez, Loyola University-New Orleans
April L. Peters-Hawkins, University of Georgia
Sharon I. Radd, St. Catherine University
Jim Scheurich, Indiana University Purdue University Indianapolis
Irene H. Yoon, University of Utah
Bradley W. Carpenter, University of Louisville

224. Improving Educational Leadership Preparation with the INSPIRE 360

Special Session
1:40 to 2:55 pm
Washington Hilton: Columbia 1

In this session, participants will engage members of the audience in a set of learning experiences around the evaluation of leader preparation programs. The meeting will include a brief explanation of the evaluation logic model drawn from the work of the UCEA-LTEL evaluation research task force, an overview of the INSPIRE 360 survey suite, an examination of a sample INSPIRE data/evaluation report and an illustration of how INSPIRE 360 data can be used for program improvement.

Chair: Diana G. Pounder, University of Central Arkansas

Participants:
Andrea K. Rorrer, University of Utah
225. What’s Virtually Happening? Working and Learning in Online Communities

Paper Session
1:40 to 2:55 pm
Washington Hilton: Columbia 10

Participants:

A Backchannel Community: A Look into How Online Educational Leadership PhD Students Communicate. Todd Hurst, University of Kentucky; Ericka Hollis, University of Kentucky

The purpose of this study is to explore the role of computer-mediated communication among a cohort of online educational leadership doctoral students. Transcripts from online backchannel dialogues and unstructured interviews are analyzed using a qualitative approach. Through the community of inquiry theoretical framework, we examine the development of social presence within the cohort backchannel.

Analyzing Ways of Knowing Through Content Analysis of Blended Learning Model Online Discussions. Dawn Michele McWilliams, University of Denver

This paper will present findings of research conducted using threaded online discussions of three cohorts of a blended learning university principal preparation program. The research focus was determining whether content analysis of historical threaded online discussions is a viable method to identify an individual’s way of knowing (Drago-Severson, 2012). This research was conducted in conjunction with another researcher who analyzed the same data set in a social network analysis.

Assessing School Technology Leadership Practices: Perceptions from 1-to-1 Schools in the Context of Continuous Improvement. Melissa Anderson Morgan, University of Virginia

The complex web of factors necessary for effective implementation of 1-to-1 programs calls for a system of targeted leadership practices, yet school leaders lack a data-driven, systematic approach to examining their own technology leadership practices in order to plan for, implement, and sustain 1-to-1 programs in the context of continuous improvement. This case study of two 1-to-1 middle schools used a school technology leadership assessment instrument to provide leaders multirater perspectives about their leadership.

How Is Leading a Fully Online School Different than Leading a Traditional School? Jayson Richardson, University of Kentucky; Jason LaFrance, Georgia Southern University; Dennis Beck, University of Arkansas

As virtual schools grow in number and in the scope of offerings, school leaders are faced with issues and decisions that have implications for finance, policy, and practice. This study examined the experiences 15 leaders of virtual schools. Interviews of these school leaders point to the need for virtual school leaders to be extremely adaptable in their use of time, personnel, and resources, and for preservice programs to train students for virtual school leadership.

Chair:
Amy Heitzman, UPCEA

226. Civil Rights and School Equity in a Changing Demographic Landscape

Paper Session
1:40 to 2:55 pm
Washington Hilton: Columbia 11

Participants:

A School Boards’ Evolving Role in Civil Rights: From School Desegregation to Linguistic Minorities. Carrie Sampson, University of Nevada-Las Vegas

The purpose of this paper is to analyze school boards’ leadership in addressing civil rights, paying particular attention to how school boards have evolved over the past 60 years in their approach to equity-oriented policies and practices while operating in a changing contextual environment. This multiple-case study, guided by social construction theory, focuses on how one school board addressed two areas of civil rights—school desegregation and educational opportunities for linguistic
minorities.
Neither “White” Schools nor “Black” Schools...“Just” Schools: School Segregation in Delaware. Arielle Niemeyer, Virginia Commonwealth University; Genevieve Parker Siegel-Hawley, Virginia Commonwealth University

Delaware’s history with school desegregation is complicated and contradictory. It was placed under the first metropolitan, multidistrict desegregation court order in the U.S. This report will describe trends in school segregation in Delaware between 1989 and 2010 and reveals the changes that occurred after the comprehensive desegregation plan was dismantled. It explores the enrollment patterns in Delaware. Then, different measures of segregation for the state, the Wilmington area, and its school districts are analyzed.

Rural Identity: Exploring the Multidimensional Effects of Geographic Isolation and School Segregation on Adolescents. Janeula M. Burt, Bowie State University; Dana Thompson Dorsey, University of North Carolina at Chapel Hill

The Brown decision relied on social science evidence that indicated Black children in segregated schools felt inferior to White children, which harmed Black children socially and emotionally, and negatively affected their motivation to learn. Sixty years later, numerous school districts (often rural) remain segregated or have resegregated. The purpose of this study is to examine how the students’ geographic, racial, and cultural isolation shape their perceptions of their schooling experiences and access to educational opportunities.

Tell Me How You Really Feel: School and District Responses to Rapid Demographic Change. Ain Grooms, University of Georgia

Sewall County (a pseudonym) in the metropolitan Atlanta area recently has experienced substantial demographic shifts, growing from approximately 119,000 residents (81% White) in 2000 to just under 204,000 residents (55% White) in 2010. Using critical race theory, this study examines how school and district leaders make sense of the recent demographic shifts in the schools and surrounding community and how they address such changes.

Chair:
Andrea Elaine Evans, Governors State University

227. Supervision and Collaboration for Positive Change in Schools
Paper Session
1:40 to 2:55 pm
Washington Hilton: Columbia 12
Participants:
Evaluating Principals: Is There a Better Way? Ed Fuller, Pennsylvania State University / UCEA; Liz Hollingworth, University of Iowa; Michelle D. Young, UCEA

This study critiques existing and proposed strategies for evaluating principals by examining the ability of the various strategies to provide accurate, valid, and reliable results. After concluding that no current strategies meet the current personnel evaluation standards, we propose a more reasonable strategy to evaluate principals that mitigates many of the problems associated with current efforts.

Exploring the Match Between the Characteristics and Experiences of Principals and Their Supervisors. Nik Barkauskas, Pennsylvania State University; Ed Fuller, Pennsylvania State University/ UCEA

This study compares the characteristics and leadership experiences of principals and their supervisors. We find that principals leading schools serving large proportions of poor, minority, and lower performing students are the least likely to have supervisors with similar personal characteristics and school leadership experiences. Most importantly, such principals do not have supervisors who have experience in leading schools with similar demographics and achievement profiles and thus lack the necessary skills to effectively assist these leaders.

Improving Access to Equitable and Ambitious Mathematics Instruction Through District Research Partnerships. Erin Henrick, Vanderbilt University; Amanda Klafehn, Vanderbilt University

Researcher-practitioner partnerships are one very hopeful strategy for making research more useful and relevant. This study seeks to understand how researcher-practitioner partnerships
can support instructional improvement in mathematics across four urban school districts. What can we learn from one district’s implementation (or lack of implementation) of partnership recommendations?

University-District Preparation: Improving Practice Through Collaboration. Karen L. Sanzo, Old Dominion University; Jay Paredes Scribner, Old Dominion University; Raymond L. Haynes, Hampton City Schools

This study explored a university-district partnership and the ways that this partnership contributed to principals’ preparedness in the district. The study was framed upon research exploring ways that district–university partnerships cultivate instructional leaders who can promote achievement. Using a phenomenological case study design, the researchers’ themes centered around leadership reflections and pathways; partnership, planning, and collaboration; internships; and mentorships. Implications for practice and recommendations for research are provided.

Chair:
Rose Ylimaki, University of Arizona

228. Special Topic Symposium: Realizing Rights: Dimensions of LGBTQI and Policy
Paper Session
1:40 to 2:55 pm
Washington Hilton: Columbia 2

Participants:
Stewarding Anti-Discrimination Policy Changes in a Conservative Context to Include LGBTQ Identities. William Barney Nye, University of Utah

This case provides one large, public, open-admission university’s response to an incident of homophobia as it seeks to modify its antidiscrimination policy to include sexual orientation and gender identity within the context of a conservative, religious community.

Wrong Desires: “No Promo Homo” Laws, Sex Education, and a Discourse of Queer Sexualities. Alicia Elan Harkum, New York University

The purpose of this critical discourse analysis is to understand how state-level “no promo homo” laws are shaped by particular value systems and notions of sex and sexuality in school contexts in order to understand how in these localities a repudiation of LGBTQ people impacts school cultures and society. Building on Fine (1988), a discourse of queer sexualities in public schools is developed as a theoretical framework.

Chair:
Frank Hernandez, University of Texas of the Permian Basin

229. Integration of Indigenous Knowledge in Early Childhood Care and Education in Ethiopia: A Case Study
International Community Building Session
1:40 to 2:55 pm
Washington Hilton: Columbia 3

The purpose of this study was to explore the integration of indigenous knowledge in early childhood care and education in Addis Ababa, Ethiopia. Eighteen semistructured interviews, classroom observations, field notes, photos, and materials were collected. The challenges of integrating indigenous knowledge were attributed to disproportionate numbers of private versus public schools, divergent educational philosophy between rich and poor programs, lack of local resources, and stringent monitoring to enforce Amharic as the language of instruction.

Presenters:
Charles Slater, California State University, Long Beach
Hawani Negussie, California State University, Long Beach
Sandra Gonzalez, Head Start Los Angeles County Office of Education

Chair:
Charles Slater, California State University, Long Beach
230. Graduate Students of Color Mentoring Session
Special Session
1:40 to 2:55 pm
Washington Hilton: Columbia 4
This session is designed to give students from underrepresented groups the opportunity to
dialogue with scholars from different institutions. Panelists will interact on issues related to
doctoral study and completion, research and publication, mentoring and socialization, as well as
succeeding as faculty members.
Chairs:
Floyd Beachum, Lehigh University
Mariela A. Rodriguez, University of Texas at San Antonio

231. Leadership Initiatives Within the Framework of the Common Core
Paper Session
1:40 to 2:55 pm
Washington Hilton: Columbia 9
Participants:
Going Beyond the Common Core: Using Youth Participatory Action Research to Develop Civic
Engagement in Students. Van Lac, University of Wisconsin-Madison
This conceptual paper will explore the tensions between Common Core State Standards (CCSS)
and a pedagogical approach that cultivates engaged citizenship in young people known as
youth participatory action research (YPAR). CCSS offers little guidance for classroom teachers
on ways to develop engaged and involved citizens in students. YPAR offers an alternative
pedagogical approach that nurtures activist literacy skills necessary for students to engage fully
in a democratic society.
Leadership for Implementation of the Common Core State Standards: Lessons from One
Successful School Superintendent. John Filippi, University of Illinois at Urbana-Champaign;
Donald G. Hackmann, University of Illinois at Urbana-Champaign
This case study examined one superintendent’s activities as she worked to lead Common Core
State Standards (CCSS) implementation in her school district. Interviews and observations of
superintendent and staff were conducted, and documents related to CCSS implementation were
reviewed. The superintendent engaged in several actions, including fostering collaboration,
goal setting, assessing system capacity, positioning staff, providing professional development
and coaching, understanding the CCSS, relieving stress in the system, learning with
stakeholders, and communicating with constituents.
Making Sense of the Common Core: Learning from Teachers in High-Poverty Schools. Elizabeth
Leisy Stosich, Harvard University
The Common Core State Standards (CCSS) have the potential to close the gap in college
readiness between low-income students and their more affluent peers. However, the success
of the CCSS depends on how teachers act on them in classrooms. I conducted a case study of
teachers in three high-poverty elementary schools in an urban district to learn how teachers
come to understand and enact instructional practices related to the CCSS.
Chair:
Dana L. Mitra, Pennsylvania State University

232. Curriculum Customization and the Influence on Student Achievement in New
Jersey’s Poorest Elementary and High Schools
Symposium
1:40 to 2:55 pm
Washington Hilton: Holmead
The purposes for our session are (a) to examine the topic of curriculum customization from
quantitative and qualitative methodological perspectives and multiple grade-levels in terms of
policy, theory, research, and practice and (b) to allow cognitive space to discuss other recent
research on proximal curriculum development and collaboratively consider issues inherent in preparing school administrators to navigate an increasingly standardized and centralized policy environment.

Chair: Christopher Tienken, Seton Hall University

Participants:
- Christopher Tienken, Seton Hall University
- Gini Doolittle, Rowan University
- Thomas W. Tramaglini, Rutgers University
- Adam Angelozzi, Freehold Regional School District
- Mike Deturo, Mahwah School District
- Jessica Luciano, New York City Public Schools
- Chris Heilig, Rowan University

233. Exploring Changing Conditions in Leadership

Paper Session
1:40 to 2:55 pm
Washington Hilton: Independence

Participants:

Conditions for Leadership in Learning Organizations. Jonathan Eckert, Wheaton College; Mark A. Smylie, University of Illinois at Chicago

Schools should be learning organizations. Continuous learning, particularly around the instruction core, should be at the center of the leadership work of schools. We identify seven constructs that are necessary for the development of teacher leadership for continuous improvement in districts and prioritize four: vision and strategy for teacher leadership, supportive administrative leadership, appropriate resources, and enabling work structures. We have created a survey protocol to understand these constructs in districts interested in teacher leadership.

Information, Expertise, and Power: Making Sense of Informal Educational Leadership. Chase Nordengren, University of Washington

This essay explores how contemporary understandings of educational leadership—particularly instructional leadership, distributed leadership, and teacher leadership—understand informal leadership. Exploring teacher leadership, instructional leadership, and distributed leadership, it addresses the importance of informal leadership within each theory and discusses areas of further research concern, highlighting how informal leaders manage information in schools.

The Voices of Six Third-Generation Mexican American Teachers. Maria de Lourdes Viloria, Texas A&M International University

I documented the voices and narratives of six third-generation Mexican American participants for this study. These six teachers are emotionally and professionally involved in ensuring the social and academic success of first-, second-, and third-generation Mexican American students in the borderlands region. They offered strategies and critical analysis that can be used by educators working with Mexican American students.

Chair: Curtis A. Brewer, University of Texas at San Antonio

234. Competing Interests in Special Education: A Practitioner Symposium on Ambiguity, Policy and Practice

Symposium
1:40 to 2:55 pm
Washington Hilton: Jay

Recent policies shaping the environments of early childhood, English language learners, and gifted students are often in conflict with one another as nuanced complexity of these students become more pronounced. As we look at recent legislation and reform, how are educational leaders able to develop equitable and high-quality programs for students who are caught in ambiguous policy spaces? This symposium promotes discussion around the topic of conflicting policy and identification issues in
special education.

Participants:
Child Find: Missing the Mark on Equity Policy. Stephanie Hinton, University of Oklahoma
Special Education and English Language Learners: Disability or Identity? Kelly Forbes, University of Oklahoma
Addressing Disproportionality of Hispanic Students in Special Education. Jason Weidenbach, University of North Texas
Negotiating the Policy Environment for Twice Exceptional Students: Gifted Students with Learning Disabilities. Cynthia Tuma, University of Oklahoma
Creating a Space for Native Languages: The Peculiar Position of Self-Determination within NCLB and IDEA. Hollie J. Mackey, University of Oklahoma

Chair:
Hollie J. Mackey, University of Oklahoma

235. The Iterative Influence of Society and Schools
Ignite Session
1:40 to 2:55 pm
Washington Hilton: Kalorama

Participants:
Civil Rights and Student Voice. Marc Brasof, Arcadia University
In this Ignite innovative session, the panelists draw on diverse sets of empirical data in their effort to explore the possibility of student voice as a civil right in school settings. This portion will focus on delineating the constitutional principles and processes that enabled youth-adult co-leadership around a series of complicated school issues at one northeastern, urban high school.

Colleges of Education as Complicit in the Separation Between Academia and Public Schooling. Bradley W. Davis, University of Texas at Arlington
Most UCEA convention attendees are academics working in tenured or tenure-track positions in colleges of education. These institutions’ promotion and tenure guidelines typically do not incentivize hands-on work in the public schools – work that holds promise for “righting civil wrongs” as described in this year’s convention theme. The purpose of this Ignite session is to encourage discussion about new approaches to determining and rewarding value and productivity in the educational administration professoriate.

In the United States, the United Nations Convention on the Rights of the Child is not recognized. This Ignite presentation discusses how school principals, teachers, and students negotiate the equitable involvement of students in school governance without the ability to rely on rights-based discourses. Implications for practice will be discussed.

Social Justice Leadership Against Racism in Affluent Educational Contexts. Karen Huchting, Loyola Marymount University; Jill Bickett, Loyola Marymount University
The purpose of this Ignite session is to address a problem of practice affecting both institutes of higher education and K-12 educational communities. How are graduates from a Doctorate for Educational Leadership for Social Justice (EdD) Program advocating for social justice in their predominantly White and affluent educational contexts? How is a doctoral program for Leadership in Social Justice preparing graduates to lead against racism in affluent contexts?

Teaching, Service, and Sacrifice: Balancing Work Demands in a Publish or Perish World. Leigh Ellen Wallace, University of Wisconsin-Milwaukee; Ann Sundstrom Allen, Western Carolina University
Nontenured faculty, particularly those working in schools of education, struggle to find balance among the myriad duties, responsibilities, and expectations of academia and the professoriate. This Ignite session seeks to create a dialogue that leads to future collaboration and study around this topic and “spark” conversation around the competing commitments and passions of our
work in order to create harmony within our personal lives as we seek tenure in the academy.

The Paradox of Plenty: Exploring the Impact of Oil Wealth on School Districts. Lynn Hemmer, Texas A&M University-Corpus Christi; Israel Aguilar, Texas A&M University-Corpus Christi

Oil wealth molds institutions more dramatically than ever imagined. In this Ignite presentation, we explore the resource curse and general categories of socioeconomic impact likely occurring to South Texas rural school districts located in the Eagle Ford Shale oil and gas play. Understanding that property-wealthy school districts have an unearned system of advantage over property-poor districts, we question what happens when districts experience rapid affluence due to oil and gas presence and production, while many residents remain impoverished.

Why Charter School Leadership Matters. Sarah G. Hale, University of Iowa

Though research exists on specific facets of charter schools performance, there is little research on the unique roles of charter school leaders. As the charter movement continues, there is a pressing need to further understand charter school leadership. Because charter schools educate students who are more likely to be urban, non-White, and of low socioeconomic status, understanding charter school leadership is a matter of social justice.

Chair: Justin Bathon, University of Kentucky

236. Developing Supportive Networks for Principals

Paper Session
1:40 to 2:55 pm
Washington Hilton: Northwest

Participants:

As this country struggles with issues of equality and privilege, schools often perpetuate long-standing societal power structures and stereotypes. This phenomenological study investigated how networking promoted principals’ professional growth through an exploration of what principals reported about the nature and benefits of peer dialogue. While peer learning networks can be a resource for principals’ learning, the manner in which they engage in dialogue may have consequences for whether they experience transformative learning.

The Development of Instructional Leadership Skills Through a Coaching Model. Rebecca Ann Thessin, Montgomery County Public Schools

This study seeks to understand the impact of a central office coach on the development of principals’ instructional leadership skills at 10 schools with challenging patterns of student achievement in one mid-Atlantic district. Survey results, notes from oral conversations with the principals, and notes from a fishbowl discussion among three of the principals revealed that principals strengthened their instructional leadership skills in leading the improvement of instructional practice and in managing people and processes.

Chair: Ed Bengtson, University of Arkansas


Special Session
2:00 to 3:15 pm
Washington Hilton: Cabinet Room

With a focus on social justice, inclusion, and human rights from a global perspective, this UCEA-ASHE joint Presidential Session will address the purposes of grant making and the lessons learned in successful partnerships with scholars applying research to critical international education issues.

Chairs: Alan Ruby, University of Pennsylvania
Blake Alan Naughton, University of Missouri-Columbia
Participants:
Luis Fernando Pérez, Ford Foundation South America
Pilar Mendoza, University of Missouri-Columbia
Betty Merchant, University of Texas at San Antonio
Elliot H. Weinbaum, William Penn Foundation

238. Informal Session on UCEA and UCEA Membership
Special Session
3:05 to 4:20 pm
Washington Hilton: Columbia 1
During this session member of UCEA’s Executive Committee and Membership Committee will provide information about UCEA membership and answer any questions that attendees might have. This is an excellent way to find out more about the benefits of members, key UCEA initiatives, and to meet and interact with members of UCEA leadership team. All attendees are welcome.
Chair:
Pamela D. Tucker, University of Virginia / UCEA
Participants:
Mariela A. Rodriguez, University of Texas at San Antonio
Cynthia Reed, Northern Kentucky University
Dan Berebitsky, Southern Methodist University

239. How Leaders Use Data Analysis for School Improvement
Major Forum Paper Session
3:05 to 4:20 pm
Washington Hilton: Columbia 10
Participants:
Connecting Solid Data with Teaching to Maximize Learning for All Students. Jingping Sun, University of Alabama; Bob Johnson, University of Utah

Within the larger context of student learning equities and the landmark case *Brown v Board of Education* that highlighted such inequities, this study synthesizes research on data use conducted in the last 10 years and examines the nature, impacts, and shapers of teachers’ use of student data to inform instruction and improve learning. This review provides a much-needed guide to school leaders and policy makers who want to improve teacher effectiveness in data use.

Developing Teacher Leaders: An Evaluation of an Online Teacher Leadership Program. Adam J. Hocker, Pennsylvania State University; Ed Fuller, Pennsylvania State University / UCEA

With increasing attention being focused on teachers assisting school leaders in taking on some of the leadership roles in schools, preparation programs have started to create teacher leadership programs that specifically target the development of practicing teachers to serve as leaders in their school. This paper reports the findings of an evaluation of a teacher leadership preparation program with a focus on the pedagogical standards used in the preparation curriculum.

School Management: Principals’ Leadership and Educational Results in National Assessments in Brazil. Cynthia Paes de Carvalho, PUC-Rio de Janeiro; Ana Cristina Prado Oliveira, PUC-Rio de Janeiro

This study looks at the influence of principal leadership of the school faculty with respect to the educational attainments of students. Based on data from the contextual questionnaires used in the 2007, 2009, and 2011 editions of the nationwide achievement tests, the analysis shows statistically significant effects of principals’ leadership, teachers’ working conditions, and principals’ selections processes on 5th-year math results in the universe of elementary schools studied.

“Mindful” Data Use in Schools: Tempering Dominant Conceptions of PLCs. Sharon D. Kruse, Washington State University; Bob Johnson, University of Utah
Animated by recommendations offered in *A Nation At Risk* (1983) and imperatives embedded in No Child Left Behind, the demand for “data-driven leadership” has emerged as a defining mantra in the school improvement literature. By focusing on data use as an exemplar of leadership practice, we assert that expectations for the outcomes of leadership practice cannot be ignored even within our theorizing about the school organization structures such as PLCs.

**Chair:**
Amanda Bell Werts, Appalachian State University

**240. Pathways to Promise: Preparing Students for College, Career, and Adulthood**
Major Forum Paper Session
3:05 to 4:20 pm
Washington Hilton: Columbia 11

**Participants:**
Joel Robert Malin, University of Illinois; Donald G. Hackmann, University of Illinois at Urbana-Champaign

This qualitative study examined distributed leadership practices of high school principals who had developed programs of study to prepare students for college and career success; each led high schools with high-poverty and high-minority enrollments. The principals’ leadership practices were contextualized to their local communities, and each engaged in boundary-spanning activities, connecting with business/industry partners to provide resource supports and work-based learning experiences, and with community colleges to provide dual-credit courses for students.

**Fostering a College Going Culture and College Readiness for Historically Underserved Students: Leadership Matters.** Melissa Ann Martinez, Texas State University; Daphne Trueblood, Texas State University

This case study examines the role of one secondary school principal in creating a college-going culture and sustaining college-readiness efforts at a comprehensive, public high school in Texas. Successful leadership strategies and continued challenges he faces are revealed to understand how his role contributes to the school’s success in graduating a high percentage of students, who are primarily students of color and/or from economically disadvantaged backgrounds, as “college ready.”

**Preparing Underprivileged Students for College: Lessons from the Adelante Partnership.** Mohomodou Boncana, Georgia Southern University; Enrique Aleman, University of Utah; Dolores Delgado Bernal, University of Utah

The purpose of this study is to examine the effect of the Adelante Partnership in the targeted elementary school on students’ academic achievement and their motivation to go to college. The college preparation activities initiated by the partnership include university visits and science camps, university service learning and mentoring, cultural and academic enrichment, parent and community engagement, and research informing practice.

**The Prison Path.** Christen E. Clemson, Pennsylvania State University

This paper discusses a comparative case study that examines policies and procedures between schools and prisons with a focus on correctional officers and teachers. What types of informal and formal policies and procedures do schools and prisons have in common? What types of policies and procedures are different? This study will investigate a new possible link in the school-to-prison pipeline.

**Chair:**
David DeMatthews, University of Texas at El Paso

**241. Examining the Causes of (In)equities in School Finance and Funding**
Major Forum Paper Session
3:05 to 4:20 pm
Washington Hilton: Columbia 12

**Participants:**
Are Efficiency and Equity Extreme Trade-Offs or Compatible Values? A Longitudinal Study in Minnesota.
Sung Tae Jang, University of Minnesota

This paper examines the compatibility of efficiency and equity in K-12 education because they are critical values in school finance. To do this, this study relies on districts and state-level NCES data of Minnesota for 10 years (2001–2011). This study measures relative annual efficiency by estimating the relationship between multiple inputs and outputs utilizing data envelopment analysis. In addition, equity is measured by analyzing the distribution of educational resources per district using Theil’s T statistics.

Efficiency vs. Sufficiency: Unintended Consequences of Competing Theories on Resourcing Schools. Matthew R. Della Sala, Purdue University; Robert C. Knoeppel, Clemson University

The purpose of this paper is to investigate the merits of the notion of efficiency as an educational goal using data from South Carolina. Findings of the study demonstrate the complications and unintended consequences associated with using differing definitions of efficiency to guide policymaking. Rather, efficiency is a comparative idea used to investigate the merits of doing things differently as long as the notions of equity and adequacy remain at the forefront of education policy.

In Pursuit of Fiscal Equity: The Case of Weighted-Student Funding in a Metropolitan District. Justin Dayhoff, University of Maryland, College Park; Laura Egan, University of Maryland, College Park; Betty Malen, University of Maryland; Robert Croninger, University of Maryland, College Park

This paper draws upon district-level interviews, documents, and budget data to describe the design and implementation of the weighted-student funding initiative in Prince George’s County Public Schools and to examine its equity effects. Our findings suggest that technical, political, and economic issues undermined the ability of this initiative to advance its equity goals. We discuss the implications of our findings for districts struggling to advance equity in economically strained contexts.

Within-School Resource Allocation: How Choices, Constraints, and Context Influence Resource Equity. Rebecca Wolf, University of Maryland; Tasha M. Parrish, The University of Alabama

This paper examines and problematizes how resources are allocated to individual students within the same school. There is ample evidence that resources are not equitably distributed within schools, but it is unclear how or why. This paper discusses some of the ways in which resources are allocated within schools and identifies potential causes of resource inequity within schools.

Chair:
Erin Atwood, Texas Tech University

242. Using Data in Schools to Inform Leadership and Decision Making
Major Forum Symposium
3:05 to 4:20 pm
Washington Hilton: Columbia 2

Currently school leaders have access to multiple forms of data, but how leaders go about using (or not using) these data in schools is less well understood. This symposium focuses on how school leaders use data to inform educational decisions. Panelists will present papers that focus on school leadership data issues ranging from students to teachers, principals and superintendents, charters and noncharters, from the school to the state level, and from U.S. and international contexts.

Participants:
Charter Principal Autonomy: A Missed Connection Between Data-Driven Decision-Making and Instructional Leadership. Dana L. Bickmore, Louisiana State University

Strengthening Collaborative Data Practices in Schools: The Need to Cultivate Development Perspectives and Diagnostic Approaches. Shelby Cosner, University of Illinois at Chicago

Longitudinal Data Use: Ideas for District, Building, and Classroom Leaders. Kay Brocato, Mississippi State University; Chris Willis, Bowling Green State University; Kristen Dechert, Mississippi State University

Principals’ and Teachers’ Perceptions of Teacher Evaluation and Their Implications in Arab Schools in Israel. Khalid Husny Arar, The Centre for Academic Studies
Making Progress with Growth Models in Education: Utility for School Improvement. Jennifer Koran, Southern Illinois University-Carbondale; Cameron Carlson, Southwestern College

Chairs:
Alex J. Bowers, Teachers College, Columbia University
Bruce Barnett, University of Texas at San Antonio

243. The New Normal: School Leadership, Urban Contexts, and Hip-Hop Culture
Major Forum Symposium
3:05 to 4:20 pm
Washington Hilton: Columbia 3

This session will explore the complex interplay of urban contexts, educational leadership, and hip-hop culture. In recent years, there has been scholarship on conventional methodology in terms of axis of inquiry, epistemology, and approaches to ground the theoretical construct of hip-hop culture. Presently, research questions that generate new paradigms, offer multiple levels of complexity, and promote the development of an alternative praxis which takes into account the conflation of hip-hop culture and educative process are warranted.

Participants:
Investigating Cultural Collision: Educators’ Perceptions of Hip-Hop Culture. Floyd Beachum, Lehigh University
Culturally Responsive (Hip-Hop) School Leadership and Pedagogy. Muhammad Khalifa, Michigan State University
The Ramifications of Cultural Collusion. Carlos McCray, Fordham University
The Soul Cries of THUG Folk: Can You Hear Me Now! Darius D. Prier, Duquesne University

Chairs:
Terrance Green, University of Texas at Austin
Floyd Beachum, Lehigh University

244. Show Me the Money! (Or, Maybe Not...)
Major Forum
3:05 to 4:20 pm
Washington Hilton: Columbia 4

This is an interactive workshop focused on the promises and pitfalls of external and internal funding opportunities. Designed for early-career scholars (or those just early to grant-seeking), we will discuss organizing to build a fund-seeking agenda that will ENHANCE your career goals and tenure-track journey. Topics will include sources of funding; various uses of funding such as research, program development, and professional development; and building partnerships for funding. Please bring a recent CV as well as your thoughtful goals for research and community partnership work. Participants will also receive limited-time access to some extensive online resources after the workshop, to help act on their workshop planning after the Convention.

Chair:
Kent Seidel, University of Colorado-Denver

245. Ed Talk II - State of Racial Justice and Human Rights
Major Forum
3:05 to 4:20 pm
Washington Hilton: Columbia 5-8

Issues of global civil liberties and human rights are a part of the social and structural context of schools. These macro and micro contexts of educational “wrongs” are essential to ameliorating racial injustices and indignities as well as other human rights issues. More than 50 years after Brown v. Board of Education, many students continue to struggle in educational environments. The educational ecology has not been friendly to those who are “othered” in society, such as those of a certain race, color, religion, gender, class, sexuality, citizenship, disability or national origin. “The dream of full equality
[and equity] remains an elusive one” (ACLU, 2014). Children are among the most vulnerable of populations; as such, educators must understand human rights frameworks in order to become advocates for those who are oft unserved. This session focuses on barriers to human rights and dignities and the role of education in action and advocacy to ensure equitable outcomes. What is the current state of racial justice and human rights from a global perspective? What are current priority areas impacting students and schools? What are the roles of those in leadership positions who can impact policy?

Facilitator: Azadeh Farrah Osanloo, New Mexico State University
Panelists: Felisa Tibbitts, Human Rights Advocacy Associates
Emily Carson, International Gay and Lesbian Human Rights Commission
Joshua Starr, Montgomery County Public Schools

ED TALK II

Facilitator: Azadeh Farrah Osanloo, New Mexico State University
Panelists: Felisa Tibbitts, Human Rights Advocacy Associates
Emily Carson, International Gay and Lesbian Human Rights Commission
Joshua Starr, Montgomery County Public Schools

State of Racial Justice and Human Rights

Issues of global civil liberties and human rights are a part of the social and structural context of schools. The educational ecology has not been friendly to those who are “othered” in society, such as those of a certain race, color, religion, gender, class, sexuality, citizenship, disability or national origin. This session focuses on barriers to human rights and dignities and the role of education in action and advocacy to ensure equitable outcomes. What is the current state of racial justice and human rights from a global perspective? What are current priority areas impacting students and schools? What are the roles of those in leadership positions who can impact policy?

Session 245   Saturday 3:05 to 4:20 pm   Columbia 5-8

246. Queering the EdD: Developing Advocacy Leadership for LGBTQ Students and Studies in the CSU System

HE  Critical Conversation Roundtables
4:30 to 5:45 pm
Washington Hilton: Albright

This roundtable will engage EdD students and faculty in a conversation about developing more inclusive spaces for LGBTQ students and queer studies research. Following a brief overview of the California State University EdD queer networking project, we will facilitate a productive conversation with attendees from other campuses and systems. Participants are invited to bring information about ongoing research and programming, questions for other campus networks, and ideas for developing new connections.

Chair: Allison Mattheis, California State University, Los Angeles
247. Special Topic Symposium: Human Rights in Education
Special Session
4:30 to 5:45 pm
Washington Hilton: Columbia 1
Education is a fundamental human right and essential for the exercise of all other human rights. It promotes individual freedom and empowerment and yields important development benefits. Yet millions of children and adults remain deprived of educational opportunities, many as a result of poverty and racial discrimination. Education for racial and human rights is fundamental for addressing the underlying causes of rights violations, preventing rights abuses, combating discrimination, promoting equity, and enhancing people’s participation in democratic decision-making processes. This panel will explore a marginalized dynamic in educational research and practice—the relationship between leadership and human rights. The session will feature a diverse panel of scholars who will discuss, react to, and argue for and against central ideas from two important works that explore the topic. The first work is Joel Spring's 2007 book, *Wheels in the Head: Educational Philosophies of Authority, Freedom, and Culture from Confucianism to Human Rights*. In this book, Spring explains a philosophy of education based on human rights. The second work is the *United Nations’ Universal Declaration of Human Rights* (United Nations, 1948). Panelists will react to a series of prompts created by the moderator that deal with many aspects of educational leadership and issues of poverty, reform, policy, learning, social justice, governance, globalization and advocacy within and across national borders and in formal and informal school settings. The format of the session will encourage audience participation and interaction.

Chair:
Jeffrey S. Brooks, University of Idaho

Participants:
Catherine A. Lugg, Rutgers University
Ira E. Bogotch, Florida Atlantic
Tony Johnson, Washington DC Office of the State Superintendent of Education
Gaetane Jean-Marie, University of Louisville
Jay Heffron, Soka University of America
Ty-Ron M. O. Douglas, University of Missouri-Columbia

248. Relationships Within the Socially Mediated Online Learning Community
Paper Session
4:30 to 5:45 pm
Washington Hilton: Columbia 10

Participants:
A Social Network Analysis of Educational Leaders’ Communication on Twitter. Yinying Wang, Georgia State University; Nick J. Sauers, Georgia State University; Jayson Richardson, University of Kentucky

This study examines educational leaders’ Twitter communication network. We collected 30,000 latest tweets of 150 active Twitter users who hold school leadership positions. Results of social network analysis suggest Twitter is potentially an effective platform to disseminate information on educational leadership. No researcher, journal, or research-oriented association Twitter ID had high centrality, indicating their minuscule influence within the practitioners’ Twitter communication network. Suggestions on how to leverage the network to promote research dissemination are discussed.

Moral Disengagement: A Relationship to Online Aggression and Cyberbullying. R. Jefferson George, University of North Texas; Jimmy Byrd, University of North Texas; Robert Bostic, University of North Texas

This causal-comparative study examines the causal relationship between moral disengagement, digital aggression, and cyberbullying through self-report responses to a 45-item survey using a 4-point Likert scale. More concretely, this study sought to determine if those who participate in digital aggression and cyberbullying demonstrate greater moral disengagement than those who report that they do not participate in digital aggression and cyberbullying. Moral disengagement was measured by responses
to 18 survey items identified for moral disengagement.

Readers and Leaders in Liberation Technology: Aspiring Principals Using Social Media. Vonzell Agosto, University of South Florida; Zorka Karanxha, University of South Florida; William R. Black, University of South Florida; Maniphone Dickerson, University of South Florida

This paper focuses on aspiring principals’ use of technology to engage in social networking through the social media application Facebook. The purpose of this study is to learn from those who are participating in an online social networking community so that educational leadership preparation can support aspiring school-based administrators to act as readers and leaders of online communities characterized by liberation technology.

Chair:
Christa Boske, Kent State University

249. Swimming Upstream: Race, Ethnicity, and the Leadership Divide

Paper Session
4:30 to 5:45 pm
Washington Hilton: Columbia 11

Participants:
Breaking Good: Non-Conforming Rural Teachers Meeting Diverse Learners’ Needs. Pamela K. Heidlebaugh-Buskey, Unaffiliated; Frederick C. Buskey, Clemson University

This study examined how teachers enacted culturally responsive pedagogy (CRP) in rural schools through rule-breaking behaviors. The conceptual framework utilized elements of CRP and literature on school leaders’ non-compliant behaviors to analyze the actions of four teachers who consciously broke both policy and school norms. We suggest that further research should focus on the intersection of rule breaking and CRP is necessary. The topic has ramifications for both teacher and leadership preparation.

Equity Traps Then and Now: Deficit Thinking, Racial Erasure and Naïve Acceptance of Meritocracy. Kathryn Bell McKenzie, California State University, Stanislaus; Glenn Allen Phillips, Texas A&M University

As part of a NSF grant researching preservice and newly in-serviced teachers, this qualitative project studied the equity consciousness of the participants and their perceptions regarding their ability to successfully teach a diverse student population. The results indicate that not only are millennial teachers still caught in the equity traps revealed a decade ago (McKenzie & Scheurich, 2004), they are also ensnared in a metatrap that subsumes the others—the naïve acceptance of meritocracy.

Identifying Organizational Containment and its Impact on the Career Paths of Black Educational Leaders. Risha Berry, Virginia Commonwealth University; Charol Shakeshaft, Virginia Commonwealth University

Limited access to racially heterogeneous organizational networks may produce glass barriers in employment and reinforce pejorative judgments of Black educators. One way to think of this access is through the concept of containment: the set of systemic barriers organizational members encounter in pursuit of access to organizational resources critical to job effectiveness and career advancement. Statistically and practically significant containment characteristics were detected using restricted data from the 2011-12 Schools and Staffing Survey.

Stemming the Tide: Attrition Among Teachers of Color, How Racial Congruency Is Associated with Retention. Cristina Solis, University of Texas at San Antonio; Alex J. Bowers, Teachers College, Columbia University; Mariela A. Rodriguez, University of Texas at San Antonio

Attrition among our teachers of color along with our shifting student demographics calls for an informed perspective regarding school leadership and how racial congruency interacts with other variables attributing to attrition. This study uses a hierarchical linear regression and Schools and Staffing Survey data set to explore (a) how racial congruency is associated with teacher perceptions of their principal’s effectiveness and (b) how both the teachers’ perception of their principal’s effectiveness and racial congruency correlate to retention.

Chair:
Mark A. Gooden, University of Texas at Austin
250. Educational Opportunity and Student Experiences

Paper Session
4:30 to 5:45 pm
Washington Hilton: Columbia 12

Participants:
An Investigation of Intergroup Dialogue for Deconstructing Social Barriers: A Case Study. Jared Halter, Clemson University; Ellen Marie Hampshire, Clemson University; Ashley Sutton, Clemson University; Matthew Boyer, Clemson University
This study explores the application of intergroup dialogue (IGD) as a critical pedagogical in K-12 schools in order to raise awareness regarding societal issues, specifically regarding gender. IGD is an educational model that brings students from different social identity groups together in a cooperative, small-group, learning environment. Typically, IGD involves members of groups with a history of conflict or limited opportunities to engage in deep and meaningful discussion of controversial, challenging, or divisive issues.

Exploring Teacher Perceptions of High School Students in Tiered-Leveled Classes. Julie Chancellor, University of Louisville; Cabrina Bosco, University of Louisville; Taylor Marshall, University of Louisville; Matt Anderson, University of Louisville
Research indicates teachers perceive students contrarily based on socioeconomic status, race, and gender. Similarly, research shows teachers perceive students in tracked classes differently. However, little research exists indicating teacher perceptions of students in modern contexts as many schools move away from traditional notions of tracking. The purpose of this study is to explore teacher perceptions of tracked students in the current climate of high-stakes accountability and educational equitably for all student using a grounded theory approach.

Managed School Choice: Rupturing or Reproducing Inequity for Families? Anne Marie FitzGerald, Duquesne University; Craig Dennis Hochbein, Lehigh University
We examine school performance and Section 8 housing data in one urban district’s redesigned managed school choice plan. The distribution of above average schools and availability of housing across clusters indicate increased choice for families to attend better performing schools in 10 of 13 clusters; however, 93% of rentals were located within the attendance zone of low-performing schools. Such gaps in housing availability point to the need to recouple education and housing policy.

School Choice and Educational Opportunity for English Language Learners. Madeline Mavrogordato, Michigan State University; Julie Harris, Michigan State University
As the English language learner (ELL) population continues to grow in schools, the achievement gap between ELLs and non-ELLs becomes more worrisome. One policy response has been to introduce school choice options, but the effects of such policies are often mixed. We examined ELL participation in Houston ISD’s schools of choice. We found that ELLs do not use school choice the same way non-ELLs do, and such differences have implications for equity.

Chair:
Kristy Susan Cooper, Michigan State University

251. Obstacles to Equity for Education Leaders

Symposium
4:30 to 5:45 pm
Washington Hilton: Columbia 2

The goal of this symposium is to disseminate and discuss scholarship on issues of educational equity, particularly regarding to how education leadership in Pennsylvania respond to such issues. Papers draw on a variety of theoretical perspectives and methodologies to provide a comprehensive analysis of the intersection of law, policy, and education, so that participants will gain a greater appreciation for the complexity of the battle for equity.

Participants:
Teacher Diversity in Pennsylvania: A Portrait of Demographic Characteristics of Pre-service Teachers, Teachers, and Students. Jing Liu, Pennsylvania State University; Hee Jin Chung, Pennsylvania State University
Pursuing Higher Education in Rural Pennsylvania Schools: Challenges on the College Path. Erica Kryst, Pennsylvania State University; Stephen Kotok, Pennsylvania State University; Annelise Hagedorn, Pennsylvania State University

Disparate Discipline: Codes of Student Conduct and Suspension Rates in Pennsylvania School Districts. Duane Rohrbacher, Pennsylvania State University; Stephen Worthington, Pennsylvania State University

Schools of Last Resort: A Discussion on the Academic and Behavioral Conditions in Disciplinary Alternative Education Facilities. Heather Bennett, Pennsylvania State University; Santosh Madahar, Pennsylvania State University

A Change of Plans: How One School Board Responded to the Needs of a New Student Population. Kristina Franciska Brezicha, Pennsylvania State University; Erica Sausner, Pennsylvania State University; Hilario Lomeli, Jr., Pennsylvania State University

Chair:
Erica Frankenberg, Pennsylvania State University

252. The Importance of the Principal’s Role in High Need Schools: An International Perspective
International Community Building Session
4:30 to 5:45 pm
Washington Hilton: Columbia 3
The International Leadership Development Network consists of researchers from UCEA–BELMAS conducting empirical research on high-needs school leadership across more than 20 countries. The purpose of this international community building session explores the preliminary findings from several high-needs schools across the globe (Australia, England, Hong Kong, Malaysia, Nepal, Sweden, and the United States). Findings were gleaned from interviews with principals, school leaders, and teachers.

Presenters:
Kristine Kiefer Hipp, Cardinal Stritch University
Betty Alford, Stephen F. Austin State University
Jami Royal Berry, Georgia State University
Shuangye Chen, The Chinese University of Hong Kong
David Gurr, University of Melbourne
Elizabeth T. Murakami, Texas A&M University-San Antonio
Nathern Okilwa, University of Texas at San Antonio
Sailesh Sharma, University of Malaya
Monika Törnsén, Center for Principal Development, Umeå University

Chairs:
Daniel Linden Duke, University of Virginia
Mette Lise Baran, Cardinal Stritch University

253. Write On: Creating a Dissertation Writing Group
Special Session
4:30 to 5:45 pm
Washington Hilton: Columbia 4
Writing your dissertation can make you feel frustrated and isolated. Joining a writing group is one way to combat these feelings and hold yourself accountable for reaching your writing goals. In this workshop we will discuss how to start an online, interuniversity writing group as well as a campus-based in-person writing group. We will also take time to think about our writing goals and how to create a writing schedule. Finally, for those interested in an online writing group, we will take time to connect scholars with similar needs.

Chair:
Daniela Torre, Vanderbilt University
254. Schools as Communities: Implications for Educational Reform

Paper Session
4:30 to 5:45 pm
Washington Hilton: Columbia 9

Participants:
A Holistic Portrait of Readiness for School Improvement: Students, Parents, Teachers, School Staff, and Leaders. Irene H. Yoon, University of Utah; Ashley McKinney, University of Utah; Cori Groth, University of Utah; Andrea K. Rorrer, University of Utah

This paper is a comparative case study of stakeholders’ perspectives on their schools upon being identified for improvement supports and monitoring. Findings spotlight perspectives on school climate and school readiness for change that are often unheard or given short shrift in literature and practice related to school improvement. Also unique is the inclusion of experiences from students, parents, and school support staff.


This paper uses a theory of action approach to investigate how administrators and faculty created a new small high school focused on STEM education. The school was created in response to a state mandate to improve the academic performance in STEM subjects of low-income high school students. The study detailed in this paper explicates the school’s founding and development from its inception in August 2007 up to its 7th year of operation (2013-2014).

Leveraging Small School Size to Transform High Schools into Communities of Care. Rosa L. Rivera-McCutchen, Lehman College, City University of New York

This paper examines Bridges Institute, a critical small school located in the Bronx, NY, and considers how small size was leveraged to create a community that supported students both socially and academically. The paper further considers how sociopolitical and socioeconomic contexts represented significant challenges.

Chair:
Leigh Ellen Wallace, University of Wisconsin-Milwaukee

255. Leaders’ Responses to the Dissembling of Democracy in Education Policy

Symposium
4:30 to 5:45 pm
Washington Hilton: Holmead

In this symposium, contributors interrogate the democratic intentions of education policy to reveal the ways in which they dissemble racism and hegemony in the U.S. education system, conceal persistent inequities in schooling, and mislead the public with promise of transparency and increased participation. They share empirical examples of how educational leaders—principals, assistant principals, counselors, and teachers—negotiate this current education policy milieu to develop equitable programs for poor, African American, and Latino students.

Participants:

Power, Policy, and Progressivism: Rethinking the “Local” in Educational Reform. Jill Koyama, University of Arizona

Challenges to Systemic Involvement in College and Career Readiness Policy in Secondary Schools. Corrie Stone-Johnson, University at Buffalo

Putting “Political Spectacle” to Work: Understanding Schooling in Southern Arizona. Andrew Walanski, University of Arizona; Michael Szolowicz, University of Arizona

Chair:
Jill Koyama, University of Arizona
256. Using Social Justice as a Lens to Enhance the Educational Leadership Doctorate
Paper Session
4:30 to 5:45 pm
Washington Hilton: Independence
Participants:
Building Social Justice Doctoral Programs to Better Prepare Educational Leaders. JoAnn B. Manning, Rowan University; Mary C. Clark, Craven Community College; Pamela E. Krieger Cohen, Ramapo College of New Jersey; Debora Rivera, Union County College
This paper reflects on how a university is preparing educational leaders by building their capacities for racial justice and human rights using a pillar of social justice. The paper will give a portrait of a doctoral degree program with a design that provides leadership skills necessary to facilitate social justice in schools; the perceptions and attitudes of the program's students and partners; and the benefits of cultivating meaningful coalitions.
Designing and Implementing an EdD in Educational Leadership with Reference to Human Appreciation Systems. Arnold Danzig, Arizona State University / San Jose State University
This proposal describes the organizing principles by which a new doctoral program in educational leadership was prepared, approved, and implemented at a CSU campus. The proposal references basic assumptions about doctoral studies in educational leadership and what is gained by viewing educational leadership as a part of a human appreciation system. This research describes key design principles that shaped the educational leadership (EdD) doctoral program and its focuses on human appreciative systems.
Planting Seeds of Change: A Doctoral Program’s Design to Nurture Social Justice Agency. Stephanie Barber Applewhite, Stephen F. Austin State University; Scott Bailey, Stephen F. Austin State University
This case study investigates the transformational experiences of doctoral candidates in a cohort model, including how the program’s design fuels the candidates’ evolution into social justice change agents. Three stages of transformation will be analyzed over 8 years: awareness, actualization, and agency. Using symbolic interaction theory, we utilize data from focus groups, personal interviews, and journal entries to trace the emergence of social justice agency from precourse experiences through postgraduation.
The Predictive Ability of Admission Criteria for Educational Leadership Doctoral Students. Brandolyn Jones, Sam Houston State University; Susan Troncoso Skidmore, Sam Houston State University; Julie P. Combs, Sam Houston State University
Those responsible for doctoral admission decisions have a responsibility to minimize bias in the candidate selection process. To that end, this study focuses on admission criteria and professor’s ratings of doctoral candidates. Predictive discriminant analysis was used to examine relationships of admission criteria to program completion potential for 102 students in one educational leadership doctoral program. The resulting classification functions had high hit rates for both students of color (83.3%) and White students (87.5%).
Chair:
Susan Korach, University of Denver

Symposium
4:30 to 5:45 pm
Washington Hilton: Jay
Urban schools present unique challenges for social justice leadership. This symposium presents stories of three principals from district and charter schools engaged over 4 years in developing leadership capacity for significant improvement. Several themes will be addressed: creating and maintaining resilient, trusting relationships; developing teacher leadership and a distributed responsibility for guiding change; and managing an uncertain environment, which includes managing the expectations of external stakeholders (district,
charter sponsors, state) and financial instability.

Participants:
Jefferson High School Peter Demerath, University of Minnesota; Douglas Revsmith, St. Paul Public Schools
River City School Jason Johnson, University of Minnesota; Romina Valesk Madrid Miranda, University of Minnesota; Bondo Nyembwe, St. Paul City School / Graham Park Elementary School; Debra Ingram, University of Minnesota; Catherine Rich, St. Paul Public Schools

Chairs:
Karen Seashore Louis, University of Minnesota
William Sommers, Minnetonka Public Schools

258. “Unsettling” Leadership Discourses
Critical Conversation Roundtables
4:30 to 5:45 pm
Washington Hilton: Kalorama

The purpose of this session is to “unsettle” and interrogate essentializing leadership discourses that impede more dynamic understandings of leader and world. Panelists will offer brief counter-interpretations, hybrid formations, and holistic renderings of leadership to stimulate group discussion around 1) the benefits and drawbacks of “unsettling” or blurring the boundaries of leadership discourses, and 2) the possibilities of postmodern renderings of leadership for forging new visions of educational leadership for social justice.

Chair:
Tricia M. Kress, The University of Massachusetts Boston

Participants:
Danielle Mokaba-Bernardo, The University of Massachusetts Boston
Arnold Chamanlal, The University of Massachusetts Boston
Jack Leonard, University of Massachusetts Boston

259. The Role of District Leaders in Supporting School-Level Instruction and Practice
Paper Session
4:30 to 5:45 pm
Washington Hilton: Northwest

Participants:
Influences on a District’s Approach to Professional Development for High School Principals. John Hall, UC Berkeley
This study examines influences on a district central office as it designs and implements professional development for high school principals. I pay particular attention to the unique nature of high school leadership as I explore the organizational context and institutional environment of the district design team. Studying high school principal PD provides insights into district priorities, how policy decisions are crafted within a district, and, specifically, how districts conceptualize the needs of these particular principals.

Instructional Rounds in Pursuit of Equity. David Allen, College of Staten Island, City University of New York; Rachel Roegman, Purdue University
This study examines the evolution of the use of instructional rounds by a network of district superintendents over six years to target inequity of student learning opportunities and outcomes. It relates how changes in the structure of the instructional rounds visits resulted in changes in focus for and nature of discussions during the visits related to equity. It identifies implications for the use of instructional rounds and similar methods to disrupt educational inequity.

Instructional Improvement and Instructional Management: District Leaders’ Orientations Towards Improving Mathematics Teaching and Learning. Kara Jackson, University of Washington; Paul Cobb, Vanderbilt University; Jessica Rigby, University of Washington
Currently, there is little research into the role of the central district office in impacting teacher
practice. This qualitative study identifies two (not mutually exclusive) orientations to improving mathematics teaching and learning: instructional management and instructional improvement orientations. The goals of this paper are to first, elaborate these two orientations; and second, describe why they matter for the design and implementation of particular kinds of policies aimed at ultimately improving student achievement.

Chair:
Gary Ivory, New Mexico State University

260. UCEA 60th Anniversary Gala and Annual Banquet
Special Session
6:00 to 11:00 pm
Washington Hilton: Columbia 5-8
We invite you to join us in celebrating 60 years of UCEA at the Washington Hilton. The Gala celebration kicks off at 6:00 pm with passed appetizers and music, followed by the annual banquet at 6:45 pm and ending with a dance 9:00 - 11:00 pm. Bring your dancing shoes and get ready to boogie to music from the past 60 years! Attire is business formal. Tickets for the banquet and pre-banquet events are $45; dance is open to all.

Hosts:
Mark A. Gooden, University of Texas at Austin
Michelle D. Young, UCEA

UCEA 60TH ANNIVERSARY GALA & BANQUET

We invite you to join us in celebrating 60 years of UCEA at the Washington Hilton. The Gala celebration kicks off at 6:00 pm with passed appetizers and music, followed by the annual banquet at 6:45 pm and ending with a dance 9:00 - 11:00 pm. Bring your dancing shoes and get ready to boogie to music from the past 60 years! Attire is business formal. Tickets for the banquet and pre-banquet events are $45; dance is open to all.

6:00 pm Pre-banquet appetizers & music. Tickets required.
6:45 pm Banquet. Tickets required.
9:00 pm Dance! Everyone welcome.

Session 260 Saturday 6:00 to 11:00 pm Columbia 5-8
261. UCEA Center for the International Study of School Leadership
Meeting
7:00 to 7:50 am
Washington Hilton: Columbia 1
Chair:
   Jeffrey V. Bennett, University of Arizona

262. JRLE Editorial Board Meeting
Meeting
8:00 to 9:30 am
Washington Hilton: Columbia 1
Chairs:
   Michele Anne Acker-Hocevar, Washington State University
   Gail Furman, Washington State University
   Gordon Gates, Washington State University
   Kristin Shawn Huggins, Washington State University
   Dana Algeo, Washington State University
Participants:
   Nicola A. Alexander, University of Minnesota
   Michael Bezzina, Australian Catholic University
   William R. Black, University of South Florida
   Ira E. Bogotch, Florida Atlantic University
   Christa Boske, Kent State University
   Curtis Brewer, Clemson University
   Tricia Browne-Ferrigno, University of Kentucky
   Shuangye Chen, The Chinese University of Hong Kong
   Ernestine K. Enomoto, University of Hawaii-Manoa
   Dick Flanary, NASSP
   Mark A. Gooden, University of Texas at Austin
   Steven Jay Gross, Temple University
   Beverly J. Irby, Texas A&M University
   Gary Ivory, New Mexico State University
   Gaetane Jean-Marie, University of Louisville
   Lisa A. W. Kensler, Auburn University
   James William Koschoreck, Northern Kentucky University
   Susan Korach, University of Denver
   Jonathan Lightfoot, Hofstra University
   Jacky Lumby, University of Southampton
   Joanne M. Marshall, Iowa State University
   Rhonda L. McClellan, University of Texas at Arlington
   Carlos McCray, Fordham University
   Roxanne M. Mitchell, University of Alabama
   Carol A. Mullen, Virginia Tech
   Maricela Oliva, The University of Texas at San Antonio
   April L. Peters-Hawkins, University of Georgia
   Susan Printy, Michigan State University
   Daniel Reyes-Guerra, Florida Atlantic University
   Mariela A. Rodriguez, University of Texas at San Antonio
   Stacey A. Rutledge, Florida State University
   Samantha M. Paredes Scribner, Indiana University-Indianapolis
   Megan Tschannen-Moran, The College of William & Mary
   Jia Wang, Texas A&M University
263. Faculty, Your Professional Growth? Taking on Change—The Promise of The Four-Column Exercise
Pre- and Post-Convention Work Sessions and Workshops
8:00 to 10:00 am
Washington Hilton: Columbia 11
Why is change for civil rights and social justice challenging? Given demands on faculty striving to advance preparation and practice of educational leaders, this workshop's purpose is to invite faculty to consider goals for professional growth. You will engage in the Four-Column Exercise (Kegan & Lahey, 2009) to examine your work, develop an improvement goal, and explore competing commitments that inadvertently interfere with achieving it. This will support you and aspiring/practicing educational leaders you serve.
Presenter:
Patricia Maslin-Ostrowski, Florida Atlantic University
Chair:
Ellie Drago-Severson, Teachers College, Columbia University

264. Intersectional Dialogues: A Tool to Improve Pedagogy in Teaching Social Justice Leadership
Pre- and Post-Convention Work Sessions and Workshops
8:00 to 11:30 am
Washington Hilton: Columbia 9
This presession expands the literature and practical tools for teaching social justice leadership in administrator preparation programs. Participants will examine the impact of their multiple, sociocultural identities on their teaching. Participants will write a sociocultural autobiography and subsequently engage in a critical dialogue. After participants have garnered new insights into themselves and their thinking as complex sociocultural beings, they will reflect on ways this self-consciousness can contribute to more efficacious teaching for social justice
leadership.

Presenter:
Latish C. Reed, University of Wisconsin-Milwaukee

Chair:
Sharon I. Radd, St. Catherine University

265. 2014 International Summit
International Community Building Session
8:30 to 12:30 pm
Washington Hilton: Columbia 5-8

The International Summit is a half-day event featuring the work of educational leadership scholars from across the globe. Participants will have an opportunity to engage in generative conversations about the state of international comparative research and knowledge generation and the development of collaborative projects. This year’s summit is comprised of two sessions with international perspectives designed to generate conversation about successful practice and preparation: a roundtable discussion and a social justice panel. Check-in for the event begins at 8:00 am.

Presenters:
Jan Heystek, Northwest University South Africa
Elsong Szeto, Hong Kong Institute of Education
Annie Cheng, Hong Kong Institute of Education
David Gurr, University of Melbourne
Lawrie Drysdale, University of Melbourne
Elizabeth T. Murakami, Texas A&M University-San Antonio
Stephen L. Jacobson, University at Buffalo
Candido Gomes, Brasília Catholic University
Magali de Fátima Machado, Catholic University of Brasilia
Paul Miller, Brunel University
Helene Arlestig, University of Umeå
Cristobal Rodriguez, New Mexico State University
Cynthia Paes de Carvalho, PUC-Rio de Janeiro
Ana Cristina Prado Oliveira, PUC-Rio de Janeiro
Allan Walker, Hong Kong Institute of Education

Chairs:
Stephen L. Jacobson, University at Buffalo
Petros Pashiardis, Open University of Cyprus
Olof Johansson, Umeå University
R.C. Saravanabhavan, Howard University
Alexandre Ventura, University of Aveiro
Georgia Pashiardis, Ministry of Education of Cyprus
Bruce Barnett, University of Texas at San Antonio

266. JCEL Editorial Board Meeting
Meeting
8:45 to 10:15 am
Washington Hilton: Columbia 12

Chair:
William R. Black, University of South Florida

Participants:
Zorka Karanxha, University of South Florida
Vonzell Agosto, University of South Florida
Sean L. Dickerson, University of South Florida
Ira E. Bogotch, Florida Atlantic University
Laura Trujillo-Jenks, Texas Woman’s University
Bassel Akar, Notre Dame University in Lebanon
Anika Anthony, The Ohio State University
Margaret E. Barber, University of Utah
Bruce Barnett, University of Texas at San Antonio
Floyd Beachum, Lehigh University
Christa Boske, Kent State University
Monica Byrne-Jimenez, Hofstra University
Bradley W. Carpenter, University of Louisville
Gary M. Crow, Indiana University
Robert Donmoyer, University of San Diego
Karen Dunlap, Texas Woman's University
Scott Ferrin, Brigham Young University
Mark A. Gooden, University of Texas at Austin
Frank Hernandez, University of Texas of the Permian Basin
Liz Hollingworth, University of Iowa
Lisa A. W. Kensler, Auburn University
Angeliki Lazaridou, University of Thessaly
Jane Clark Lindle, Clemson University
Catherine A. Lugg, Rutgers University
Katherine Cumings Mansfield, Virginia Commonwealth University
Patricia Maslin-Ostrowski, Florida Atlantic University
Carlos McCray, Fordham University
Kerry Brian Melear, University of Mississippi
Zulma Mendez, University of Texas at El Paso
Erica Mohan, University of British Columbia
Cynthia Reed, Northern Kentucky University
Mariela A. Rodriguez, University of Texas at San Antonio
Ulrich C. Reitzug, University of North Carolina at Greensboro
Ricardo Rosa, University of Massachusetts-Dartmouth
Karen L. Sanzo, Old Dominion University
Jim Scheurich, Indiana University Purdue University at Indianapolis
Alan Shohoo, University of Texas at San Antonio
Valerie Anne Storey, University of Central Florida
Fat Hee Tie, University of Malaya
Terah Talei Venzant Chambers, Michigan State University
Chris Willis, Bowling Green State University
Michelle D. Young, UCEA

267. EAQ Editorial Board Meeting
Meeting
9:40 to 11:00 am
Washington Hilton: Columbia 1
Chair:
Casey Cobb, University of Connecticut

Participants:
Monica Byrne-Jimenez, Hofstra University
Morgaen Lindsay Donaldson, University of Connecticut
Shaun Dougherty, University of Connecticut
Rachel Gabriel, University of Connecticut
Richard Gonzales, University of Connecticut
Preston Green, University of Connecticut
Kimberly LeChasseur, University of Connecticut
Melinda Mangin, Rutgers University
Anysia Peni Mayer, University of Connecticut
Margaret Terry Orr, Bank Street College
Richard Schwab, University of Connecticut
Larisa Warhol, University of Connecticut
Jennie Weiner, University of Connecticut
Megan Welsh, University of California, Davis
Anjale Welton, University of Illinois at Urbana-Champaign
Sarah Woulfin, University of Connecticut
Melissa Berggren, University of Connecticut
Curt M. Adams, University of Oklahoma
Karen Stansberry Beard, The Ohio State University
Alex J. Bowers, Teachers College, Columbia University
Dana E. Christman, New Mexico State University
Shelby Cosner, University of Illinois at Chicago
Alan J. Daly, University of California, San Diego
Sara L. Dexter, University of Virginia
Chris Dunbar, Michigan State
Andrea Elaine Evans, Governors State University
Gail Furman, Washington State University
David Garcia, Arizona State University
Roger Goddard, Texas A&M University
Philip Hallinger, Institute of Education, Hong Kong
Sonya Douglass Horsford, George Mason University
Eric Houck, University of Georgia
Kim Kappler Hewitt, University of North Carolina at Greensboro
Ben Kelcey, Wayne State University
Theodore Kowalski, University of Dayton
Ross Larsen, Texas A&M University-College Station
Jane Clark Lindle, Clemson University
Christopher Lubinski, University of Illinois
Jacky Lumby, University of Southampton
Joanne M. Marshall, Iowa State University
Matthew Miliotello, East Carolina University
Robert James Miller, Texas A&M University-College Station
Carol A. Mullen, Virginia Tech
Sarah W. Nelson, Texas State University
Ann O’Doherty, University of Washington
Michael Owens, Wayne State University
April L. Peters-Hawkins, University of Georgia
Donald J. Peurach, University of Michigan
Morgan Polikoff, University of Southern California
Ulrich C. Reitzug, University of North Carolina at Greensboro
Viviane Robinson, University of Auckland
Cristobal Rodriguez, New Mexico State University
Gloria M. Rodriguez, University of California, Davis
Mariela A. Rodriguez, University of Texas at San Antonio
Serena Jean Salloum, Ball State University
Veronica Santelices, Catholic University of Chile
Jim Scheurich, Indiana University Purdue University Indianapolis
Janelle T. Scott, University of California, Berkeley
Samantha M. Paredes Scribner, Indiana University-Indianapolis
Peter Sleegers, University of Twente
Howard Stevenson, Nottingham University
Jonathan Supovitz, University of Pennsylvania
George Theoharis, Syracuse University
Tina Trujillo, University of California, Berkeley
Chezare Warren, University of Pennsylvania
Peter Youngs, Michigan State University
Erin Anderson, University of Virginia
Detra DeVerne Johnson, Texas A&M University
268. Evaluation Research Taskforce
Meeting
10:10 to 11:30 am
Washington Hilton: Columbia 11
Chair:
Margaret Terry Orr, Bank Street College

269. UCEA Publications Meeting
Meeting
10:30 to 12:00 pm
Washington Hilton: Columbia 12
Chair:
Liz Hollingworth, University of Iowa
Participants:
Pamela D. Tucker, University of Virginia / UCEA
Jeanne M. Powers, Arizona State University
Cynthia Reed, Northern Kentucky University
William R. Black, University of South Florida
Megan Tschannen-Moran, The College of William & Mary
Pamela Angelle, University of Tennessee
Michelle D. Young, UCEA
Donald G. Hackmann, University of Illinois at Urbana-Champaign
Monica Byrne-Jimenez, Hofstra University

Master’s & Ph.D. Programs
Study Education Leadership at Auburn University

The Department of Educational Foundations, Leadership and Technology

www.auburn.edu/eflt
An instructional leadership preparation curriculum that is sequential, developmental and comprehensive.

• Master’s Instructional Leadership
• Educational Specialist in Educational Administration
• Ph.D. Educational Administration
• Ph.D. Administration and Supervision of Curriculum

To learn more, contact Dr. Ellen Reames at reamseh@auburn.edu.

Auburn University is an equal opportunity educational institution/employer.
Previous UCEA Conventions
1987...Omni Charlottesville Hotel, Charlottesville, VA
1988...Omni Netherland Plaza Hotel, Cincinnati, OH
1989...Red Lion’s La Posada Resort, Scottsdale, AZ
1990...Pittsburgh Hilton and Towers, Pittsburgh, PA
1991...Omni Inner Harbor, Baltimore, MD
1992...Minneapolis Marriott City Center, Minneapolis, MN
1993...Houston Doubletree at Post Park, Houston, TX
1994...Philadelphia Doubletree, Philadelphia, PA
1995...Red Lion Hotel, Salt Lake City, UT
1996...The Galt House, Louisville, KY
1997...Orlando Marriott, Orlando, FL
1998...St. Louis Marriott, St. Louis, MO
1999...Hyatt Regency, Minneapolis, MN
2000...Albuquerque Hilton, Albuquerque, NM
2001...Omni Netherland Plaza Hotel, Cincinnati, OH
2002...Hilton Pittsburgh and Towers, Pittsburgh, PA
2003...Portland Hilton and Towers, Portland, OR
2004...Kansas City Marriott, Kansas City, MO
2005...Gaylord Opryland, Nashville, TN
2006...St. Anthony Wyndham, San Antonio, TX
2007...Hilton Alexandria Mark Center Hotel, Alexandria, VA
2008...Buena Vista Palace Hotel, Orlando, FL
2009...Anaheim Marriott, Anaheim, CA
2010...Sheraton New Orleans, New Orleans, LA
2011...Westin, Pittsburgh, PA
2012...Denver City Center, Denver, CO
2013...Hyatt Regency, Indianapolis, IN

UCEA Member Institutions
Arizona State University
Auburn University
Bowling Green State University
Brigham Young University
Chinese University of Hong Kong
College of William & Mary
Duquesne University
Florida Atlantic University
Florida State University
Fordham University
Georgia State University
Hofstra University
Howard University
Illinois State University
Indiana University
Iowa State University
Kansas State University
Kent State University
Lehigh University
Louisiana State University
Loyola Marymount University
Miami University of Ohio
Michigan State University
New Mexico State University
New York University
Nipissing University
North Carolina State University
Northern Illinois University
Ohio State University
Oklahoma State University
Pennsylvania State University
Rutgers University
St. Johns University
St. Louis University
Sam Houston State University
San Diego State University
Temple University
Tennessee State University
Texas A&M University
Texas State University
University of Buffalo, SUNY
University of Alabama
University of Arizona
University of Cincinnati
University of Connecticut
University of Dayton
University of Florida
University of Georgia
University of Houston
University of Illinois at Chicago
University of Illinois at Urbana-Champaign
University of Iowa
University of Kansas
University of Kentucky
University of Louisville
University of Maryland
University of Minnesota
University of Missouri-Columbia
University of Nebraska-Lincoln
University of New Mexico
University of North Carolina at Chapel Hill
University of North Carolina at Greensboro
University of Northern Colorado
University of Oklahoma
University of Oregon
University of Pennsylvania
University of Pittsburgh
University of San Diego
University of South Florida
University of Tennese-Knoxville
University of Texas at Austin
University of Texas at El Paso
University of Texas at San Antonio
University of Toledo
University of Utah
University of Virginia
University of Washington
University of Wisconsin-Madison
University of Wisconsin-Milwaukee
Vanderbilt University
Virginia Commonwealth University
Washington State University
Wayne State University

Partner/Provisional Member Institutions
Australian Catholic University
Bank Street College
Nipissing University
Portland State University
Stephen F. Austin State University
Southern Methodist University
Texas Woman’s University
University of Arkansas
University of Central Arkansas
University of Denver
University of Massachusetts-Boston
University of Michigan
University of North Carolina at Charlotte
University of North Texas
University of Texas Pan American
The Jack A. Culbertson Award

The Jack A. Culbertson award was established in 1982 to recognize unique contributions of outstanding junior professors and to honor Jack A. Culbertson, who inspired many young professors during his tenure as UCEA Executive Director.

1983 .................................. Patrick B. Forsyth, Oklahoma State University
1984 ..................................... L. Dean Webb, Arizona State University
1985 ...................................... Jeri Nowakowski, Northern Illinois University
1986 ...................................... Joseph Murphy, University of Illinois
1987 ...................................... Walter H. Gmelch, Washington State University
1988 ...................................... Charol Shakeshaft, Hofstra University
1989 .................................... Carol A. Veir, University of Texas at Austin
1990 ................................... Paul V. Bredeson, Pennsylvania State University
1991 ..................................... Kent D. Peterson, University of Wisconsin–Madison
1992 ..................................... Ann W. Hart, University of Utah
1993 ...................................... Paula M. Short, Pennsylvania State University
1994 ...................................... Stephen L. Jacobson, SUNY-Buffalo
1995 ...................................... Neil Theobald, Indiana University
1996 ...................................... Frances C. Fowler, Miami University of Ohio
1997 .................................... Patsy E. Johnson, University of Kentucky
1998 .................................... C. Cryss Brynner, University of Wisconsin-Madison
1999 ..................................... Carolyn Kelley, University of Wisconsin-Madison
2000 .................................... Jeffrey Maiden, University of Oklahoma
2001 ..................................... Jay Paredes Scribner, University of Missouri-Columbia
2002 ..................................... Julie Fisher Mead, University of Wisconsin-Madison
2003 ..................................... Cynthia Reed, Auburn University
2004 .................................... Gerardo Lopez, Indiana University-Bloomington
2006 ...................................... Andrea Rorrer, University of Utah
2007 ..................................... Suzanne E. Eckes, Indiana University-Bloomington
2008 .................................... Thomas Alsbury, North Carolina State University
2009 ..................................... Sara L. Dexter, University of Virginia
2010 ..................................... Brendan Maxcy, Indiana University
2011 ..................................... Julian Heilig, University of Texas at Austin
2012 .................................... Alex Bowers, University of Texas at San Antonio
2013 ..................................... Morgaen L. Donaldson, University of Connecticut
2014 ..................................... Hollie J. Mackey, University of Oklahoma

The Roald F. Campbell Lifetime Achievement Award

The Roald F. Campbell Award was established in 1992 to recognize senior professors in the field of educational administration whose professional lives have been characterized by extraordinary commitment, excellence, leadership, productivity, generosity, and service. The Campbell Award for lifetime achievement is made at the discretion of the UCEA Executive Committee.

1992 ..................................... Daniel E. Griffiths, New York University
1993 ..................................... Jack A. Culbertson, Ohio State University
1994 ..................................... David L. Clark, University of North Carolina-Chapel Hill
1995 ..................................... Richard A. Schmuck, University of Oregon
1996 ..................................... Edwin M. Bridges, Stanford University
1997 ..................................... Donald J. Willower, Pennsylvania State University
1998 ..................................... Norman Boyan, University of California-Santa Barbara
2000 ..................................... Luvern Cunningham, University of Akron
2001 ..................................... Barbara L. Jackson, Fordham University
The Paula Silver Case Award

The Paula Silver Case Award was instituted by UCEA in 1999 to memorialize the life and work of Paula Silver, an UCEA Associate Director and President-Elect, who made significant contributions to our program through excellence in scholarship, advocacy of women, and an inspired understanding of praxis. This award is given annually to the author(s) of the most outstanding case published during the last volume of the UCEA's Journal of Cases in Educational Leadership.

1999 ........................... James S. Rinehart, University of Kentucky
2000 ........................... Karen Seashore, University of Minnesota
2001 ........................... Stephen H. Davis, University of the Pacific
2002 ........................... George White & Thomas Mayes, Lehigh University
2003 ........................... Sandra Lowrey & Sandra Harris, Stephen F. Austin State University
2004 ........................... Duane Covrig, Louis Treanta, & Sharon Kruse, University of Akron
2005 ........................... Donald Leech, Valdosta State University, & Lorraine Miller, Duval County Public Schools
2006 ........................... David Mayrowetz, University of Illinois-Chicago, & John Preston Price, Chicago Public Schools
2007 ........................... David Strader, University of Texas-Arlington
2008 ........................... Kerry S. Kearney & Judith K. Mathers, Oklahoma State University
2009 ........................... Catherine A. Lugg, Rutgers University, & Autumn K. Tooms, Kent State University
2010 ........................... Catherine A. Lugg, Rutgers University, & Candace Head-Dylla, Pennsylvania State University
2011 ........................... Donald Peurach & Gary E. Marx, Michigan State University
2012 ........................... Lisa Bass, Gregg Garn, & Lisa Monroe, University of Oklahoma
2013 ........................... Carol Karpinski, Farleigh Dickenson University
2014 ........................... Sally J. Zepeda, University of Georgia, & R. Stewart Mayers, Southeastern Oklahoma State University

The Master Professor Award

The UCEA Master Professor Award is to be made to an individual faculty member whose record (as indicated by the following characteristics) is so distinguished that the UCEA must recognize this individual in a significant and timely manner. The attributes for choosing The UCEA Master Professor includes a professor who has a sustained record as an outstanding teacher, as attested to by students and faculty peers. They have exhibited educational innovation in the classroom and the extension of educational opportunities to an ever-wider group of students in educational leadership/administration programs; is considered to be an outstanding advisors and mentors of students as evidenced by mentoring students in research projects that address the needs of K-12 educational systems; has taken a leadership role in their academic unit, as administrators and/or leaders in educational endeavors. They have gained a regional and national reputation, as an educational leader and innovator; has provided outstanding leadership in promoting and supporting diversity in faculty, students, staff, programs, and curriculum in the field of
educational leadership/administration; and has provided outstanding public service through participation in public or private agencies, or both bodies that contribute to PK-16 partnerships and to improving the quality of PK-16 education throughout state, national, or international arenas.

2005 ............................... Sally Zepeda, University of Georgia
2006 ................................. James Scheurich, Texas A&M University
2007 ................................. Gary Crow, Florida State University
2008 ................................. Paul Begley, Pennsylvania State University
                                Bruce G. Barnett, University of Texas at San Antonio
2009  ............................... Joan Poliner Shapiro, Temple University
2010  ............................... Nancy Evers, University of Cincinnati
2011 ................................. Diana Pounder, University of Central Arkansas
2012  ................................. Maria Luisa (Malu) Gonzalez, University of Texas at El Paso
2013  ................................ Paula Short, University of Houston
2014  ................................ Steven Jay Gross, Temple University

The Jay D. Scribner Mentoring Award

The Jay D. Scribner Mentoring Award will honor Educational Leadership faculty who have made a substantive contribution to the field by mentoring the next generation of students into roles as university research professors, while also recognizing the important role(s) mentors play in supporting and advising junior faculty. This award is to be named after Jay D. Scribner whose prolific career spans over four decades and who has mentored a host of doctoral students into the profession while advising and supporting countless junior professors throughout this same time. Of particular note, is Jay D. Scribner's unique ability to reach across racial, class, and gender differences in his mentorship-nurturing scholars from underrepresented backgrounds into a profession largely homogeneous in composition.

2006  ............................... Jay D. Scribner, University of Texas at Austin
2007  ............................... Leonard Burrello, Indiana University
2008  ............................... Bruce Cooper, Fordham University
2009  ................................ Paul Bredeson, University of Wisconsin-Madison
                                Linda C. Tillman, University of North Carolina-Chapel Hill
2010  ................................ Martha Ovando, University of Texas at Austin
2011  .............................. Fran Kochan, Auburn University
2012  ................................ James Joseph Scheurich, Texas A&M University
2013 ................................ Ed Fuller, Pennsylvania State University
2014  ................................ Catherine A. Lugg, Rutgers University

Edwin M. Bridges Award for Contributions to the Preparation and Development of School Leaders

The Edwin M. Bridges Award is given by UCEA annually for original, outstanding work in the area of research and/or development that contributes to our knowledge and understanding of how best to prepare and support future generations of educational leaders. Contributions can be in any of several forms including the design and evaluation of an innovative approach to leadership preparation, development of a research-based tool for use in leadership education, a conceptual or empirical research paper (i.e., publication or dissertation) that illuminates important issues, or a long-term, high impact program of research and development in this area. The award recognizes contributions to pre-service preparation as well as continuing professional development aimed at school leaders broadly defined, and the focus can be in universities or in the field. Contributions will be judged on the extent to which the quality and originality of the effort suggest the potential to create a lasting impact on research and/or practice in this domain. As appropriate to the form of the contribution, UCEA will assist in its publication and/or other forms of dissemination to the profession.

2010  ............................. Edwin M. Bridges, Stanford University
2011  ............................. Martha McCarthy, Indiana University
2013  ................................. Perry Zirkel, Lehigh University
2014  .............................. Joseph F. Murphy, Vanderbilt University
2014 Participant Index

Abaya, Joel, 033, 047
AbdelRahman, Nahed Aaed, 195
Acevedo-Gil, Nancy, 068
Acker-Hocevar, Michele Anne, 262
Adams, Curt M., 267
Adams, LaNysha J., 094
Agosto, Vonzell, 076, 122, 158, 248, 266
Aguaristi, Joseph, 150, 193
Aguilar, Israel, 076, 129, 158, 235
Aidman, Barry, 089, 139
Aiken, Nancy, 068
Akar, Bassel, 266
Akom, Karen, 183
Aldaco, Adrienne, 126
Alessio, Enrico, 068, 202, 240
Alexander, David, 085
Alexander, Nicola A., 262
Alford, Betty, 085
Algeo, Dana, 262
Ali, Nazneen, 024
Allen, Ann Sundstrom, 083, 235
Allen, Danielle, 018, 066, 140, 162
Allen, David, 259
Allen, James G., 205
Allen, Tawannah G., 160
Allensworth, Elaine, 192
Alston, Judy, 086
Alvarez, Joseph, 150, 193
Alvoid, Kathy, 056, 141
Amador, Adam, 030
Amiot, Michelle, 039
Ammerman, Kara, 066
Anast-May, Linda, 180
Anderson, Erin, 019, 030, 066, 120, 209, 267
Anderson, Matt, 186, 250
Angel, Roma B., 049, 164
Angelozzi, Adam, 232
Annan, Brian, 033
Anthony, Anika, 154, 218, 266
Applewhite, Stephanie Barber, 073, 186, 250
Aparicio, Khalid Husny, 204
Arler, Helene, 050, 265
Armstrong, Denise, 129
Asikin-Garmager, Asih, 011, 066
Astuto, Terry, 045
Atchison, Drew, 140
Atkinson, Linda, 184
Atwood, Erin, 114, 219, 241
Augustine-Shaw, Donna, 133
Avalos, Maria, 076
Avis, Helen H., 015, 066
Badgett, Kevin Wayne, 128
Bailes, Lauren, 072, 186
Bailey, Lucy, 025, 066
Baker, Amanda, 150, 193
Baker, Dominique, 022
Baker, Sarah Jean, 126, 186
Ballenger, Julia N., 042, 144, 169, 216
Banicki, Guy, 154
Baran, Mette Lise, 252
Barbaro, Justin, 186
Barber, Margaret E., 266
Barkauskas, Nik, 008, 066, 156, 186, 227
Barnes, Wally, 063
Barnett, Bruce, 005, 052, 191, 242, 265, 266
Bass, Lisa, 047, 079, 181
Bathon, Justin, 078, 111, 235
Beabout, Brian, 032, 047, 210
Beachum, Floyd, 230, 243, 266
Beatty, Thomas H., 162, 236
Becker, Jonathan D., 111
Beck, Dennis, 005, 052, 191, 242, 265, 266
Begley, Paul, 081, 125
Bengtson, Ed, 008, 066, 156, 186, 227
Bezzina, Michael, 150, 193
Bertrand, Melanie, 059, 178
Bhattacharya, Kakali, 032
Bhattacharya, Kalyani, 032
Bickmore, Dana, 066
Bierman, Amy L., 140
Bernal, Dolores Delgado, 240
Bernal, Stephanie, 150, 193
Bernstein, Eric, 206
Berry, Demise Marie, 179
Berry, James, 085, 194
Berry, Jamil Royal, 252
Berry, Risha, 249
Bertrand, Melanie, 056, 178
Bezzina, Michael, 262
Bhattacharya, Kakali, 032
Bickmore, Dana, 066
Bierman, Amy L., 140
Bikmore, Dana L., 142
Biddle, Catherine, 062, 235
Bipath, Keshni, 050
Black, Matt Lesley, 056
Black, William R., 204, 248, 262, 266, 269
Blissett, Richard, 095, 186
Blum-DeStefano, Jessica, 089, 162
Bodovsky, Katerina, 127
Bogle, Ronit, 147
Bogotch, Ira E., 072, 132, 247, 262, 266
Bolles, Elliot F., 131
Boncana, Mohomodou, 240
Bosco, Cabrini, 186, 250
Boske, Christa, 038, 115, 188, 197, 217, 248, 262, 266
Bostic, Robert, 248
Bourgeois, Alexis, 132
Bova, Breda, 182
Bowers, Alex J., 094, 124, 160, 185, 242, 249, 267
Boyce, Jared, 124
Boyer, Matthew, 250
Boyle, Michael, 048
Bradford, Chris, 053
Bradley-Levine, Jill, 149, 205
Brady, Kevin, 183
Braasch, Marc, 057, 235
Bratspis, Andrew David, 097, 186
Brayden, Jason, 150, 193
Brazier, David, 196
Bredeson, Paul V., 045, 050, 112
Brewer, Curtis A., 085, 143, 201, 233
Brewer, Curtis, 262
Brewer, T. Jameson, 094
Brezich, Francisca Visca, 007, 121, 159, 251
Briceno, Fernando, 152
Bridges, Kimberly, 123
Briscoe, Patricia, 031, 070, 219
Brodhurst, Christopher, 032
Brocato, Kay, 083, 242
Brockenbrough, Ed, 167
Brooks, Jeffrey S., 090, 205, 247
Brown, Anita R., 049
Brown, Fred, 137, 179
Brown, Kathleen, 181
Browne-Ferrigno, Tricia, 133, 262
Brundeman, Lynnette, 195
Bryant, John, 053
Bryant, Miles, 043, 170
Bubb, Sara, 070
Buckner, Justin, 150, 193
Bulkeley, Katrina, 069
Burciaga, Rebeca, 068, 220
Burrell, Leonard C., 057, 191, 201
Burt, Janeula M., 067, 226
Buskey, Frederick C., 249
Bussey, Leslie Hazle, 097, 128, 206
Bustamante, Rebecca M., 031, 046
Butler, Aaron, 016, 066, 095
Buttram, Joan L., 148
Byrd, Jimmy, 248
Byrne-Jimenez, Monica, 025, 027, 046, 076, 142, 158, 194, 220, 266, 267, 269
Cale, Marsh, 065
Calvo, Beverley Argus, 214
Calbronn-McCabe, Nelda, 085
Campbell, Carol, 021
Campos, Cirilo, 150, 193
Campos, Hector R., 186
Cannata, Marisa, 098, 163
Cannata, Marisa, 098, 163
Canole, Mary, 137
Cantu, Yvette, 009, 066, 096, 126
Cappelletti, Gina, 192
Capper, Colleen, 048, 136, 210, 223
Carbone, Catherine, 010, 066
Carkhum, Rian, 064
Carlile, Susan P., 133
Carlson, Cameron, 242
CamMichael-Murphy, Marcia, 066, 072
Carpenter, Bradley W., 045, 072, 178, 205, 209, 223, 266
Carr, Kari, 145
Carson, Emily, 245
Carter, Jessica Faith, 017, 066
Carter, Todd, 047
Carver, Cynthia L., 218
Cary, Eoline, 031
Caspi, Avner, 147
Cassada, Kate, 180
Castrellon, Liliana, 202
Castro, Jennifer, 011, 020, 049, 066, 069
Cate, Jean, 184
Cervantes-Soon, Claudia, 076
Cervera, Yesenia Lucia, 195
Champanal, Arnold, 258
Chancellor, Julie, 186, 250
Chandra, Madhur, 090
Chemosit, Caroline C., 154
Chen, Shuangye, 252, 262
Cheng, Annie, 265
Cheung, Rebecca, 037, 119
Childs, Joshua, 189
Christian, Dana E., 153, 267
Chung, Heejin, 017, 066, 251
Cibulka, James, 134
Clark, Mary C., 256
Clayton, Jennifer, 065, 171, 180, 212
Cleary, Colleen, 009, 019, 061, 066
Clemson, Christen E., 015, 066, 240
Collazo, Ramón Leonardo Hernández, 214
Colucci, Amy, 066
Combs, Julie P., 113, 256
Connelly, Gail, 134
Connor, Rosie Marie, 013
Cook, Ricardo, 024
Cooper, Kristy Susan, 099, 215, 250
Cooper, Robert, 039, 047
Cordeiro, Paula, 104
Coritez, Eden, 202
Cosner, Shelby, 060, 171, 201, 242, 267
Covaleskie, John, 125
Cozine, Gerald, 142
Cran, Elizabeth A., 099
Crawford, Megan, 070
Crenshaw, Hope, 211
Croninger, Robert, 241
Crow, Gary M., 008, 045, 066, 074, 191, 266
Crown, Robert, 053
Crowell, Lyn Denise, 112
Cunningham, Matthew Phillip, 010, 066
Curry, Katherine A., 016, 066, 128
Dailley, Ardella, 067, 105
Dallavis, Christian, 056
Daly, Alan J., 267
Daniels, Diana, 138
Dantley, Michael, 025, 035, 045, 066, 136, 222
Danzig, Arnold, 124, 256
Daresh, John C., 090
Daresh, John C., 189
Davis, Bradley W., 133, 186, 235
Davis, Carolyn Ann-McBride, 063
Davis, James Earl, 210
Dawkins-Law, Shelby Eden, 009, 054, 066
Dayhoff, Justin, 241
Dbouk, Youmna, 023
De Luca, Barbara M., 085
Dean, Jeffery, 105
DeCuir, Amaarah, 147
Deems, Jacob, 189
DeHart, Corey A., 218
DeHart, Corey A., 218
Delacruz, Mariela, 150, 193
Della Sala, Matthew, 029, 085, 241
Delpino, Candace, 065
DeMattias, David, 070, 090, 129, 240
Demerath, Peter, 039, 257
Dennis, Cynthia, 150, 193
Derrington, Mary Lynne, 037
Desjardins, Suzanne, 186
Desmond, Cheryl, 089
Deturo, Mike, 232
Dexter, Sara L., 092, 111, 267
Diamond, John, 016, 066, 073
Dickerson, Maniphone, 067, 248
Dickson, Ron, 031
Diang, Sarah, 064, 074, 094, 140, 185, 209, 223
DiMatteo, Catherine C., 121
DiPaola, Michael, 155
Dixon, Nkruma, 131
Domenech, Dan, 134
Donaldson, Morgan, 185, 267
Donmoyer, Robert, 266
Doolittle, Gini, 232
Dorsey, Gwendolyn C., 186
Dougherty, Shaun, 267
Douglas, Ty-Ron M. O., 064, 247
Downs, Holly, 097
Drago-Severson, Ellen, 089, 206, 263
Drake, Timothy, 020, 066, 098, 112
Driscoll, Mary, 026, 045, 066
Drysdale, Lawrie, 050, 265
Dugan, Thad Michael, 010, 066, 160
Duke, Daniel Linden, 009, 045, 066, 252
Dumas, Michael, 167, 207, 210
Dunbar, Chris, 267
Dunlap, Karen, 266
Dunn, Karelle E., 105
Duyar, Ibrahim, 145
Earley, Peter, 070
Eckert, Jonathan, 154, 233
Eckes, Suzanne Elizabeth, 085, 166
Eddy-Spicer, David, 070, 161, 186
Edwards, D. Brent, 090
Egan, Laura, 241
Ehrens, Patricia A.L., 029, 085
Ellis, Christina, 113
Ellwood, Cynthia M., 217
Elue, Chinasa, 029, 085, 138, 188
Encarnacion, Nancy Elizabeth, 033
English, Fenwick Walter, 085
Enamoto, Ernestine K., 262
Erdarfb, Talya, 034
Erdos, Adam, 142
Evans, Andrea Elaine, 226, 267
Evans, Erica L., 019, 066
Evans, Margaret, 211
Evers, Nancy, 191
Fabilla, Eliza, 163
Faircloth, Susan C., 208
Faison, Christopher, 014
Fanning, David, 044
Farrell, Sherry, 047
Fels, Lynn, 206
Ferguson, Sarah K., 146
Fernández, Erica, 145, 182, 195
Ferrier-Kerr, Jenny, 052
Ferrin, Scott, 266
Fetman, Lisa, 015, 066, 195, 255
Emergency Response Procedures for Groups

Hotel Emergency Phone #: 60
Hotel Non- Emergency #: 65

Guest Room Safety

- Electronic locks
- Secondary locking device for entry and connecting doors
- Entry door viewer
- Self closing entry door
- In room safes & central safety deposit boxes provided
- Do not open your guestroom door unless you see a uniformed hotel employee at the door wearing a hotel photo identification. If you are not sure, please dial # 65 for Security response.

Fire Prevention & Response

- If you see Fire or Smoke Dial #60 for the Hotels Emergency Operator 24/7
- The hotel has a state of the art fire alarm system that meets and exceeds all state requirements. The fire alarm system includes automatic detection and audible alarms and evacuation instructions. The building has a complete Sprinkler System
- When you hear an alarm, please evacuate the area immediately via the closest exit.
- When the alarm is over, Hotel personal will inform you to return back into the hotel. A Public Address system announcement will be made as well

Medical Emergency

- The hotel has qualified first responders on duty 24/7.
- In case of a Medical Emergency, Dial # 60 from the nearest House Phone
- If you happen to call 911 on you own, please call # 60 as well to inform hotel security. This is important to ensure that the hotel is aware of the arriving emergency personal
- To report an accident at the hotel, please dial # 60 for assistance

[011983-018625 1.0027607.DOC; 1HIREQclient]
Local Hospital

George Washington Hospital
901 23rd Street
Washington, DC
202-994-1000

Power Failure

- The Hotel has an efficient backup generator available to meet all emergency power needs of the hotel.
- Hotel security and engineering teams are equipped to handle all contingencies.

City Wide Emergency

- Hotel management will inform you of any City wide emergency that might impact your group.
- Contingency plans are available to handle all emergency’s

Lost & Found

Lost & Found is handled by Hotels Security Department.
Please call # 65 for assistance

Property Loss or Damage Reports

Please utilize common sense security precautions to safeguard your personal property
- Do not leave your Laptops, purses or other property unattended in the public areas of the hotel
- Lock your valuables in the guestroom Safe or in a Safety Deposit box located at the Front Desk

In case of a loss, please call # 65 for Security assistance
UCEA makes these and other program improvement resources (e.g., the Developing Leadership to Support Diverse Learners Curriculum Modules) available for free download on the UCEA website. Additional resources, such as the Journal of Cases in Educational Leadership (JCEL) and the INSPIRE suite of program evaluation surveys, are available for free or at a reduced rate to UCEA members.

ucea.org
The NYU Steinhardt School of Culture, Education, and Human Development and its Department of Administration, Leadership, and Technology are pleased to sponsor the 60th Anniversary of UCEA.

As a founding member of the UCEA consortium, NYU Steinhardt is proud of its long and dedicated history of participation in this organization. We congratulate UCEA on 60 years and the members of this growing consortium who share our commitment to examining research, policies, and practices vital to informing education today.

NYU Steinhardt prepares students for careers in the arts, education, media, health, and psychology. It is committed to public service, global collaboration, research, scholarship, and practice.

Learn more at steinhardt.nyu.edu

NEW YORK UNIVERSITY IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY INSTITUTION.