UCEA Convention 2007
Co-Hosted by the University of Virginia
and the University of Kentucky

Fostering Compassion and Understanding Across Borders:
An International Dialogue on the Future of Educational Leadership

November 15-18, 2007
Alexandria, Virginia
Hilton Alexandria Mark Center Hotel

University Council for Educational Administration
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**Hilton Alexandria Mark Center Hotel**  
**Alexandria, Virginia**
Welcome to UCEA’s 21st annual convention in Alexandria, Virginia, one of the nation’s most historic and venerated landmarks. The Virginia General Assembly approved the formation of Alexandria in the fall of 1748. In the spring of the following year, a young George Washington assisted the Fairfax County Surveyor, John West, in laying off 60 acres of land named after Scotsman John Alexander, the original owner of the environs. In 1749, lots were auctioned off, and by 1796 a French visitor, the Duc de La Rouchfoucauld Liancourt noted that, “Alexandria is beyond all comparison the handsomest town in Virginia—indeed is among the finest in the United States.” Alexandria was ceded by the State of Virginia to become part of the District of Columbia in 1801, but was receded to Virginia in 1847.

In many ways this year’s convention theme and programmatically defined issues comprising, Fostering Compassion and Understanding Across Borders: An International Dialogue on the Future of Educational Leadership, designed by Stephen Jacobson, Andrea Rorrer and Lauri Johnson, is something akin to the creation of the original lots in Alexandria over 250 years ago. They seem to me to represent a survey of some of the most serious issues facing UCEA’s 74 member institutions and nearly all others similarly engaged around the world.

This year’s conference features paper sessions, symposia, conversations/dialogues, interactive roundtables, point-counterpoint sessions, innovative sessions and a new forum, international community-building sessions which deal with such contentious matters as, “how are the underlying goals, values, and purposes of education defined and enacted?” and “How is educational leadership defined, developed, enacted and determined effective, and to what ends?” The one that I find most intriguing is, “What leadership practices and/or organizational factors promote compassion, understanding, dialogue and action within the school and/or the community?” I salute Steve, Andrea and Lauri for having the insight and audacity to insert the notion of compassion into our program as an aspect of an educational leader when too much of the national dialogue from government, many foundations, some accreditation agencies, business, and conservative think tanks have been weighted towards the traditional slogans of efficiency, marketization and privatization proffered in the usual politically packaged “crisis of the month” flavors.

The spirit of most of the institutions within UCEA, which represent some of the largest and most prestigious preparation centers nationally and internationally (7 of the top 10 nationally ranked programs in administration and supervision by U.S. News and World Report, 2008, are UCEA members) is still centered on the ethos of public service and civic engagement. It explains the emphasis on issues of race, gender, sexual orientation, physical and learning disabilities, and global citizenship which are part of this convention program and are also continuing themes from past UCEA gatherings and publications. These are not ancillary issues to educational leadership, but part and parcel of becoming more inclusive in the process of civic engagement and true public service in a democracy because educational leadership is about moral values or it is about nothing. There is no science of morality, so the debates about whose values and what values should be part of the vision of educational leaders are integral to the nature of preparation and practice everywhere. I feel particularly proud that UCEA has not shrunk from such debates, but has become a vibrant and sustained forum where these conversations annually occur and action agendas for change begin to be formulated. This year’s program continues that tradition.

Many thanks to the university sponsors of our key speakers Dr. Jonathan Jansen, Dr. Jane Hannaway, and Dr. Gloria Ladson-Billings and to our host universities, The University of Virginia and The University of Kentucky. Finally, thanks to our Executive Director, Michelle D. Young and her staff, for their patience, persistence, and unsung labors behind the scenes to not only make this year’s convention a success, but to all of the other organizational activities which represent the summative UCEA experience. We salute you.

Fenwick W. English, 2006-2007 UCEA President
The University of North Carolina at Chapel Hill
On behalf of the University of Virginia, Curry School of Education, I welcome you to this year’s UCEA Annual Conference. As a Virginian, I hope you will take the opportunity to visit a few of the many historic and scenic sites in the surrounding areas that this location provides. As we view these **national** monuments and museums, about it is an opportunity to reflect on the **global** community that can be affected by our national education policies.

The convention focus this year on international approaches that cross borders and cultures is especially well suited to UCEA’s mission and scope. As a consortium of major research universities with programs in educational leadership and policy, UCEA’s purpose is to promote the creation of knowledge on school improvement throughout the United States. This week’s activities will stretch the participants’ perspective to a global one elevating discussions toward greater relevance in truly meeting universal needs for the future.

We all know that our American education system has moved toward accountability policies and metrics tied to achievement data. In addition, we recognize the deep and compelling urgency for our schools and communities to address the social, relational, and health needs of our young people. The opportunity for UCEA member institutions to bring research to bear on national and international educational practices has never been more critically needed than today. We are pleased to serve as one of your hosts and we are optimistic that this conference will advance this critically important work through our united and focused efforts.

**Robert C. Pianta, Dean**  
**Novartis Professor of Education**  
**Curry School of Education**  
**The University of Virginia**
The University of Virginia

The University of Virginia is a comprehensive state institution of higher education serving both research and clinical programs in eleven professional schools. The university was founded by Thomas Jefferson in 1819 and his vision of education continues to guide the university’s mission to this day. University enrollment for full-time undergraduate and graduate programs is over 20,000 students. The University of Virginia is a Research I institution dedicated to educating the Commonwealth’s brightest students as well as those from across the country and around the world. Over the past few years, the university has been recognized by U.S. News and World Report as either the first or second best public university in the nation.

The Curry School of Education

Founded in 1905, the Curry School of Education is a professional school dedicated to improving teacher education, the profession of teaching, and services provided in the educational environment to children, youth, and families. Indicative of this innovative spirit, the Curry School in 2003 undertook a new collaborative program with the College of Arts and Sciences, called Teachers for a New Era, to revolutionize teacher education. Under the auspices of the Carnegie Corporation and propelled by a $5 million grant, funded by Carnegie and the Ford and Annenberg foundations as well, the Teachers for a New Era program aims to strengthen teacher education, to transform the teaching profession through better preparation and continued guidance, and to elevate its status in our culture.

The Program Area of Administration and Supervision

Throughout its 100-year history, Curry has been committed to training leaders for the profession. Curry faculty members are adept at crafting leadership programs that respond to local needs. The School Administration and Supervision program offers endorsement and degree programs in Charlottesville and in five centers across the state. Graduates of the program provide leadership in individual schools (both private and public), school divisions, state departments of education, and professional organizations. Their success is reflected, to some degree, in the number of Curry-trained educators who lead Virginia’s public schools: 56 of the Commonwealth’s 133 school superintendents are Curry graduates. Through student and faculty research, the program additionally seeks to contribute to human understanding and knowledge about the nature of educational leadership and educational effectiveness at all levels.
Dear Conference Attendees:

Welcome to the UCEA Annual Conference. It is a pleasure for the University of Kentucky’s College of Education to co-host this year’s UCEA Conference. For many of us, UCEA’s fall meeting is a highlight because we can share our latest research and learn about new research in our field. This is also a time to share companionship with valued colleagues and friends.

This year’s exciting conference theme, *Fostering Compassion and Understanding across Borders: An International Dialogue on the Future of Educational Leadership*, emphasizes the global focus of our work on leadership. Educational reform is occurring in many nations across the world in response to similar pressures. This was apparent to me last summer at a World Bank workshop held in Beijing, which addressed teacher and administrator quality in the nations of the Pacific Rim. These nations, including “developed” Western countries, struggle with a fundamental challenge, guaranteeing a high quality educational experience for all children and youth, and assuring that student outcomes become more equitable. As educators across the world struggle to achieve similar goals, we have much to learn from one another’s policies, programs, and practices. I hope that these conversations at this year’s conference will be rich, and that they will generate ideas and opportunities for new research collaborations across borders. We will all be enriched to the extent that our scholarship contributes to international dialogues and improves understanding of what we share in common.

My colleagues and I at the University of Kentucky’s College of Education wish you a stimulating and rewarding conference.

Sincerely,

James G. Cibulka, Dean
College of Education
The University of Kentucky
For nearly 100 years, the College of Education at the University of Kentucky has prepared teachers, principals, superintendents, and college professors and administrators who teach, lead, and inspire students and affect positive change in the field of education.

Today, the College continues to expand the knowledge of teaching and learning processes across a broad educational spectrum, as it fosters a culture of reflective practice and inquiry within a diverse community of students, faculty, and staff. In keeping with the research, land-grant mission of the University of Kentucky, the College advances knowledge through research, prepares professionals for a variety of roles in educational settings and community agencies, and provides leadership in the improvement of the education, health, and well-being of citizens in the Commonwealth, the nation, and the world.

The College of Education is home to six specialized departments:
- Curriculum and Instruction
- Educational and Counseling Psychology
- Educational Leadership Studies
- Educational Policy Studies and Evaluation
- Kinesiology and Health Promotion
- Special Education and Rehabilitation Counseling

The conceptual framework of the College of Education, Research and Reflection for Learning and Leading, guides the research, instruction, and outreach activities of its faculty and the curriculum and field and clinical experiences of its students. This theme also guides the College as it strives to become one of the Top 20 research colleges of education in the United States. Extensive research in critical subject areas such as math and literacy is a staple in the College. Current programs include the Appalachian Mathematics and Science Partnership, funded by a $22 million grant from the National Science Foundation, which is designed to strengthen math and science education in rural P-12 schools. An additional $2.8 million was awarded to the Collaborative Center for Literacy Development to help adolescent readers improve their reading skills. The College was one of 2 institutions invited to join the Carnegie Project on the Education Doctorate sponsored by the Carnegie Foundation for the Advancement of Teaching and the Council of Academic Deans in Research Education Institutions. This nationwide program is dedicated to reviewing and strengthening the education doctorate for practitioners.

Our students are active and vibrant. They are being taught and molded by some of the best faculty in the country. And after graduation, they are positively impacting the lives of their own students and the communities where they live. We invite you to learn more about the College of Education at the University of Kentucky. Visit our website at www.uky.edu/education.
2007 EVENTS AT A GLANCE

Thursday, November 15

Registration: 7:00 a.m. - 5:00 p.m.
Plenum Sessions: 7:30 a.m. - 4:30 p.m.
Pre-Session 1: 1:00 - 4:30 p.m.
Pre-Session 2: 1:00 - 4:30 p.m.
Pre-Session 3: 1:00 - 2:45 p.m.
Pre-Session 4: 3:00 - 4:30 p.m.

General Session 1:
University of Utah Featured Speaker - Dr. Jonathan Jansen: 5:15 - 7:00 p.m.

Friday, November 16

Registration: 7:00 a.m. - 5:00 p.m.
Session 2 (SIG's and Board Meetings): 7:00 - 7:50 a.m.
   Session 3: 8:00 - 9:20 a.m.

General Session 2 (Session 4):
Presidential Address-Dr. Fenwick English: 9:30 - 11:00 a.m.
Session 5: 11:10 a.m. - 12:30 p.m.
   Session 6: 12:40 - 2:00 p.m.

General Session 3 (Session 7):
Texas A & M Social Justice Keynote Speaker:
Dr. Gloria Ladson-Billings: 2:10 - 3:30 p.m.
Session 8: 3:40 - 5:00 p.m.
   Session 9: 5:10 - 6:30 p.m.
Barbara L. Jackson Scholars Workshop and Reception: 6:30 - 9:00 p.m.

Saturday, November 17

Registration: 7:00 a.m. - 5:00 p.m.
Session 10 (SIG’s and Board Meetings): 7:00 - 7:50 a.m.
   Session 11: 8:00 - 9:20 a.m.
   Session 12: 9:30 - 10:50 a.m.

General Session 4 (Session 13):
Pennsylvania State University Mitstifer Lecture:
Dr. Jane Hannaway: 11:00 a.m. - 12:25 p.m.
   Session 14: 12:30 - 1:50 p.m.
   Session 15: 2:00 - 3:20 p.m.
   Session 16: 3:30 - 4:50 p.m.
   Session 17: 5:00 - 5:50 p.m.
Annual Banquet: 6:15p.m. - 10:00 p.m.

Sunday, November 18

Session 19: 7:00 - 7:50 a.m.
Session 20: 8:00 - 9:20 a.m.

General Session 5 (Session 21)
International Panel with Continental Breakfast prior: 9:30 - 10:50 a.m.
Session 22 (Workshops): 11:00 a.m. - 1:00 p.m.

2007 CONVENTION CLOSES 1:00 PM
Greetings and Welcome to the Nation’s Capitol!

We look forward to seeing all of you again this year at the University Council for Educational Administration’s Annual Convention. The location of the convention this year is a strategic one, supporting our interest in expanding our ties with international colleagues and our influence on national dialogues on educational leadership preparation. UCEA’s first Day on the Hill will take place, Wednesday, November 14th. For those of you who are unable to join us for this exciting event, we hope you will take advantage of the politics and policy strand of sessions during the convention.

The UCEA Convention is a truly international event this year with education delegations already registering from many countries around the world. UCEA’s President Elect, Stephen Jacobson (University of Buffalo) and his Convention Planning Committee, consisting of Lauri Johnson (University of Buffalo), and Andrea Rorrer (University of Utah) have planned a meeting that focuses on Fostering Compassion and Understanding Across Borders: An International Dialogue on the Future of Educational Leadership with the intention of facilitating conversations and learning across geographic, political, and cultural borders.

The convention program this year is a strong indication of the important research, conversations and practices taking place within higher education leadership programs and partner organizations in the US and abroad. A substantial number of sessions are focused around issues of leadership preparation, including a strand focused on educational leadership program evaluation, several sessions focused on the US and International Handbooks of Leadership Development, and a special paper discussion session highlighting the work of the joint research taskforce. I encourage all of you to make use of this opportunity to share research, experiences, and perspectives on the important preparation and development work you do with current and future leaders.

In addition to general sessions, governance meets, pre-and post-convention workshops and more than 230 concurrent sessions, the planning committee has set aside time for convention participants to network and share best practices. This meeting promises to be a good opportunity to meet with colleagues, to make new connections, and to share a common commitment to preparing effective school and school system leaders.

I would like to extend a warm welcome to our new UCEA member institutions. Since our last Plenary Session, the membership of Florida Atlantic University has been approved. We are very pleased to have this fine institution join our consortium. If your institution is interested in UCEA membership, you are welcome to attend to an informal information session that is being held during the convention.

Many thanks to all of those institutions and individuals who have contributed to the success of our 2007 Annual Convention. In particular, my thanks go out to the 2005 Convention Committee for a job well done and to our Convention Hosts, The University of Virginia and the University of Kentucky, which contributed to this meeting in countless ways, including the sponsorship of the Convention Reception in honor of UCEA’s Past Presidents. We thank the University of Maryland for sponsoring our Plenary Session luncheon and the University of Illinois for sponsoring our convention program. We thank the University of Utah for sponsoring the UCEA Featured Speaker, Jonathan Jansen, to Penn State University for sponsoring the Mitstifer speaker, Jane Hannaway, and to Texas A&M for sponsoring the Texas A&M Social Justice Speaker, Gloria Ladsen-Billings. We also thank Duquesne University for sponsoring both the UCEA convention bags and the International Women’s Leadership Symposium, Sam Houston State for sponsoring UCEA lanyards, Old Dominion University for sponsoring UCEA’s Day on the Hill, and North Carolina State and the University of Buffalo for sponsoring the Barbra Jackson Scholars event. I would also like to recognize and thank Information Age Publishing for its continued sponsorship of the UCEA Master Professor Award and the UCEA Center for School Site Leadership for sponsoring the travel of international scholars to the convention. We sincerely appreciate the generosity of all of these important contributions.

I wish you all a successful Annual Convention.

Sincerely,
Michelle D. Young
UCEA Executive Director
THE UCEA EXECUTIVE COMMITTEE EXTENDS A WARM WELCOME TO 2007 UCEA CONVENTION PARTICIPANTS.

2006-2007 UCEA Executive Committee

Fenwick English, President
University of North Carolina-Chapel Hill

Stephen L. Jacobson, President-Elect
University at Buffalo/SUNY

Michael Dantley, Past President
Miami University

Gary M. Crow
Florida State University

Juanita Garcia
University of Texas at Austin

Khaulia Murtadha
Indiana University

James J. Scheurich
Texas A & M University

James W. Koschoreck
University of Cincinnati

Alan R. Shoho
University of Texas at San Antonio

Ex-officio:
Michelle D. Young
UCEA

2007 Convention Committee

Stephen Jacobson, Convention Chair, University at Buffalo/SUNY
Andrea Rorrer, Program Co-Chair, University of Utah
Lauri Johnson, Program Co-Chair, University at Buffalo/SUNY
Michelle D. Young, Executive Director, UCEA
Christopher A. Ruggeri, Events Manager, UCEA

UCEA Staff

Michelle D. Young, Executive Director
Linda C. Tillman, Associate Director, Graduate Student Development
Catherine Lugg, Associate Director, Publications
Julian Vasquez Heilig, Associate Director, Program Centers
Edwin R. Sharpe, Senior Advisor
Ed J. Fuller, Research Associate
Lisa C. Wright, Financial Director
Christopher A. Ruggeri, Events Manager
Pei-Ling Lee, Graduate Assistant
Katherine Mansfield, Graduate Assistant
Bradley Carpenter, Graduate Assistant
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.

Arnold Danzig, Arizona State University  
Cynthia J. Reed, Auburn University  
Julie Edmister, Bowling Green State University  
Karen Jackson, Brigham Young University  
Jane Clark Lindle, Clemson University  
Michael F. DiPaola, College of William & Mary  
James E. Henderson, Duquesne University  
Meredith Mountford, Florida Atlantic University  
Jeffrey S. Brooks, Florida State University  
Bruce S. Cooper, Fordham University  
Sheryl Gowen, Georgia State University  
Eustace Thompson, Hofstra University  
Linda L. Lyman, Illinois State University  
Gerardo R. López, Indiana University at Bloomington  
Scott McLeod, Iowa State University  
Teresa Miller, Kansas State University  
Autumn K. Tooms, Kent State University  
Jill Sperandio, Lehigh University  
Jayne Fleener, Louisiana State University  
Ellen V. Bueschel, Miami University (Ohio)  
Melinda Mangin, Michigan State University  
Dana Christman, New Mexico State University  
Colleen L. Larson, New York University  
Thomas Alsbury, North Carolina State Univ.  
Terese Wasonga, Northern Illinois University  
Scott R. Sweetland, Ohio State University  
Bernita Krumm, Oklahoma State University  
Susan C. Faircloth, Pennsylvania State Univ.  
Carolyn S. Carr, Portland State University  
Edward Liu, Rutgers University  
William T. Rebore, Saint Louis University  
Beverly Irby, Sam Houston State University  
Gene Geisert, St. John’s University  
Steven Jay Gross, Temple University  
Janet Finch, Tennessee State University  
Mario Torres, Texas A&M University  
Marla W. McGhee, Texas State University-San Marcos  
Shuangye Chen, The Chinese University of Hong Kong  
Corrie Giles, University at Buffalo/SUNY  
Roxanne Mitchell, University of Alabama  
John Taylor, University of Arizona  
Naftaly S. Glasman, University of California, Santa Barbara  
Mark A. Gooden, University of Cincinnati  
Michele Femc-Bagwell, University of Connecticut  
Charles J. Russo, University of Dayton  
David Quinn, University of Florida  
April Peters, University of Georgia  
Patricia E. Holland, University of Houston  
Carolyn M. Shields, University of Illinois at Urbana-Champaign  
Marcus Haack, University of Iowa  
Argun Saatcioglu, University of Kansas  
Robert Knoeppel, University of Kentucky  
Angela Thody, University of Lincoln  
Robert Felner, University of Louisville  
Hanne B. Mawhinney, Univ. of Maryland  
Roger D. Goddard, University of Michigan  
C. Cryss Brunner, University of Minnesota  
Brendan Maxcy, University of Missouri-Columbia  
Barbara Y. LaCost, University of Nebraska-Lincoln  
Edith Rusch, Univ. of Nevada Las Vegas  
Allison, Borden, University of New Mexico  
Kathleen M. Brown, University of North Carolina-Chapel Hill  
Linda Vogel, Univ. of Northern Colorado  
William Frick, University of Oklahoma  
Philip McCullum, University of Oregon  
Sean Hughes, University of Pittsburgh  
Pamela Ann Angelle, Univ. of Tennessee-Knoxville  
Martha N. Ovando, University of Texas-Austin  
Jerry Lowe, University of Texas-Pan American  
Mariela A. Rodriguez, University of Texas-San Antonio  
Sandra McKinley, University of Toledo  
Andrea K. Rorrer, University of Utah  
Daniel Duke, University of Virginia  
Bradley S. Portin, Univ. of Washington  
Richard Halverson, Univ. of Wisconsin-Madison  
Floyd Beachum, University of Wisconsin-Milwaukee  
Claire Smrekar, Vanderbilt University  
Gordon S. Gates, Washington State University - Spokane  
Frances LaPlante-Sosnowsky, Wayne State University

Deans, Department Chairs, and Faculty from doctoral degree granting non-UCEA member universities interested in pursuing membership are invited to contact:  
Michelle D. Young, UCEA Executive Director  
1 University Station D5400, Austin, TX 78712  
Ph. 512-475-8592
The 2007 UCEA Convention theme, *Fostering Compassion and Understanding Across Borders: An International Dialogue on the Future of Educational Leadership*, is consistent with the message given by the Dalai Lama in a September 2006 address at the University at Buffalo. In it, he said that, “the world has emerged from a century of bloodshed and violence, in part because education has failed to pay sufficient attention to inculcating values of the heart.” He called upon educational institutions “from kindergarten to the university to instill compassion and understanding in order to turn the 21st century into a century of dialogue.”

As countries across the globe become increasingly interdependent, it is surprising how little we know about the educational systems of other nations. For example, how do educational leadership and policy address issues of race, ethnicity, gender, sexual orientation and disability across and within other nations? How do educational leaders prepare to engage practitioners in reflective practice?

This UCEA Convention theme serves as an invitation to participants from diverse geographic, cultural and political contexts to share their perspectives about theory, research, policy and practice in educational leadership and administration. Moreover, this convention is intended to be an opportunity for members of an expanding UCEA community to engage in dialogue that promotes compassion for and understanding of schooling among educators across international borders.
THURSDAY, NOVEMBER 15

Pre-Session 1: Evaluation Leadership Research, 1:00 - 4:30 p.m.
Pre-Session 2: Randomized Experiments in Education, 1:00 - 4:30 p.m.
Pre-Session 3: Graduate Student Orientation, 1:00 - 2:45 p.m.
Pre-Session 4: Jackson Scholar Mentor Orientation, 3:00 - 4:40 p.m.

FRIDAY, NOVEMBER 16

Session 3.9: How National Educational Technology Policy REALLY Gets Made, 8:00 - 9:20 a.m.
Session 3.13: Research on Leadership Preparation, 8:00 - 9:20 a.m.
Session 5.1: UCEA Membership Information Session, 11:10 a.m. - 12:30 p.m.
Session 5.2: Exploring The Relationship Between Leadership and Student Achievement, 11:10 a.m. - 12:30 p.m.
Session 5.14: Getting Political In Your State, 11:10 a.m. - 12:30 p.m.
Session 6.15: Selecting, Supporting, and Retaining School Staff, 12:40 - 2:00 p.m.
Session 8.2: Researching the Development of Educational Leaders, 3:40 - 5:00 p.m.
Session 8.7: P-16 and Departs of Educational Administration, 3:40 - 5:00 p.m.

SATURDAY, NOVEMBER 17

Session 11.11: Reconceptualizing and Revising the Ed.D.: The Recent Experiences of Five Institutions, 8:00 - 9:20 a.m.
Session 12.8: Carnegie Project on the Education Doctorate, 9:30 - 10:50 a.m.
Session 12.18: Teacher Quality: Practice and Policy, 9:30-10:50 a.m.
Session 14.1: International Symposium on the Status of Women, 12:30 - 1:50 p.m.
Session 14.3, Evaluating Preparation: Follwing Up on Graduates, 12:30-1:50 p.m.
Session 14.18: Toward an Understanding of How Leaders of Educational Systems are Prepared Internationally, 12:30 - 1:50 p.m.
Session 15.3: Future Directions in Evaluation Research on Preparation, 2:00-3:20 p.m.
Session 16.12: Publishing in Refereed Journals, 3:30 - 4:50 p.m.
Session 16.16: Understanding the Administrative Labor Market, 3:30-4:50 p.m.
Session 16.19: Graduate Student Job Search Special Session, 3:30 - 4:50 p.m.

SUNDAY, NOVEMBER 18

Session 20.2: UCEA-AERA Cases Project Data-Driven Decision-Making Cases Project, 8:00 - 9:20 a.m.
Session 22.4: The Department Chair Workshop, 11:00 a.m. - 1:00 p.m.
ABOUT THE 2007 UCEA CONVENTION

HOW TO USE THIS PROGRAM

The 2007 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. We have also provided you with a room layout of the hotel, 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. The UCEA Registration area is found outside of the Maple Room, available Thursday through Saturday of the Convention, 7 a.m.-5 p.m.

NAMETAGS

Nametags are required for all sessions and events. You will receive your nametag once your register.

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 Hilton Alexandria Mark Center has an automated business center, located on the main lobby level and is accessible 24 hours a day with your guestroom key. The pricing is as follows: High Speed Copier Usage: no log-on fee/ $2.99 per minute, Internet/Fax/PC Usage : $2.99 logon fee/ $0.58 per minute.

EXHIBITS

UCEA is proud to host its book and educational resource exhibitors at this year’s convention. Exhibits can be found in the Lower Foyer, near the Registration area, Friday and Saturday of the Convention, 7 a.m.-5 p.m. Tables and chairs will be set up for networking with colleagues.

SPONSORSHIP OF UCEA EVENTS

If you are interested in hosting a future conference or sponsoring an event, please contact UCEA Headquarters at 512-475-8592. 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.
PRE- & POST- SESSION WORKSHOPS

The 2007 UCEA Convention will host a number of workshops outside of the main program. Presessions are intensive workshops involving 3-4 hours of engaged activities that occur Thursday afternoon. Post-session workshops are shorter in duration and take place late Sunday morning. For information on the workshops offered this year, see pages 19-20 and 110-111. If you are interested in presenting a workshop next year, please contact UCEA headquarters.

SESSION ON MEMBERSHIP IN UCEA

As we enter our 54th year, 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 Session 5.1, Executive Committee members, various Plenum members, and President-Elect Stephen Jacobson will provide information and answer questions about membership in UCEA. Convention participants interested in learning more about UCEA and UCEA membership are invited to attend this UCEA session.

GENERAL SESSIONS

General Sessions will begin Thursday evening with the University of Utah Featured Speaker Dr. Jonathan Jansen who will give an address entitled, The Politics of Memory and the Practice of Leadership in Divided Societies. Friday morning, Dr. Fenwick English will give the UCEA Presidential Address, reflecting on An Anatomy of Professional Practice: Reflections on Practices, Standards, and Promising Research Perspectives on Educational Leadership. Friday afternoon, Texas A&M University Social Justice Lecturer Dr. Gloria Ladson-Billings will discuss When The Court Is No Longer A Friend: Educating in the Post-Brown Era. Saturday morning’s Pennsylvania State University Mitstifer Lecturer Dr. Jane Hannaway will speak on Unbounding Rationality: Politics and Policy in a Data Rich Education System. General Sessions will conclude with an International Panel, Sunday morning.

THE UCEA ANNUAL BANQUET

This year’s UCEA Banquet will be held on Saturday evening at the George Washington Memorial Masonic Temple in Old Town Alexandria from 6:15-10:00 p.m. You will be transported from the hotel at 6:15 p.m. to the Temple, where you will be greeted by guides in period dress and look out over the glittering lights of Washington at night. Move to the Grand Hall for dinner, to be followed by an hour long, multimedia performance by some of the most talented jazz performers in DC entitled “The American Musical Landscape”. Arrival back at the hotel should be approximately 10:00 p.m. Tickets for the banquet, which includes transportation, dinner, and music can be purchased via the online registration system. Please purchase your tickets early as seating is limited.
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!
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Sincere Thanks to Our Convention Co-host and Sponsors

Each year, the UCEA Annual Convention is hosted by one or more member universities. In the past 21 years that UCEA has held the convention, approximately twenty-four of our member institutions have served as generous co-hosts. In all cases, these cooperative endeavors served to showcase the co-host’s College of Education and faculty and create a more dynamic relationship between UCEA and the co-host institutions.

UCEA greatly appreciates the substantive contributions that co-hosts make to the Annual Convention. This year, we extend a sincere thank you to the University of Virginia and the University of Kentucky as co-hosts of the Annual Convention.

We also appreciate the following sponsors for their support and continuing endorsement:

- Old Dominion University: *Day On The Hill Reception*
- University of Maryland: *Plenary Session Representative Luncheon*
- University of Missouri-Columbia:
  - *AERA Division A/UCEA Graduate Student Breakfast*
- North Carolina State University: *Barbara Jackson Scholar Workshop*
- University at Buffalo/SUNY:
  - *International Scholars and Jackson Scholar Reception*
- Duquesne University: *Convention Totebags*
- Sam Houston State University: *Lanyards and Name Badge Holders*
- Texas A&M University: *Social Justice Keynote Speaker*
- Pennsylvania State University: *Mitstifer Keynote Speaker*
- University of Utah: *UCEA Featured Keynote Speaker*
- University of Illinois-Urbana Champaign: *Convention Program*
- Information Age Publishing:
  - *Master Professor Award & Convention Program*
- SAGE Publishing: *Convention Program*
- Eye on Education: *Convention Program*
Pre-Session, Thursday, 1:00 p.m. - 4:30 p.m.
Beech Room
Pre-Session 1: Taskforce to Evaluate Educational Leadership Preparation Effectiveness
Closed Seminar, Planning, and Data Analysis Session
Co-Organizers: Terry Orr, Bank Street College, Diana G. Pounder, University of Utah
Taskforce Working Members: Pat Marcellino, Adelphi University, Arnold Danzig, Arizona State University, Judy Alston, Ashland University, Frances K. Kochan, Auburn University, Julie Edmister, Bowling Green State University, Jenny Tripses, Bradley University, George Petersen, California Polytechnic State University, Nancy Sanders, CCSSO, Jane Clark Lindle, Clemson University, Ruth Silverberg, College of Staten Island, Elaine Wilmore, Dallas Baptist University, Lew Smith, Fordham University, Carol Kochhar-Bryant and Virginia Roach, George Washington University, Karen Osterman, Eustace Thompson, Monica Byrne-Jimenez, and Robert Kottkamp, Hofstra University, Martha McCarthy and Justin Bathon, Indiana University, Sandy Harris, Lamar University, Maggie Barber, Lehigh University, Robert Watson, Missouri State University, Brenda LeTendre and Brenda Roberts, Pittsburg State University, Gini Doolittle, Rowan University, Jerry Waddle, Southeastern Missouri State University, Kathy O'Neill, Southern Regional Educational Board, Kaety Lad, St. Mary's College, Stephen Jacobson, University at Buffalo/SUNY, Julie Ballenger, Stephen F. Austin State University, Danna Beaty, Tarleton State University, JoAnn Barbour, Texas Women's University, Susan Korach, University of Denver, Joy Phillips, University of Houston, Donald Hackmann, University of Illinois-Urbana-Champaign, Liz Hollingworth, University of Iowa, Bruce Baker, University of Kansas, Tricia Browne-Ferrigno, University of Kentucky, Margaret Grogan, University of Missouri and Brendan Maxcy, University of Missouri-Columbia, Jennifer Friend, University of Missouri-Kansas City, Miles Bryant, University of Nebraska, Edith Rusch, University of Nevada-Las Vegas, Allison Borden, University of New Mexico, Bill Black, University of South Florida, Marilyn J. Bartlett, University of South Florida-St Petersburg, Bruce Kramer, University of St. Thomas, Alan Shoho, University of Texas at San Antonio, Michelle D. Young, UCEA, Ed Fuller, University of Texas at Austin, Pamela Tucker, University of Virginia, Whitney Sherman, Virginia Commonwealth University, Kathleen Jorgissen, Western Carolina State University
This closed pre-session is organized to continue the work of UCEA and LTEL-SIG (formerly TEA/SIG) Taskforce members in implementing and analyzing results of studies of leadership preparation program effectiveness. Attendance by invitation only.

Pre-Session, Thursday, 1:00 p.m. - 4:30 p.m.
Walnut Room
Pre-Session 2: Measuring the Effects of Leadership Interventions on Knowledge, Practice, and School Outcomes: Randomized Experiments and Challenges from the Field
Organizers: Ellen Goldring, Vanderbilt University, Carol Barnes, University of Michigan, Eric Camburn, University of Wisconsin-Madison, Henry May, University of Pennsylvania, Jon Supovitz, University of Pennsylvania
The purpose of this session is to discuss some of the fundamental issues in designing and implementing randomized field trials in studying leadership interventions through a discussion of The Study of the National Institute of School Leadership. The session will address the rationale and need for randomized trials in the field of educational leadership, the validity of causal inferences, ethical considerations, and special considerations for multilevel studies. The session will discuss the nature of relationships with school districts and educators when designing and conducting randomized experiments. The session will also provide specific examples of innovative techniques for the measurement of leadership effects, the use of mixed methodologies as well as more technical issues including statistical tests of program impacts, sample size requirements, and statistical power issues.
Pre-Session, Thursday, 1:00 p.m. - 2:45 p.m.
Dogwood Room
Pre-Session 3: Graduate Student Orientation
Organizer: Linda Tillman, University of North Carolina - Chapel Hill
The purpose of this session to provide an overview of the structure of UCEA, preview the graduate student sessions at this year’s conference, describe the various opportunities for graduate student involvement in UCEA, describe procedures for presenting at UCEA conferences, and to provide an opportunity for peer networking. Graduate students who are new to UCEA are encouraged to attend.

Pre-Session, Thursday, 3:00 p.m. - 4:30 p.m.
Dogwood Room
Pre-Session 4: Jackson Scholar Mentor Orientation: How To Be A Good Mentor
Organizer: Linda Tillman, University of North Carolina - Chapel Hill
Dr. Jay D. Scribner, winner of the 2006 UCEA Mentor of the Year Award will lead a discussion about effective mentoring in higher education. Faculty members who are currently serving as mentors, and those who are interested in mentoring graduate students and junior faculty are encouraged to attend this session.

General Session 1
Session 1, Thursday, 5:00 p.m. - 6:30 p.m.
Plaza Ballroom B and C
Opening General Session:
Welcome and Introductions:
Michelle D. Young, UCEA Executive Director
Fenwick English, UCEA President
Robert C. Pianta, University of Virginia, Dean
James G. Cibulka, University of Kentucky, Dean
Master Professor Award Presentation:
George Theoharis, Syracuse University, Frank Hernandez,
Hamline University, Latish Reed, University of North Carolina-Chapel Hill, Diana G. Pounder and Andrea Rorrer, University of Utah, Madelyn Hafner, University of Wisconsin-Madison
Featured Speaker: Dr. Jonathan Jansen, sponsored by The University of Utah
The Politics of Memory and the Practice of Leadership in Divided Societies
Introduced by Andrea Rorrer, University of Utah
Dr. Jonathan Jansen will present research from a seven-year study on how black and white students in schools and universities remember and enact a past which they were not part of (the paradox of indirect knowledge) and what he has learned to be the requirements for a pedagogy of leadership necessary to interrupt received stories in ways that demonstrate compassion and extend justice in divided communities.

UCEA Convention Welcome Reception
In Honor of UCEA’s Past Presidents
Thursday, 6:30 PM - 8:30 PM
Terrace Room and Lower Foyer
Fenwick English, Immediate Past President of UCEA, welcomes all UCEA participants to the 21st Annual Convention and extends a special welcome to those faculty from new UCEA member institutions.
This reception, which was established in honor of the contributions made to the field by UCEA’s 49 past presidents, sponsored by the University of Virginia and the University of Kentucky.
Virgil Rogers   Syracuse University   1956-58  
Walter Anderson  New York University   1958-59  
Truman Pierce   Auburn University   1960-62  
Van Miller   University of Illinois   1962-64  
Richard C. Lonsdale  New York University 1964-66  
Kenneth E. McIntyre  University of Texas at Austin 1966-68  
Willard R. Lane   University of Iowa   1968-70  
J. Alan Thomas   University of Chicago   1970-71  
Samuel Goldman  Syracuse University   1971-72  
E. Wailand Bessent  University of Texas at Austin 1972-73  
Donald J. Willower  Pennsylvania State University 1973-74  
Loren Downey   Boston University   1974  
Troy V. McKelvey  SUNY-Buffalo    1974-76  
Peter J. Cistone OISE/University of Toronto 1976-77  
Wayne K. Hoy   Rutgers University   1977-78  
Larry W. Hillman  Wayne State University 1978-79  
Carl R. Ashbaugh University of Texas at Austin 1979-80  
Eugene Ratsoy   University of Alberta   1980-81  
James H. Maxey   Georgia State University   1981-82  
Dennis W. Spuck   University of Houston   1982-83  
Michael J. Murphy   University of Utah   1983-84  
Richard A. Rossbiller University of Wisconsin 1984-85  
Bryce M. Fogarty   New York University   1985  
Martha M. McCarthy   Indiana University   1985-86  
Richard V. Hatley   University of Missouri   1986-87  
Paula M. Silver   University of Illinois   1987  
John T. Greer   Georgia State University   1987-88  
Robert T. Stout Arizona State University 1988-89  
Jay D. Scribner University of Texas at Austin 1989-90  
Gail T. Schneider University of Wisconsin-Milwaukee 1990-91  
Terry A. Astuto   New York University   1991-92  
Pedro Reyes   University of Texas at Austin 1992-93  
Paul V. Bredeson University of Wisconsin-Madison 1993-94  
Nancy A. Evers   University of Cincinnati   1994-95  
Paula M. Short   University of Missouri   1995-96  
Daniel L. Duke   University of Virginia   1996-97  
Paula A. Cordeiro University of Connecticut 1997-98  
Diana G. Pounder   University of Utah   1998-99  
Mary E. Driscoll  New York University   1999-00  
Maria Luisa González New Mexico State University 2000-01  
Gail Furman   Washington State University   2001-02  
Frances K. Kochan  Auburn University   2002-03  
Margaret Grogan  University of Missouri-Columbia 2003-04  
Gary Crow   University of Utah   2004-05  
Michael Dantley   Miami University (Ohio)   2005-06  
Fenwick English University of North Carolina-Chapel Hill 2006-07
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UCEA Graduate Student Symposia

The purpose of the UCEA Graduate Student Symposia is to bring graduate students together during the convention. All graduate students are welcome; no special registration for these sessions is required. Sessions will feature practical tips, expert advice, useful examples, and handouts. Students are encouraged to introduce themselves and interact with symposium faculty members throughout the convention.

Pre-Session 3 and Sessions 12.3, 16.19 and 17.1

Session 2, Friday, 7:00 a.m. – 7:50 a.m.

2.1, Plaza Ballroom I

Meeting: Educational Administration Quarterly Editorial Board Meeting


(Continued through Session 3.19)

2.2, Plaza Ballroom II

Meeting: UCEA Program Centers Advisory Board Meeting

Julian Vasquez Heilig (chair), University of Texas at Austin, James Davis, Temple University, Charlene Trevato, University of Pittsburgh; Kathleen Brown, University of North Carolina at Chapel Hill, Teresa Wasonga, Northern Illinois University, Gary Crow, Florida State University, Scott McLeod, Iowa State University, Nancy Evers, University of Cincinnati, Michelle D. Young, UCEA

2.3, Arbors

Meeting: International Scholarship Breakfast Symposium: Exploring International Collaborations in Research, Preparation, and Practice

Betty Merchant, University of Texas at San Antonio, Trevor Male, University of Hull, Stephen Jacobson, University at Buffalo/SUNY

(Continued through Session 3.20)

2.4, Birch

Meeting: Gay/Straight Alliance

Colleen A. Capper, University of Wisconsin-Madison

Session 3, Friday, 8:00 a.m. - 9:20 a.m.

3.1, Plaza Ballroom I

Meeting: Educational Administration Quarterly Editorial Board Meeting


(Continued from Session 2.1)
3.2, Plaza Ballroom II
Symposium: Research on the Contexts and Frameworks of Leadership Education: Section One of the Handbook of Research on the Education of School Leaders
Chair: Joseph Murphy, Vanderbilt University

A Historical Review of Research and Development Activities Pertaining to the Preparation of School Leaders
Martha McCarthy, Indiana University, Patrick B. Forsyth, Oklahoma State University-Tulsa

Historical Overview of Research that Significantly Impacted Leadership Education
Robert B. Kottkamp, Hofstra University and Edith A. Rusch, University of Nevada-Las Vegas

The Context of University-Based Educational Leadership
Diana G. Pounder, University of Utah, Donald LaMagdeleine, University of St. Thomas, Brendan Maxcy, University of Missouri-Columbia, and Cynthia Reed, Auburn University

Research on Leadership Preparation in a Global Context
Jacky Lumby, University of Southampton, (UK), Allan Walker, Chinese University of Hong Kong, Tony Bush, University of Warwick (UK), Miles Bryant, University of Nebraska-Lincoln, Lars Björk, University of Kentucky

3.3, Plaza Ballroom III
Strand I, Session 1: UCEA/TEA-SIG Taskforce on Evaluating Leadership Preparation Programs: Creating Collaborative Communities for Program Evaluation Research: The Collective Experiences of Five States (Indiana, Missouri, New Jersey, Texas, Utah)
Chair: Terry Orr, Bank Street College
Discussant: Kathy O' Neill, SREB

Presenters: Bill Black, University of South Florida, Justin Bathon, Indiana University, Robert Watson and Jennifer Friend, University of Missouri-Kansas City, Virginia Doolittle and Len Gaduto, Rowan University, Julia Ballenger, Stephen F. Austin State University, Madeline Hafner, Minority Student Achievement Network - Wisconsin Center for Education Research

Several states are now initiating collaborative evaluation research among leadership preparation programs in their state and, in some instances, with state education officials and professional association representatives. Most states have combined two of three possible evaluation research steps: 1) documentation of each program's core features; 2) the fielding of a follow-up survey to all program graduates for the past 5 or 10 year period and 3) the collection of state data on graduates and their careers by graduate institution.

3.4, Aspen
Paper: Developing, Delivering, and Evaluating Instructional Leadership
Chair: Pei-Ling Lee, University of Texas at Austin
Discussant: Bruce Barnett, University of Texas at San Antonio

Instructional Leadership in Three Australian Schools
David M. Gurr and Lawrie Drysdale, University of Melbourne

Instructional leadership has a long and rich history, yet is a concept that is complex, with multiple interpretations as to what an instructional leader does. From the case studies of the International Successful School Leadership Project, and linked to a model of successful school leadership derived from the Australian case studies, three examples of instructional leadership from Australian schools are described illustrating both indirect and direct instructional leadership.

Measuring Instructional Leadership: Changing Measures of Instructional Leadership in the Context of Changing Conceptualizations of the Principal's Role
Shana Goldwyn, Florida State University, Jason Huff, Vanderbilt University

Our review of measures of instructional leadership, leadership practices, and...
effective leadership in terms of instruction examines how these have changed over time, and it discusses how these shifts are influenced by changing conceptualizations of principals’ roles. This analysis has implications for research that targets principals’ efforts to improve teaching and learning within their schools and principal preparation programs that look to equip participants with the skills to achieve these goals.

Developing an Effective Instructional Climate for All Students
William G. Cunningham and John A. Nunnery, Old Dominion University

The Instructional Climate Rating Scale and its importance, along with the results of a field-test, will be presented. This instrument allows principals to better promote academic success for all students, helps define what instructional leadership should look like in practice, and promotes a climate that is much more responsive to the needs of all students.

Border Students as Culture Brokers: District Leadership Supporting a Value-Added Program
Mariela A. Rodriguez, University of Texas at San Antonio, Janet R. Shefelbine, University of Texas at Brownsville

Immigrant students in Border District consistently act as cultural brokers who navigate between geographical and linguistic borders. Using the place-conscious education theory as presented by Gruenewald (2003) as a theoretical framework, the authors discuss how the benefits of dual language education supported the academic achievement of these immigrant students. This study attributes their success in building cultural capital and negotiating language to the leadership of the superintendent and his staff.

3.5, Magnolia C
Innovative Session: Pack Your Bags: Building Leadership Capacity through Foreign Travel & International Professional Development
Linda C Orozco, California State University-Fullerton

This session will highlight an international program for school leaders and their professional development/capacity building in the new global age. The program places California administrators in a foreign country as part of a professional development program. The presentation will review the program development process as well as the evaluation of the program by school leaders participating in this new innovation in international leadership development.

3.6, Juniper
Symposium: Preparing Stewards of Educational Leadership: Capstone Assessments for the Ed.D. Versus the Ph.D.
Rick McCown, Pete Miller, Connie M Moss, James Henderson, and Rodney K Hopson, Duquesne University

The primary purpose of the session is to interrogate the frame of “stewardship” in the context of doctoral preparation of educational leaders. More specifically, the symposium would examine how the stewardship frame is being operationalized and researched in two contexts: the capstone assessments of an Ed.D. program for educational leaders and the capstone assessments of a new Ph.D. program for educational researchers.

3.7, Magnolia A
Symposium: Combating the Backlash to Social Justice: Educational Leaders Embracing the Grey
Carolyn Shields and Ghassan Ibrahim, The University of Illinois at Urbana-Champaign, Ira Bogotch, Florida Atlantic University, Autumn Tooms, Kent State University, Erica Mohan, The University of British Columbia, Hanne Mawhinney, University of Maryland

The purpose of this symposium is to help educational leaders better understand, through a dialogic approach, how to create bridges to multiple communities through a more robust understanding of social justice—one that may have the potential to avoid well-meaning but still hegemonic and essentializing discourses.
Friday

3.8, Beech A
Conversation: School District Instructional Reform Processes: Research at the Intersection of Policy, Learning, and Organizational Theory
Chrysan Gallucci, Meredith Honig, and Michael S Knapp, University of Washington, Mary Kay Stein, University of Pittsburgh, Lea Hubbard, University of California-San Diego

This conversational symposium brings together three scholars to explore how they are using theories of learning to understand how district organizations operate especially in the face of accountability and other challenging policy demands. The discussion will take off from several key questions about why these learning theories provide important theoretical frameworks for understanding educational organizations and how the authors have used the theories in recent work related to district instructional improvement.

3.9, Beech B
Conversation: How National Educational Technology Policy REALLY Gets Made
Scott McLeod, Iowa State University, Sara Dexter, University of Virginia, Matt Militello, University of Massachusetts-Amherst, Don Knezek, International Society for Technology in Education (DC), Keith Krueger, Consortium for School Networking (DC), Douglas Levin, Cable in the Classroom (DC), Erin Martin, Bernstein Strategy Group (DC), Mary Ann Wolf, State Educational Technology Directors Association (DC)

Sponsored by the UCEA Center for the Advanced Study of Technology Leadership in Education (CASTLE), this is a must-attend session for those interested in policy, politics, or K-12 technology. Executive directors of the nation's leading educational technology associations (ISTE, CoSN, SETDA, ETAN, CIC) will take participants behind the scenes as they discuss how federal technology policy gets made in our nation's capital.

3.10, Chestnut
Innovative Session: Exploring the Intersectionality of Multiple Centers
Carlos R McCray, Georgia State University, Gary Crow, Florida State University, and Elise Frattura, University of Wisconsin-Milwaukee

The purpose of this session is to give scholars of social justice a platform to discuss the need to “de-center” themselves. Participants are asked to identify and examine their own “centers” and discuss the theoretical, ideological, and practical challenges they would face as they think about social justice from an alternative center.

3.11, Poplar
Innovative Session: Looking at Student Work in a Leadership Preparation Program: What Can Alternative Dissertation Formats Tell Us about Leader Preparation?
Joyce Dana, Bill Rebore, and Leslie H. Bussey, Saint Louis University, Joseph F. Murphy and Claire E. Smrekar, Vanderbilt University, Nona A. Prestine, Penn State University, David D. Marsh, University of Southern California

The purpose of this innovative session is to inform the ongoing scholarly conversation about the relationships between Ed.D. culminating products (e.g. dissertations or projects), student learning, and readiness for school leadership. Session participants will review artifacts of work produced by students in a leadership preparation program as a platform for exploring the strengths and limitations of alternatives to dissertation formats.

3.12, Magnolia B
Symposium: Mentoring: Essential to the Advancement of Women’s Career Goals in Educational Leadership?
Danna Beaty, Tarleton State University, Whitney Sherman, Virginia Commonwealth University, Ava Munoz and Anita Pankake, University of Texas-Pan American, Karen Crum, Old Dominion University

This symposium will bring together researchers with a specific interest in issues directly affecting the career pathways of women. Among the powerful elements that assist women in moving upward in the various educational hierarchies is mentoring. The pivotal question addressed from a variety of viewpoints will be: What role does mentoring, or the lack thereof, play in the career advancement of women in educational leadership positions?
### Table 1: Fostering Dialogue on Diverse Doctoral Programs in Educational Leadership

Carol Mullen, University of North Carolina at Greensboro, Frederick L Dembowski, Southeastern Louisiana University, Sandra Harris, Lamar University

The broader UCEA issue that informs this proposal is, “How is educational leadership defined, developed, enacted and determined effective, and to what ends?” The presenters will give an overview of a recent published e-book on doctoral programs in educational leadership, a project that the presenters spearheaded and edited. They will cover the various topics and issues raised by professors engaged in reform work within diverse doctoral programs from across the U.S.

### Table 2: Documenting the Transformation of School Leadership Practice through Ed.D. Portfolio Assessment

Nancy Hoffman, Karen Beyard, and Judith Faryniarz, Central Connecticut State University

Critical discussion of Ed.D. program leadership portfolio process designed to assess the impact of the program on candidates' PK-12 leadership practice and student learning, as well as candidates' preparation as stewards of the discipline.

### Table 3: Preparing Tomorrow’s Principals: Faculty in Indiana Building-Level Administrator Preparation Programs

Justin M Bathon, Indiana University, William R Black, University of South Florida

This session will present faculty data from a study of all Indiana building-level leadership preparation programs. Data on the faculty to be presented include position, administrative experience, degree completion, publication and research responsibilities, and demographic data. Following the presentation of literature and data, the authors will lead a discussion of the composition and responsibilities of today’s educational leadership preparation faculty and the possibilities and necessities for change.

### Table 4: A ‘Red’ State, White Aspiring Leaders, and ‘Blue’ Faculty: Place, Politics, and Social Justice

Kathleen Budge and Jennifer Snow-Gerono, Boise State University

This session is intended to stimulate a small group discussion focused on an inquiry-in-progress. In the context of a new educational leadership program, this inquiry examines the influence of a transformative pedagogy. University faculty who team-teach and come from diverse backgrounds (Teacher Education and Educational Leadership) will uncover tensions and contradictions in working toward the embodiment of democracy and the enactment of justice with a particular cohort of students who focus on the influence of place in a particular space that is colored by conservatism and traditional frameworks for leadership.

### Table 5: Crossing Institutional Boundaries in Our Own Backyards: Linking District Research Priorities and University-based Research Courses

Betty Malen, Kim Basinger, Raquel Gonzalez, Jeanine Hildreth, Ann Nutter, John Seelke, Danielle Susskind, and Melissa Vincent, University of Maryland-College Park, Donna Muncey, Prince George’s County Public Schools (MD)

Participants draw on their experience with a year-long research apprenticeship to discuss how schools and universities might work together to provide meaningful research experiences for graduate students and relevant data to schools systems.

### Table 6: Conceptualizing Doctoral Research Teaming: A Collaborative Model for Students and Supervising Professors

Sean Kearney, Sean Maika, Adrian Flores, Michaela Steele, and Page Smith, University of Texas at San Antonio

This roundtable discussion represents an interactive conversation targeting the successful teaming experiences of four doctoral students and one supervising professor at a large Southwestern university. After a brief description of the span and scope of the undertaking, a collaborative prototype for student success is unveiled.
Table 7: Professional Development for School Principals: Possibilities and Tensions
Lisa L. Wright, University of Alberta
This roundtable session will report on an on-going investigation of principals’ perspectives of how professional development experienced during the year-long Reflections on Practice Institute for School Leaders (ROP Institute) impacted their understandings and practices of leadership.

Table 8: An Analysis of Various University-Based Superintendent Preparation Programs and Their Alignment with Research Findings, Scholars’ Opinions, and Practitioners’ Experience
Stanton Lawrence, University of Texas at Austin
This paper presents the analysis of a study of superintendent preparation. Data were gathered on 28 university-based superintendent preparation programs to identify commonalities and differences as they relate to program purpose, course content, faculty experience/background and admission standards, and interviews were conducted with 6 nationally prominent scholars of the superintendency and 6 experienced superintendent practitioners focused on effective university-based superintendent preparation programs.

3.14, Walnut A
Paper: Culturally Responsive Leadership: From Preparation to Practice
Chair: Anjale D. Welton, University of Texas at Austin
Discussant: Charles P. Gause, University of North Carolina-Greensboro

The Power of a Leader: Culturally Responsive Leadership and African American Learners
Gwendolyn C. Webb-Johnson and Patricia Larke, Texas A&M University, Ronald Rochon, Buffalo State University, and Reginald Sample, Los Angeles Public Schools
This paper will share the results of an ethnographic study of developing principals and teachers who work with African American youth in urban, suburban, and rural settings. When provided support and culturally responsive professional development through their building principals, teachers demonstrate more effective teaching behaviors that empower and improve academic outcomes among African American learners.

The Role of Language and Language Studies in the Preparation of Educational Leaders: Selected International Case Studies
Timothy Reagan, Central Connecticut State University
In this presentation, an argument will be offered that educational leaders are increasingly faced with challenges concerned with matters of language and language policy - challenges with which they are often ill-prepared to deal. In an age of increased concern with accountability and assessment, both areas in which language can and does play a key role, the challenge is even greater, and, as the literature suggests, more complex. Three international case studies (the US, South Africa, and the EU) will be explored during this presentation.

Constructing Theory for Leadership and Intercultural Understanding
John Collard, University of Canberra (Australia)
Past educational leadership theory has been dominated by Anglo-American perspectives oblivious to the cultural diversity which characterizes the contemporary world. It has assumed a values consensus amongst diverse populations which may not have been valid. Leadership praxis may have catered for those in the cultural mainstream but indigenous and ethnic groups have suffered alienation, exclusion and disadvantage.

3.15, Walnut B
Paper: Trust in Schools: Student, Parent, and Leadership Perspectives
Chair: Lisa Kensler, Lehigh University
Discussant: Colleen L. Larson, New York University

“I don’t trust white people”: White “Social Justice” Principals on Trust-Building (or not) in Schools Serving Students of Color
Brynnen Ford, University of Washington
This paper addresses the experience of white "social justice" principals as they attempt to foster compassion and understanding through trust-building across the borders of race and class in U.S. public schools, answering certain questions using data from a larger narrative-based qualitative study of 10 white "social justice" principals who have had some degree of success in increasing student achievement in schools which serve at least 75% students of color.

**From Calculation to Courtship to Contribution: Cultivating Trust Among Urban Youth in an Academic Intervention Program**
Michael Owens, Wayne State University, and Bob Johnson Jr., University of Utah
By examining data from interviews with students in the Upward Bound Program, this study explores the role and social dynamics of trust. This study also seeks to strengthen the conceptual grounding of research on trust in educational organizations that serve urban youth and recent immigrants to the United States and in so doing provoke further thought regarding our collective understanding of trusting dispositions and behaviors in educational organizations.

**“Trusting” Schools to Meet the Academic Needs of African American Students? Suburban Mothers’ Perspectives**
Karen S. Beard and Kathleen M. Brown, University of North Carolina-Chapel Hill
According to Tschannen-Moran (2004), “Principals and teachers need to build trusting relationships with students and parents in order to accomplish their essential goal of fostering student achievement and equipping students for citizenship” (p.135). This study begins to explore such relationships as six, middle-class, African American mothers openly and honestly share their thoughts regarding the public education system’s ability to adequately meet the academic needs of their sons and daughters.

**Principal Leadership: Trust As The Fulcrum For School Improvement**
Pamela Hallam, Brigham Young University
This paper will demonstrate that future school leaders will be better equipped if university preparation programs include a thorough and straightforward examination of the concept of trust and its impact on the development and sustainability of school-based PLCs. This session will be comprised of three major areas for discussion: a synthesis of trust research, particularly as it relates to school leadership and professional learning communities; a description of a trust-building model based on research (Hoy & Tschannen-Moran, 1999) and validated by a qualitative study conducted in three elementary schools; and finally, a possible process for developing high relational trust in schools.

**3.16, Dogwood**

**Paper: Turmoil, Transitions, and Trauma in Educational Leadership**
Chair: Shelly Hildebrand, Oklahoma University
Discussant: Janie Clark Lindle, Clemson University

**Psychological Toxic Trauma of the Principalship**
Deborah L. West and Ulrich C. Reitzug, University of North Carolina at Greensboro
This paper is an exploration of psychological toxic trauma of principals in a large southeastern school district. Seventeen elementary, middle and high school principals were interviewed with a focus on their daily work in the principalship and how they see themselves as instructional leaders. The purpose of this paper is to help administrators, as well as local, state and federal policy makers, better understand factors that may psychologically impair leaders in the principalship and impact their performance.

**Borders, Thresholds, and Boundaries: Examining the Social and Psychological Nature of the Transition Between Teaching and Administrative Cultures**
Denise E. Armstrong, Brock University
This paper explores the lived experiences of eight novice secondary vice-principals as they cross the threshold between teaching and administration. Particular attention is paid to the socialization rites that pervade this inter-professional passage and facilitate or hinder leadership practice. This paper raises questions regarding the role of...
preparation and induction programs in reinforcing tension and their responsibility to prepare newcomers to build collaborative and democratic communities that transcend these cultural boundaries.

**Help Seeking and Leading School: An Oxymoron?**  
Adam Nir, The Hebrew University of Jerusalem

School leaders are professionals who need professional help to enable them better to cope with the ever-changing challenges characteristic to their daily routine. Yet they may be reluctant to ask for professional assistance, attempting to maintain their power and firm professional image. Data collected employing in-depth interviews indicate principals’ loneliness and need for professional help.

**Special Education Director Burnout in Montana**  
William G. Ruff and Debra L. Ferris, Montana State University

This research sought to determine the levels of burnout experienced by special education directors in Montana, and to identify contributing variables. The Maslach Burnout Inventory - Educators Survey was sent to the 57 special education directors serving Montana schools. The results indicated a relationship between experience in education and personal accomplishment, and a relationship between depersonalization and both emotional exhaustion and personal accomplishment.

3.17, Hickory  
Symposium: *Leadership and Liminality: An Exploration of Nation-building, Religion, Leadership and Schooling in Southern Thailand*  
Brendan D Maxcy, Thu Suong T Nguyen, Ekkarin Sungtong, Laarni Goma, and Crystal Kroner, University of Missouri-Columbia, Jeff Brooks and Jeff Milligan, Florida State University

Major educational reforms and mounting religious-ethnic tensions in southern Thailand are precipitating reconsideration of the mission, traditions, and position of schools in that region as public institutions. The papers in this symposium discuss problems and prospects for schooling in this region destabilized major reforms and the renewal of a longstanding Islamic insurgency.

3.18, Laurel  
Paper: *School Improvement and Capacity-Building*  
Chair: Christopher Bezzina, University of Malta  
Discussant: Corrie Giles, University at Buffalo/SUNY

**Readiness For School Improvement**  
Stephen Gordon, Texas State University

This study explored readiness levels of schools involved in school improvement efforts. A number of indicators of readiness were identified, including democratic and supportive leadership, open communication, trust, distribution of responsibility, data-based needs assessment, opportunities for reflection and dialogue, a clear focus, and time and energy devoted to developing readiness. The study includes recommendations for assessing readiness and strategies for developing readiness.

**Developing Environmental Capabilities to Support Systematic Improvement**  
Donald J. Peurach, Michigan State University, and Gary Marx, Eastern Michigan University

Using a case study of a county-level educational service agency, the proposed paper explores the entailments of developing environmental capabilities to support leaders in the work of systemic improvement. Preliminary findings suggest that governmental initiatives face the same, steep challenges as non-governmental initiatives and, thus, are long-term propositions.

**Implementing School Improvement Policy in Secondary Schools: Findings from a Case Study of Leadership**  
Rosemary Y. Foster, University of Alberta

This paper reports findings from an investigation of educator, parent, and student perceptions of the sources and role of leadership in implementing school improvement
The Art of Educational Leadership: Balancing Performance and Accountability is the first book in educational leadership to sketch out a balance between the science and the art of the field. The text illustrates how performance and practice represent the art, while the delineation of the skills and conceptual models represent the science.


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policy in two rural secondary schools in Western Canada.

**Understanding and Evaluating Civic Engagement in Relation to School Improvement**

Theodore J Kowalski, University of Dayton, George J. Petersen, California Polytechnic State University, and Lance Fusarelli, North Carolina State University

The overall purpose of this paper is to provide a model for evaluating CE in local school districts. Such evaluation is deemed an essential first step to increasing citizen participation in school improvement planning and implementation. The paradigm is anchored in convictions shaped by the findings of a meta-analysis of literature. The model is described and application procedures are recommended.

3.19, Birch

Symposium: *Dialogos binacionales: Educating Migrant Students Compassionately*

Sylvia Mendez-Morse, Texas Tech University, Lisa Ramirez and Manuel Recio, US Dept. of Education

A binational ‘platica’ or dialogue for sharing information between educators of migrant students in the U.S. and Mexico in order to help school and districts leaders understand and meet the needs of migrant students and thus cultivate compassionate learning communities for these border crossing students.

3.20, Arbors

Meeting: *International Scholarship Breakfast Symposium: Exploring International Collaborations in Research, Preparation, and Practice*

Betty Merchant, University of Texas at San Antonio, Trevor Male, University of Hull, Stephen Jacobson, University at Buffalo/SUNY

(Continued from Session 2.3)

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**General Session 2**

**Session 4, Friday, 9:30 a.m - 11:00 a.m.**

**Plaza Ballroom B and C**

General Session 2: UCEA Presidential Address

Welcomes and Introductions:

Stephen Jacobson, University at Buffalo/SUNY

Jay D. Scribner Mentoring Award Presentation:

Bruce Barnett, University of Texas at San Antonio

UCEA Presidential Address: Dr. Fenwick English,

*An Anatomy of Professional Practice: Reflections on Practices, Standards, and Promising Research Perspectives on Educational Leadership*

Introduced by Michael Dantley, Miami University

Dr. Fenwick English’s Presidential Address is aimed at reflecting on existing standards of practice to the idea of compassion and artful performance and to point out how John Dewey’s concept of “artistic structures” holds promise to advance the study of educational leadership in the future. Dr. English is the R. Wendell Eaves Distinguished Professor of Educational Leadership at the University of North Carolina at Chapel Hill. Formerly, he served as a program coordinator, department chair, dean, and vice-chancellor of academic affairs, the latter two positions in the Purdue University system at Fort Wayne, Indiana. As a K-12 practitioner, he has been a superintendent of schools in New York, an assistant superintendent of schools in Florida, and a middle school principal in California. Dr. English recently served as editor of the SAGE Handbook of Educational Leadership (2005) and as Editor of the SAGE Encyclopedia of Educational Leadership and School Administration (2006). He has published in the Educational Researcher, Educational Administration Quarterly, Journal of School Leadership, Leadership and Policy in Schools, Education Leadership Review, and the Division A of AERA Newsletter.
Session 5, Friday, 11:10 a.m. - 12:30 p.m.

5.1, Terrace Room and Lower Foyer
Meeting: Information Session on Membership in UCEA
Stephen Jacobson, University at Buffalo/SUNY, Fenwick English, University of North Carolina-Chapel Hill, James Koschoreck, University of Cincinnati, Michael Dantley, Miami University (Ohio)

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 this session, UCEA Executive Committee members will provide information and answer questions about membership in UCEA. All UCEA convention attendees are welcome.

5.2, Plaza Ballroom II
Paper: Exploring the Relationship between Leadership and Student Achievement
Chair: Kathleen M. Brown, University of North Carolina-Chapel Hill
Discussant: Nona A. Prestine, Penn State University

Principal and Teacher Leadership Interaction as Related to Student Achievement
Jimmy K. Byrd and Janie Huffman, University of North Texas

While it is clear that principal emphasis on instructional areas is important, what also must occur is a pattern of shared and supportive leadership that includes teachers. These results suggest that at the elementary level a collaborative approach to making decisions that directly affect the student and teacher at the classroom level provides the needed leadership for student growth in reading. This research in elementary schools shows not only the importance of education strategies at the first through fifth grades, but it also indicates the probability of a strong continuing influence as students either show growth or lack of it during their early and formative years.

An Examination of the Relationship of School Leadership Autonomy and Student Outcomes
Merrie M. Clark, Vanderbilt University

Using prospective data from the Educational Longitudinal Study: 2002/2004, a national longitudinal study by the National Center for Education Statistics of 15,000 tenth grade students attending 752 schools across the United States, this study examines the influence of school leadership autonomy on student achievement growth and the social distribution of achievement.

A Statewide Study of the Effects of Differentiated Instruction on Student Achievement
Yvonne Goddard and Roger Goddard, University of Michigan

This paper investigates whether the level of differentiated instructional practices reported by teachers is a positive predictor of fourth grade student achievement in mathematics and reading. Data were collected as part of a stratified two-stage sample of a large Midwestern state’s public elementary schools and faculty within those schools.

Teacher Affiliation, Academic Emphasis & Collegial Leadership: Links to Student Achievement in Five North Carolina Middle Schools
Howard V. Coleman and Kathy M. Roney, University of North Carolina-Wilmington

The purpose of this study was to examine the relationship between student reading and math achievement and the organizational health of five middle grades schools in North Carolina. Quantitative comparisons showed a moderately positive relationship between the five schools’ overall Organizational Health for Middle School (OHI-M) indicators and student achievement scores (as OHI-M indicators increase, student achievement scores increase), which was not significant for 2005. Although not significant, collegial leadership was moderately related to 2006 student achievement scores.

Student Achievement and Principal Quality: Explaining the Relationship
Robert C. Knoeppe and James S Rinehart, University of Kentucky

This study examined the question, “What is the relationship between measures of principal quality (to include preparation, performance on state mandated assessments,
and experience) and student achievement as measured by test score change?" Results of the study suggest that preservice measures of principal quality as well as performance measures on principal licensure exams must be considered when considering principal effectiveness.

5.3, Plaza Ballroom III
Paper: Leadership Preparation: Pedagogy, Partnerships, and Cross-Cultural Considerations
Chair: Christopher Day, University of Nottingham
Discussant: Martha N. Ovando, University of Texas at Austin

Towards a Signature Pedagogy in Educational Leadership Preparation
Bill Black, University of South Florida, Khaula Murtadha, Indiana University-Indianapolis

In this paper, we work towards developing a signature pedagogy for university-based educational leadership preparation programs. We engage the following in this quest: “Is there a common pedagogy that forges a connection between leadership preparation program coursework, practice, and policy making in the field?” In other words, should there be a signature pedagogy for educational leadership? If so, what values should a signature pedagogy embrace and what steps should UCEA institutions take?

The Notre Dame Institute of Education: A Cross-Cultural Pakistani-Australian Joint Venture in Leadership Preparation
Crystal Machado, Arkansas State University

This paper will provide a brief overview of the traditional school leadership preparation programs in Pakistan; followed by a description of the programs offered at Notre Dame Institute of Education, Karachi; an Australian-Pakistan initiative that is bringing about a dramatic change in the way teachers and school leaders are being prepared in Pakistan.

Culturally Responsive Leadership: Graduate Program Egalitarianism
Tod Allen Farmer and J. Russell Higham, Tarleton State University

Culturally responsive leadership development has become increasingly important as the society that our institutions of higher learning serve becomes increasingly diverse. This paper explores how educational leadership programs can foster culturally responsive leadership.

A Comparative Analysis of Leader Development Across Three Chinese Societies
Shuangye Chen and Allan Walker, Chinese University of Hong Kong

This presentation outlines and analyses the current state of leader development across three rapidly reforming Chinese societies - People’s Republic of China (China), Taiwan and Hong Kong Special Administrative Region (HKSAR) - in four main parts. The first provides a sketch of the current state of educational reform in each of the societies. The second part overviews the current state of leader development in each society. The third pulls together a number of emerging patterns by comparing leader development across the three societies. Patterns may comprise similarities and/or differences - the former are labeled convergent patterns and the latter divergent patterns. The final section draws on the preceding analysis to outline three issues and associated questions which may promote deeper understanding of leader development.

5.4, Aspen
Symposium: Leadership for Teacher Quality
Kristin S Huggins and Jim Scheurich, Texas A&M University, Jay Paredes Scribner, Motoko Akiba, Travis A. Olson, Michele H. Lee, and Elizabeth Valentine, University of Missouri-Columbia, Sheldon T. Watson and Karen C Beyard, Central Connecticut State University

The purpose of this interactive symposium is to provide an in-depth discussion about the widespread concern for obtaining quality teachers in especially high-need areas, such as science and mathematics, in diverse schools and how school leaders can provide for their professional growth and development.
Dialogue Across Borders: Interrogating Race, Culture and Democratic Processes in Schools
Denise Armstrong, Brock University, Brenda McMahon, Nipissing University
This qualitative study examines how cultural and racial borders are constructed within school communities and interrogates educational leaders' responsibility to dismantle them.

“There’s Some Good Karma Up in Here”: A Case Study of Urban School Leadership
Judith Touré, Carlow University
This inquiry was designed to explore the relationship of educational leadership and cultural competency through a case study of three White principals and their construction of race culture and learning within their urban schools.

Urban Student Perceptions of School Leadership Revealed
Laura McNeal, Georgia State University
The Achievement Motivation Theory was used as a conceptual lens to examine urban high school student perceptions of their school principal as a change agent for social justice within their schools. In addition, this study explored high-achieving urban students' perceptions of their principal's role in their academic success, and what impact if any, their principal had in shaping and influencing their academic trajectory.

The Role of Praxis and Conscientization in the Pursuit of Social Justice Schooling
Martin Scanlan, Marquette University
This case study examines an urban Catholic elementary school primarily serving traditionally marginalized students. Using a Freirian conceptual framework of praxis and conscientization, it illustrates how school leaders navigate issues of governance, finance, curriculum, and supervision to foster a community experiencing accelerating degrees of diversity across multiple dimensions.

Symposium: Houston Schools for a New Society: Theory to Action in Urban School Reform
Celeste Alexander, Pedro Reyes, Ed Fuller, Curtis Brewer, and Sarah Diem, University of Texas at Austin, Joy Phillips, University of Houston
This study illustrates the role evaluation can play in the politics of district decision-making. This political analysis offers important insights into the gaps that exist between theory school change and the actual practices of reform. This symposium contributes to our understanding of policy implementation by demonstrating the influence potential of evaluation feedback in a major district reform effort.

International Community Building: Cross-national Learning About Leadership Communities: Three Sino-American Cases
Charles T. Townley, Dana Christman, and Barbara Copolla, New Mexico State University, Qian Geng and Jiaoyong Li, Beijing Normal University
This paper studies the comparative effectiveness of three different, electronically supported learning communities, composed of Chinese and American graduate students, as they addressed comparative issues related to educational leadership. This study was undertaken at Beijing Normal University and New Mexico State University as part of the Fulbright program to determine how different combinations of synchronous and asynchronous learning affect effectiveness of a cross-national learning community of composed of prospective educational leaders.

Conversation: Interpreting Alumni Survey Feedback
Terry Orr and Katherine O’Donnell, Bank Street College
Using multi-program graduate survey results, this dialogue session models a process
for participants to discuss survey findings, develop a story-line and draw implications for program improvement. Participants reflect on the process as a model to be replicated with their program communities.

5.9 Beech B
Conversation: *Internationalizing Departments of Educational Leadership: A Case History*
Ira Bogotch, Tony Townsend, Daniel Reyes-Guerra, Robert Shockley, and Michelle Acker-Hocevar, Florida Atlantic University

The purpose of this conversation/interactive session is to engage UCEA members in a far-reaching discussion on how we all can bring internationalism into our curriculum and scholarship within the field of educational leadership. The participants will describe the stages through which our program in school leadership was transformed from a decidedly ethnocentric North American focus to one that has moved us into curricular, pedagogical, and scholarly activities that are clearly international.

5.10, Chestnut
Innovation Session: *Using Real Life LGBT Case Studies in Leadership Preparation*
Colleen A. Capper, University of Wisconsin, Gerardo Lopez, Indiana University, Autumn Tooms, Kent State University, Catherine Lugg, Rutgers University

This innovative session will model ways instructors can draw upon real life events in schools, turn these events into teaching cases in the leadership preparation classroom, and model critical questions that disrupt heteronormativity. Three to four real LGBT cases will be presented by their authors and discussed by the session participants.

5.11, Poplar
Innovative Session: *Leadership Formation: Developing the Emotional and Spiritual Capacities*
Dennis A Conners and Michael I Poutiatine, Gonzaga University (WA)

Leaders capable of confronting injustices in education must deeply understand the relationship between courageous leadership and their own interior condition. Some programs may treat justice as a cognitive exercise, this session presents the innovative practices of one educational leadership preparation program dedicated to developing the internal capacities for social justice.

5.12, Magnolia B
International Community Building: *School Leadership and Equity: Results From an International Comparative Study*
Tim Goddard and Angela Hart, University of Calgary (Canada), Noel Clycq and Paul Mahieu, University of Antwerp (Belgium), Anna Davis, Luule Geijer, Olof Johansson, and Katarina Norberg, Umea University (Sweden), Yvonne Leeman, University of Amsterdam (Holland), Thelma Miller, University of Waikato (New Zealand), Jan Robertson, London Institute of Education (UK), Anna Saiti, Harokopio University (Greece), Anita Trnavcevic, University of Koper (Slovenia)

This symposium will report on a seven-country comparative research study that investigated the ways in which school leaders are responding to the challenges presented by an increasingly ethnically diverse community.

5.13, Terrace
Interactive Roundtable: *Developing Leaders in Practice*

Table 1: *The Role of Mentoring in Developing Beginning Principals’ Instructional Leadership Skills*
Susan G Gettys, West Plains R-VII (MO), Barbara N Martin and Mike Jimks, University of Central Missouri, Christine Combs, University of Missouri-Rolla

The purpose of this on-going study was to investigate the type of support provided by mentors in helping new principals develop instructional leadership skills. The researchers examined the perceptions of beginning principals regarding the effectiveness of district-created mentoring programs and a statewide Administrator Mentoring Program.
Table 2: **Online Professional Development: Voices from Urban School Administrators**  
Robert E Harper, University of Cincinnati  
This session will present the findings of a qualitative research investigation into the perceptions of online professional development by public urban school principals and engage the participants in a scholarly dialogue. The data were collected from interviews and were analyzed according to scholarly practice in qualitative research. The implications may stimulate a greater understanding into the perceptions, readiness, and benefits of engaging in online professional development experiences.

Table 3: **Principals' Perceptions of the Potential and Limits of Reflective Practice**  
Lisa L Wright, University of Alberta  
This session will report on an on-going investigation of principals’ perspectives of the potential and limits of reflective practice after participating in the year-long Reflections on Practice Institute for School Leaders (ROP Institute). Results to date support claims that a rethinking of traditional notions of school organization and leadership is required, and emphasize that a critical examination of practitioner and university-based preparation programs is recommended to address issues related to leadership that fosters school improvement.

Table 4: **Creating a Leadership Development Center: An Interactive Dialogue**  
Scott C Bauer, George Mason University  
Beginning in October 2006, representatives of five Northern Virginia school divisions and the Education Leadership faculty of George Mason University have been meeting to explore the possibility of creating a vehicle for supporting school leadership development in the region, namely the School Leadership Center of Northern Virginia. The purpose of this interactive session is to provide representatives of the center’s “design team” with an opportunity to exchange ideas with scholars and explore the efficacy of the proposed center’s design.

Table 5: **Leadership Coaching for New Principals: Emerging Strategies for Developing Reflective Practitioners**  
Vernon T Farrington, Kermit Buckner, and Lynn Bradshaw, East Carolina University  
Public school principals are under great pressure to demonstrate immediate results as instructional leaders. This current era of accountability and complexity is coinciding with an increasing number of leaders on a fast track to the principalship. As a result, many are vulnerable to burnout and/or derailment. This presentation will consider these variables and describe how leadership coaching might be utilized as an induction strategy to support such leaders.

Table 6: **Journey to Doctoral Program Redesign: Domains and Assessments**  
Frankie K Williams and Jane Clark Lindle, Clemson University  
The presentation includes a discussion of the “work-in-progress” of the Educational Leadership doctoral program for K-16 professionals. The session will include a discussion of five domains that emerged from the work along with the program assessments.

Table 7: **The Impact of the TERA Ethics Training Program on Educational Administrators' Professional Development**  
Lyse L Langlois, Claire Lapointe and Lucie Heon, Université Laval (Canada)  
This paper presents the preliminary results from a research project, funded by the Social Sciences and Humanities Research Council of Canada (SSHRC), on ethical leadership training for educational administrators. Using Starratt’s theoretical model (1991) as modified by Langlois (1997), the research team developed a program which aims at helping individuals to reflect on their management practices in everyday situations.

Table 8: **Career Paths, Supports and Challenges of Senior Educational Administrators**  
Dawn C Wallin, University of Manitoba  
This study determined the career patterns of senior educational administrators (superintendents and assistant superintendents) in public school divisions in Manitoba. The
career paths, career supports and work challenges of senior administrators were determined and compared along three variables: (a) position (assistant superintendent versus superintendent); (b) context (rural versus urban); and (c) gender (male versus female). Implications for career development programs targeted for senior educational administrators are discussed.

Table 9: A Survey of Factors Creating Stress, from an Administrative Leadership Perspective, for School Personnel on the U.S./Mexico Border
Richard D Sorenson and Teresa Cortez, The University of Texas at El Paso
This study, as detailed in The Principal’s Guide to Managing School Personnel (Author & Goldsmith, 2008), identifies stress-related warning signs, organizational factors which create stress, and stress management techniques and other coping mechanisms, from an administrative leadership perspective, relative to school personnel service on the U.S./Mexico border.

5.14, Walnut A
Strand II, Session 1: Politics and Policy: Getting Political in Your State-Day On The Hill and Beyond
Duane M Covrig, Andrews University, Cynthia Reed, Auburn University, Terry Orr, Bank Street College, Jane Clark Lindle, Clemson University, Maria L Rodriguez, Florida Atlantic University, Stacey A Rutledge, Florida State University, Gerardo R Lopez, Indiana University, Teresa Miller, Kansas State University, Autumn Tooms, Kent State University, Lisa Kessler, Lehigh University, Ellen V Bueschel, Miami University, Sheila L Sherman, Michigan State University, Lori M Bruce, NC Department of Public Instruction, Catherine Lugg, Rutgers University, William T Rebore, Saint Louis University, Danna M Beaty, Tarleton State University, Steven J Gross, Temple University, Luana J Zellner, Texas A&M University, Shuangye Chen, Chinese University of Hong Kong, A. William Place, University of Dayton, Kathleen M Brown, University of North Carolina at Chapel Hill, Pamela S Angelle, University of Tennessee, Stephen L Jacobson, University at Buffalo/SUNY, James W Koschoreck University of Cincinnati, Carolyn M Shields, University of Illinois Urbana-Champaign, Lance Arbuckle, University of Kansas, Tricia Browne-Ferrigno, University of Kentucky, Angela A Thody University of Lincoln (UK), Sophia M Masewicz, University of Northern Colorado, Paula A Cordeiro, University of San Diego, Michelle D Young, Katherine C Mansfield, Bradley W Carpenter, Pei-Ling Lee, Curtis A Brewer, Anjale Welton, Sarah Diem, and Dottie L Hall, University of Texas at Austin, Sandra McKinley University of Toledo, Brenda Valles, Cori Groth, Andrea K Rorrer, and Yongmei Ni, University of Utah
This session will provide an overview of the UCEA visit to the “Hill” on November 14th and will provide participants with concrete ideas for becoming more politically engaged in their own states.

UCEA Program Center Special Sessions

Session 5.16: Willower Center for the Study of Leadership and Ethics of the UCEA:
The Integration of Moral Literacy Content and Process in Teaching

Session 15.12: UCEA Center for the Superintendency:
2010 Study Planning

Session 9.4: UCEA Center for the Advanced Study of Technology Leadership in Education (CASTLE):

5.15, Walnut B
Paper: Lessons Learned: From School Reconstitution to Turnaround Schools
Chair: Edwin Sharpe, University of Texas at Austin
Discussant: Corrie Giles, University at Buffalo/SUNY
School Reconstitution: The Expansion of Deficit Theory
Sue E. Mutchler, Sheila Guzman, University of Texas at Austin

As school accountability systems have become more comprehensive and more complex, the deficit thinking paradigm is coming to be applied to individual campuses in the form of school reconstitution. We present a new theoretical framework, a deficit school theory, based on the deficit thinking model described by Valencia (1997), and then propose the examination of actual cases of reconstituted schools through this deficit school framework.

Navigating Uncharted Waters: Leadership in NCLB's Reconstitution Stage
Laura McNeal, Georgia State University, Chris Dunbar, Michigan State University

The Turnaround Schools Breakthrough Framework was utilized as a conceptual lens to examine school principals’ perceptions regarding the impact and effectiveness of NCLB’s Reconstitution mandates. This framework was also used to identify effective school improvement strategies for school principals leading failing schools. A qualitative approach utilizing semi-structured interviews was employed to collect data for this study.

Leading Student Achievement: A Case Study of One School Turnaround Principal
Mónica Byrne-Jiménez, Hofstra University

The focus of school improvement has ranged from effectiveness, curricular reform, school choice, reconstitution, external takeovers, and now “accountability.” The larger question of school leadership within these different reform efforts has been even harder to understand. The role of the principal in school improvement is one that remains elusive. Much is known about what principals do, but little is known about why they do what they do or their theories-of-action. This case study offers one in-depth look at the thought process behind implementing a turnaround effort.

Lessons of Turnaround Efforts in Failing Schools
Coby V. Meyers and Joseph Murphy, Vanderbilt University

High-stakes testing and accountability implicate failing schools more frequently and more precisely than ever before. Consequently, efforts to turn around these schools have become paramount for educators, administrators, policy actors, and community members. Although turnaround research is currently in short supply, some important lessons have emerged. From empirically-anchored research, we spotlight ten key lessons of recovery in the following article.

5.16, Dogwood
Symposium: Willower Center for the Study of Leadership and Ethics of the UCEA: The Integration of Moral Literacy Content and Process in Teaching
Paul T Begley, Nancy Tuana, Brad Zdenek, Daniel Schochor, David Jagger, and Joseph Polizzi, Penn State University, Lindy Zaretsky, Simcoe County District School Board (Canada)

The objective of the symposium is to promote the integration of values and ethics content and processes into college and university level teaching. The five papers that form the basis for this symposium include: the conceptual underpinnings and social justifications for the moral literacy initiative; a case study research report on specific efforts to integrate moral literacy frameworks at the school district operations level; a second research report on efforts to develop professional development for teachers aimed at promoting the use of moral literacy frameworks in K-12 schools; a third research report demonstrating the application of moral literacy frameworks to senior high school English curriculum; and a fourth research report on the application of transformational learning strategies to teacher preparation programs.

5.17, Hickory
Symposium: Counterstories: Confronting Power and Privilege in Educational Communities through Collaborative Activism
Charles P. Gause (chair/discussant), Tema Okun, Ann Stalnaker, and Dara Nix-Stevenson, University of North Carolina at Greensboro, Daniel Chapman, Georgia Southern University

This symposium is for an interactive panel of scholars exploring critically, democracy,
education and public life in the US. Participants through papers and lively discussion will situate the current climate of education in America within the discourse of leadership, culture and schooling. Scholars will articulate critical perspectives that have broad implications for parent, student and school communities nationally and globally.

5.18, Laurel
Innovative Session: The Next Generation of Leadership Preparation Programs: Exploring New (and Perhaps Radical) Changes to Prepare Educational Leaders in a Just and Equitable Manner
Karen S Crum and William Owings, Old Dominion University, Whitney Sherman, Virginia Commonwealth University
This innovative session is designed to foster interactive conversations about leadership preparation on a global scale. Participants will be able to participate in a “World Cafe” activity designed to explore educational leadership preparation programs, delivery, and content. They will then be able to “design” an ideal educational leadership preparation program. Subsequent activities will allow the participants to get feedback not only from those within the group, but from leadership preparation institutes.

5.19, Birch
International Community Building: Educating for Practice, Educating for Change: Five Leaders Compare Culturally Responsive Practices of Compassion
Diane M Dunlap, Fridah Kawasha, Anna-Christen Trost, Regina Vayaliparampil, and Mai Vorapanga, University of Oregon
The five participants of this session represent the United States, Zambia, Germany, India, and Thailand. The session's purpose will be to compare and contrast challenges faced in preparing leaders for change in education in these nations. The format will use one common vignette to begin a conversation between the five participants about the similarities and differences in geographic, cultural, and current political issues for people preparing to be educational leaders in each country.

5.20, Arbors
Conversation: Professional Socialization of School Leaders: Implications for Practice and Research
John Weathers, University of Colorado-Colorado Springs, Gary Crow, Florida State University, Judy Brody and Jeanne Vissa, University of Pennsylvania, Tricia Browne-Ferrigno, University of Kentucky
Researchers of educational leadership have pointed out that current expectations for school leaders to engage their schools in reforms that will enable students to meet the demands of a global economy, rapidly changing technology, and increasingly diverse societies exceed the capacity of most practicing school principals and principal preparation programs (e.g., Adams & Copland, 2005; Crow, 2006). Preparing the type of leaders needed to meet these demands for teaching and learning requires attention to identity development and the processes to facilitate this development-professional socialization into a community of reform-minded leaders.

Session 6, Friday, 12:40 p.m - 2:00 p.m.

6.1, Plaza Ballroom I
Paper: The Leadership Pipeline
Chair: Diane Hodgins, Florida State University
Discussant: Meredith Mountford, Florida Atlantic University

Gender Equity Reform and Educational Leadership Opportunities for Women in Ghana, Africa
Lenford Sutton, University of South Florida Sarasota-Manatee, Elizabeth Davenport, Florida A&M University
The purpose of this session is to explore the evolution of gender equity policies (Girl Education) in Ghana, Africa, specifically designed to secure equal educational opportunities for its female student-populations, and its implications for leadership opportunities for women.
Career Mobility Factors and Women's Access to the Superintendency: A Structural Equation Model
Yong-Lyun Kim and Cryss C Brunner, University of Minnesota

The purpose of this study is to investigate the linear relationship between women’s career development and organizational career mobility (OCM) factors and to compare group difference among three targeted groups of this study: women superintendents, aspiring women central office administrators to the superintendency, and non-aspiring women central office administrators to the superintendency. For the analysis, this study uses Structural equation modeling (SEM) statistics with the large data set of American Association of School Administrators (AASA).

A Less Than Perfect Pipeline: Demographic Trends and Latino Participation in Educational Leadership Programs
Janet R. Shefelbine and Natividad Hinojosa, University of Texas at Brownsville

Current forecasts indicate that the enrollment of Hispanics in K-12 will increase substantially without a concurrent increase in the number of Hispanic school administrators. The mismatch between these two groups compels educational leadership programs to adjust their objectives, recruitment practices, and programs of study.

A Methodological Look at the National Research Study on Latino/a Principals: Survey Development & Design
Mónica Byrne-Jiménez, Hofstra University, Frank Hernandez, Iowa State University, Sylvia Mendez-Morse, Texas Tech University

This paper is the second in a series that chronicles the development of the National Research Study on Latino/a Principals (NRSLP). This project is a multi-phased national effort to both understand the Latino leadership community in U.S. public schools and add to the discussion of the relationship between race/ethnicity and leadership. The focus of this paper is on the development and design of the Latino/a Leadership Survey that was administered to 400 principals across the country.

6.2, Plaza Ballroom II
Symposium: Research on Faculty and Students in Educational Leadership Programs: Section Two of the Handbook of Research on the Education of School Leaders
Session Chair: Michelle D. Young, UCEA, University of Texas at Austin

Those Who Participate in Leadership Preparation and Professional Development
Tricia Browne-Ferrigno, University of Kentucky, Rod Muth, University of Colorado at Denver

Characteristics, Preparation, and Professional Development of Educational Leadership Faculty
Donald G. Hackmann, University of Illinois at Urbana-Champaign, Scott C. Bauer, George Mason University, Nelda Cambron-McCabe, Miami University (Ohio), David M. Quinn, University of Florida

Student Assessment in Educational Leadership Preparation Programs
Frances K. Kochan and Demetriss Locke, Auburn University

The Evaluation of Educational Leadership Programs
Terry Orr, Bank Street College; Maggie Barber, Lehigh University; Jim Bliss, Rutgers University

6.3, Plaza Ballroom III
Paper: Critical Examinations of Affirmative Action and Immigration Policy
Chair: Brenda Valles, University of Utah
Discussant: Sheneka M. Williams, University of Georgia

UT Austin Admissions Post Hopwood and Grutter: Examining the Discourse Surrounding the Texas Top Ten Percent Law (H.B. 588) Using Critical Race Theory
Anjale D. Welton, University of Texas at Austin
This paper investigates how the race-neutral top ten percent admissions plan and the discourse surrounding the plan creates little space for discussing how the law affects racial minorities, specifically African-Americans.

Dana N. Thompson, COSMOS Corporation (MD)
This study is a historical, legal, and critical analysis of the race-conscious affirmative action legal debate in higher education. The study concentrates on the evolution of federal race-based affirmative action legal cases in higher education, with an emphasis on legal education and the legal profession.

Plyler vs. Doe: Twenty Five Years Later
Joseph Oluwole, Montclair State University
This year is the 25th Anniversary of the seminal case, Plyler v. Doe, in which the United States Supreme Court held that the Fourteenth Amendment’s Equal Protection Clause protects the right of undocumented immigrants to a free public education, if a state provides citizens and legal immigrants free public education. The author examines the continued viability of the Court’s reasoning and holding in Plyler, given the changes, since Plyler, in illegal immigration trends, fiscal dilemma of school districts faced with heavy influxes of undocumented immigrants and anti-immigration movements since September 11, 2001.

Problematising Economic Rationality in Plyler v. Doe: Education and Immigration in Latina/o impacted Schools
Gerardo Lopez, Indiana University
This study examined the personal narratives of 20 recent immigrant parents in a Midwestern State to critically examine the assumptions in the Plyer v. Doe Supreme Court decision.

6.4, Aspen
Symposium: Assessing School Leaders on Leadership for Learning
Ellen B Goldring, Joseph Murphy, Andy Porter, Steve N Elliott, Xiu Cravens, Morgan Polikoff, and Tim Zeidner, Vanderbilt University, Diana G. Pounder (discussant), University of Utah
The symposium describes development of a national assessment of school leadership to bring emerging conceptions of “leadership for learning” to life in schools throughout the U.S. Two discussants are drawn from the project’s research panel. Four papers will be presented describing the rationale and leadership assessment, the development of the leadership assessment instrument and initial findings from psychometric testing of the leadership assessment.

6.5, Magnolia C
Paper: Student Rights and Protections in Schools
Chair: Pamela Tucker, University of Virginia
Discussant: Suzanne Eckes, Indiana University

Morse v. Frederick and the U.S. Supreme Court’s Return to Student Speech: A Consideration of the Aftermath
Justin M Bathon, Indiana University, Jesulon S R Gibbs, South Carolina State University
In the summer of 2007, the United States Supreme Court ruled on the important First Amendment case of Morse v. Frederick. This case will likely change the student expression landscape in significant ways. This paper session will provide a first look at these new legal requirements and attempt to show administrators and administrative preparation faculty a blueprint of the new legal landscape and how they can function within it to best serve student needs.

La Revolución de los Pinguinos: Student Protests and Alternate Conceptualizations of Educational Accountability in Chile
Michael P O'Malley, University of Central Florida

In May-June 2006 approximately 800,000 secondary school students in Chile went on strike for 3 weeks, during which they occupied several hundred schools, as a protest against inequities in Chile’s educational system which students say disadvantage low income students. This research study investigates the efficacy of this grass-roots organization for educational equity and accountability from the perspective of Chilean school administrators, and offers educational leaders in the U.S. alternate conceptualizations of accountability for educational equity.

The Fourth Amendment and Administrative Discretion: Investigating Judicial Outcomes in Contrasting Minority Settings
Mario Torres, Texas A&M University

This study explores the court system’s treatment of students’ Fourth Amendment rights in cases emerging from contrasting minority school settings by various dimensions of the search including the type of search, the reliability of the informant that prompted the search, and whether the search resulted in criminal charges.

Toward Creating Effective Educational Environments: A Study of Gay-Straight Alliances in Pinellas County High Schools
Brianne L Reck and Tiffany Chenneville, University of South Florida-St. Petersburg, Maralee Mayberry, University of South Florida-Tampa and Lynn Mattiace, Pinellas County Schools (FL)

This study was designed to explore the efficacy of one increasingly familiar intervention-Gay-Straight Student Alliances (GSAs). Specifically, the study examined (a) the relationship between membership in a GSA and student functioning across various domains and (b) GSA activities and school change efforts. Implications for school leaders and for leadership preparation are explored.

6.6, Juniper
Paper: The Influence and Importance of Principal Leadership
Chair: Jimmy Byrd, University of North Texas, Denton
Discussant: Fenwick English, University of North Carolina-Chapel Hill

Principal Leadership and Professional Learning Communities: What Beginning Teachers Value
Susan R. Wynn, Duke University, Kathleen M. Brown, University of North Carolina-Chapel Hill

Beginning teachers continue to exit the classroom in alarming numbers, despite numerous recruitment and retention strategies. High turnover rates negatively impact instruction and ultimately affect student achievement. The purpose of this empirical inquiry of beginning teacher retention issues is to better understand what new teachers value in a school leader within the context of professional learning communities.

The Relationship Between Teacher Empowerment and Organizational Commitment
Clare M. Keiser, Albemarle County Public Schools

The purpose of this study was to examine the relationship between teachers’ sense of empowerment and their organizational commitment. Four research questions were posed to determine the extent to which teacher empowerment and the six constructs of teacher empowerment contributed to total, affective, normative, and continuance commitment above and beyond that explained by variables identified as antecedents of organizational commitment.

Mentoring and Coaching for Aspiring and Practicing School Leaders: International Trends and Future Implications
Bruce G. Barnett, University of Texas at San Antonio, Gary R. O’Mahony, O’Mahony & A Associates Consulting (Australia)

This paper describes mentoring and coaching programs for school administrators operating in the United States and other countries, summarizes empirical findings on the effects of these types of programs, critiques existing research studies and methods, and recommends future lines of inquiry.
Democratic Community, Trust, and Organizational Learning: Testing a Structural Equation Model for Public Middle Schools in PA and NJ
Lisa A. Kensler and George P White, Lehigh University
This paper presents the results of a study of democratic community, trust, and organizational learning in public middle schools. Six-hundred middle schools were randomly sampled from a population of 865 middle schools in Pennsylvania and New Jersey. Structural Equation Modeling was used to test two nested models. Empirical support for both models exists in the literature. The first model hypothesized a bi-directional relationship between trust and democratic community, with both trust and democratic community predicting organizational learning. The alternative model hypothesized that democratic community predicts trust and trust then predicts organizational learning.

6.7, Magnolia A
International Community Building: Successful School Leadership in Challenging School Contexts: Cross National Perspectives
Rose Ylimaki, Stephen Jacobson, Corrie Giles, and Lauri Johnson, University at Buffalo/SUNY, Christopher Day, University of Nottingham (UK), David Gurr and Lawrie Drysdale, University of Melbourne, Bill Mulford, University of Tasmania, Jorunn Møller, University of Oslo (Norway), Gunn Vedoy, Hedmark University (Norway), Gary Crow, Florida State University
This symposium will report findings from cases of successful school leadership in the United States, Australia, Norway, and England, with success defined in terms of each particular national context. For this symposium, we compare the role of the principal in these countries according to three dimensions: 1) instructional leadership; 2) capacity building, and 3) culturally responsive leadership.

6.8, Beech A
Paper: Organizational and Cultural Contexts in School Reform
Chair: Ernestine K. Enomoto, University of Hawai'i
Discussant: Eric Freeman, Georgia State University
From Large to Small: Processes of Organizational and Leadership Change in the ‘Small School’ Reform Movement
Carroll E Bronson, Audrey Dentith, Floyd Beachum, William Kritek, and Gail Schneider, University of Wisconsin-Milwaukee
This study describes and analyzes the process of organizational change in a large comprehensive high school as it restructures into 4 smaller schools or schools-within-a-school framework.

Learning Community Culture Indicator, LCCI: The Development and Validation of an Instrument to Measure Multi-dimensional Application of Learning Communities in Schools
Ellen Williams, Joe Matthews, and Courtney Stewart, Brigham Young University
The purpose of this paper is to present the development and validation of an instrument that measures the breadth and depth of implemented learning communities in schools. The instrument is based on ten elements from the literature related to professional learning communities (PLC). The purpose and design of this study was to validate this instrument. When this instrument is validated, school leaders and their faculties will be able to collect empirical data to determine the breadth and depth of their culture in functioning as learning communities, and use the information to refine their PLCs.

The Influence of Rural and Urban Contexts on the Development of Small Schools
Brad Zdenek, Angela Duncan, and David Mihan, Pennsylvania State University
Before schools can reap the benefits of small schools as represented throughout the movement’s literature base, they must first develop within their staff and student body a sense of community capable of unifying their efforts and establishing a strong sense of belonging. It is within that context that this paper’s authors address the effects of three distinct settings on the development of a small school community: rural schools, urban schools, and the boarding school environment.
Culturally Responsive Leadership: African American and Ghanaian Connections at the Middle School Level
Gwendolyn Webb-Johnson, Douglas LaVergne, Angela Abney, and Holly Hubbard, Texas A&M University, Ronald Rochon, Buffalo State University

In an effort to support school leaders, teachers and middle school learners in a process that promotes not only academic success, but also cross-cultural and global understandings of the imperative to collaboratively take ownership in education, this study examines relationships between African American and Ghanaian middle school learners. The relationships studied were supported by school leaders and teachers utilizing tenets of balanced leadership leadership and a cultural context in understanding how to teach to the promise of African American learners.

6.9, Beech B
Conversation: Disposition Standards for Leadership Preparation: A Community Conversation
Jennifer Goldstein, City University of New York-Baruch College, Michael Aaron Copland, University of Washington, Judy Carr and Lenford Sutton, University of South Florida-Sarasota-Manatee, Edith Rusch, University of Nevada Las Vegas

This session will present a selection of brief exemplar vignettes of disposition standards in use by some of the panel members. The vignettes will be followed by provocative questions to stimulate discussion about disposition standards, including their appropriateness, their contribution to the field, how they might be used in leadership preparation courses and with what implementation issues, and the policy implications they raise.

6.10, Chestnut
Chair: Reva Joshee, OISE/University of Toronto

This session features Canadian, Australian, and US participants in three paired dialogues about critical theories of race, LGBT issues, and democratic schooling. Panelists will discuss how these ideas translate and transport across national contexts and the challenges and possibilities of leadership for social justice in global contexts.

Dialogue #1: Race Across The Border: Using Critical Race Theory/anti-racism To Examine Educational Policy And Preparation Programs In Canada And The United States
Beverly Jean Daniel, York University (Canada), Ed Taylor, University Of Washington

Dialogue #2: From Alberta To New Jersey: What’s Progressive, What’s Conservative, And What The Heck Is Going On With Queer Kids In Schools?
Catherine Lugg, Rutgers University, Kris Wells, University Of Alberta

Dialogue #3: Critical Democratic Schooling In Australia And Canada
David Zyngier, Monash University (Australia), John Portelli, OISE/University Of Toronto

6.11, Poplar
Innovation Session: Building Bridges and Crossing Borders in Intellectual Communities, Neighborhoods, and Families: Faculty and Students Unpack Leadership Preparation and Practice
Carl Lashley, Joanne Chesley, Camille Cooper, CP Gause, Glenn Hudak, Rick Reitzug, Leila Villaverde, and Misti Williams, University of North Carolina-Greensboro

Department faculty and students will use discussion, conversation, multi-media, aesthetics, performance, and audience interaction to unpack faculty and student perspectives on the state of leadership preparation.

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Friday

6.12, Terrace
Interactive Roundable: Technology and Learning

Table 1: Perceptions of Educational Leaders in Public Schools Regarding Distance Learning for Special Populations
Shelly M Hildebrand and Mike Woods, University of Oklahoma
The objective of the study was to quantitatively measure percentages of special populations, students on an IEP or a 504 plan, compared to general student populations, and then qualitatively investigate underlying perceptions of comprehensive school administrators in Oklahoma. The study revealed special need populations are significantly under represented in distance education classes.

Table 2: Leading Digital Immigrants into a Digital Native’s World: Using Lesson Study and Digital Game Based Learning to Impact
Scott Wilson, Glenne’ Whisenhunt, and Linda Atkinson, University of Oklahoma
This study investigates innovative practices that promote collaboration of teachers and engagement of students through the practices of lesson study and digital game based learning. Additionally, this session will discuss preliminary steps of the integration of digital game based learning into these classrooms across a southwestern state.

Table 3: Challenges and Opportunities of Distance Learning: Implications for Enhanced Understandings across International Geographical Boundaries
Ann M Millacci, James W Koschoreck, and Nancy A Evers, University of Cincinnati
The purposes of this study are (1) to examine the challenges and opportunities expressed by students in other countries enrolled in an online leadership preparation program in the United States, (2) to explore the effects on cohort members located within the United States of engaging in intensive dialogue with students living abroad, and (3) to understand the implications of offering an international leadership preparation program.

6.13, Walnut A
Paper: Principal Leadership: Successful Practices
Chair: Katherine Mansfield, University of Texas at Austin
Discussant: Alan Shoho, University of Texas at San Antonio

Leadership Success: Best Practices of Successful High School Principals
Karen S. Crum, Old Dominion University
Public school systems and individual schools are experiencing mounting demands and pressure from the public for high quality instruction and universal student achievement. The increased attention and calls for greater action geared toward student success is attributed in large part to national and state implemented accountability reform efforts. More often than not the brunt of the burden for school improvement and to meet both state and federal accreditation standards falls squarely on the shoulders of the building leader - the principal. The findings from this study explore the common themes of school leadership practices of high school principals at successful schools throughout.

Learnings from Expert Principals about Emotional Intelligence
Judith A. Kerrins and Katherine S. Cushing, California State University-Chico
At this session we will report data from a study of the emotional intelligence of expert school principals. Using the Emotional Competency Inventory (ECI HayGroup 2002) nine experts were assessed to identify patterns of strengths and areas for growth. The use of ECI data by participating principals to inform or improve their professional practices was the focus of this study.

Instructional Leadership for English Learners: A Model Principal
Mariela A. Rodriguez and Iliana Alanis, University of Texas at San Antonio
The promise of dual language education has spurred a movement in the field of bilingual education to shift from remedial programs to enrichment forms of bilingual education. This is a study of one elementary campus that implemented a dual language education program for more than a decade. Findings indicate that the principal contributed to student success through her advocacy and knowledge of bilingual
education program goals.

_African American Principals in Urban Schools: Leadership for High Performing Schools_
Jean Madsen, Texas A&M University, James E. Davis, Temple University

Much of the literature written about African American leaders has implications for how urban schools are structured to provide successful learning experiences for children of color in these contexts. Lomotey’s (1990;1993) work on African American principals indicates that there are certain qualities that these leaders have that specifically create a structured process for their schools. The intent of this study is to examine how African American principals developed participatory and organizational processes and cultural socialization to create a culture of achievement in urban schools.

_30 Years in the Storm: Leading in African American Schools_
Joyce Piert, University of Michigan-Flint

The purpose of this paper presentation is to investigate the educational philosophy and strategies which guide the decision making process of the founder of an African centered institution. Specifically, this paper intends to identify the leadership philosophy and strategies, which fueled the long-term commitment needed to ensure the continued operation and success of this school for over 30 years.

6.14, Walnut B

Paper: _Technology and Educational Improvement_
Chair: Christopher Bezzina, University of Malta
Discussant: Scott McLeod, Iowa State University

_Facilitating Technology Integration: Results from an Evaluation of West Virginia’s Enhancing Education Through Technology (EETT) Model School Project_
Jonathan D. Becker, Hofstra University

This paper presents the results of a two-year, federally funded study of a statewide initiative intended to facilitate technology integration within schools.

_Leading and Planning for Technology: A State-wide study of District-Level Technology Plans in Florida_
David M. Quinn and Matthew Ohlson, University of Florida

This paper presents the process and results of a study assessing technology plans from 61 districts throughout the state of Florida. An essential elements rubric was developed using existing research on technology planning. Technology planning documents and processes were examined through content analysis to determine the presence of the essential elements of effective technology plans. Implications for technology leadership and policy making at the district-level will be presented.

_Educational Leadership Faculty Attitudes and Perceptions of Teaching Blended Learning Courses: A Survey of UCEA-Member Institutions_
Kevin P. Brady and Thomas Alsbury, North Carolina State University

This research examines the results of a recent online survey of UCEA faculty identified as having previous experience teaching at least one blended learning course in an educational leadership or related department. Initial survey results suggest that while a majority of UCEA faculty who have formally taught blended learning courses experience significant levels of personal satisfaction and increased positive student feedback, educational leadership departments currently provide little financial or workplace related incentives for faculty to continue teaching blended learning courses.

6.15, Dogwood

Paper: _Selection, Recruitment, Support, and Retention of Teachers and Principals_
Chair: Brad Kose, University of Illinois, Urbana Champaign
Discussant: Gary Ivory, New Mexico State University

_Selection and Recruitment of Principals - An International Comparison_
Stephan G. Huber, University of Central Switzerland

An international study of school leadership selection and recruitment investigates
the selection procedures in about 20 countries, and aims at outlining recommendations for future programs. This session is organised into three parts: First, the context and the research project are outlined. Second, country reports are given, and some comparative findings are presented. Third, the participants discuss some core questions, e.g. what seem to be the most effective selection procedures? How might we re-frame future selection procedures? etc.

The Validity of Teacher Employment Success Predictors in an Urban High Need and ‘Hard-to-Staff’ Context
Belinda Gimbert, Ohio State University, Daryl Chesley, Fredericksburg City Schools (VA)

An expansion of the research base that has to date superficially explored the relationship between pre-employment decisions and post-employment outcomes, this study evaluated the predictive validity of two pre-employment screening devices used by an urban high need and ‘hard to staff’ school division.

Stuck and Punished in the Middle Cities
BetsAnn Smith, Michigan State University

This paper shares data and analysis from a longitudinal study of mobility turnover and improvement efforts in a mid-size urban district. Much research discusses mobility and turnover but most always one type in isolation: student mobility teacher mobility superintendent turnover. The inadequacy is that districts do not experience one type of mobility only. They experience all types jointly the types interact and the interactions ripple through key functions and initiatives. To investigate how much total mobility districts must cope with the teacher and leader mobility rates of the elementary schools of a middle city district were mapped over a 5-year period.

An Examination of In-Service Support for African American Early Career Principals in an Urban School District
April Peters, University of Georgia

This study examines the experiences of several African American early career principals in a large urban center. The district provided supports as well as the needs for mentoring are interrogated.

6.16, Hickory
Symposium: The School Choice Debate: Learning from the Evidence
Andrea K Rorrer, Cori Groth, Yongmei Ni, Brenda Valles, University of Utah, Charles Hausman, University of Kentucky, David Arsen and Huawen Liao, Michigan State University, Claire Smrekar, Vanderbilt University

This symposium informs the school choice debate with empirical data from five studies in three different policy environments. Particular emphasis is given to how choice policies promote and inhibit social justice, equity, and civic engagement. After participants discuss their research briefly (10 min per paper), participants will engage with audience members to discuss how this and related research can be used to inform policy, practice and future research on school choice.

The Emergence of Teacher Champions and their Use of Influence Tactics
Ori Eyal, The Hebrew University of Jerusalem, Doron Yosef-Hassidim, Ben-Gurion University Of The Negev (Israel)

This study presents an initial conceptualization of the influence tactics used by teacher champions who attempt to change the practices of their colleagues and schools. Semi-structured interviews about fourteen Israeli teacher champions were conducted with 91 staff members. Using qualitative analysis methods, five influence tactics were identified: offering partnership, recruitment, persuasion, exchange, and aggressive marketing.
**The Influence of Workplace Politics on Productivity and Efficacy in the Principalship**
Autumn K. Tooms and Mark Kretovics, Kent State University, Charles Smialek, Forest Park Elementary School

This study examined principals’ perceptions of workplace politics and its influence on their productivity and efficacy. A survey based upon the work of Gandz and Murray (1980) and Pfeffer (1992) was used to explore the perceptions of current school administrators with regard to workplace politics. The instrument was disseminated to all principals serving public schools in one Midwestern state in the United States.

**Replacing University Entry Examinations With Standardized Tests in Russia: Will It Reduce Corruption?**
Ararat Osipian, Vanderbilt University

This paper describes current situation in Russia’s education system, presents major points of the reform, analyses pros- and cons of the reform, and attempts to answer the question of whether the reform will help to reduce corruption in education.

**School Districts, Labor Conflicts and Framing Processes: An Ethnographic Study**
Gordon Gates, Washington State University

Labor conflict in school districts is a largely neglected area of educational research. In exploring the perceptions, actions, and decisions of school district and union leaders, social movement theory is used to describe, analyze, and interpret labor strife in three districts. The study exposes the interconnections between labor conflicts, framing tasks and processes, and leadership.

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**6.18, Birch**
International Community Building: *Educational Diplomacy: The Role of Educational Leaders in Creating and Sustaining Global Understanding*
Carolyn Shields, Ghassan Ibrahim, and Shukri Nur, The University of Illinois at Urbana-Champaign, Erica Mohan, University of British Columbia, David Requa, Rantoul Township High School, (IL), Robert Donmoyer, University of San Diego

This session will address the critically important role of educational leaders in building bridges between and among cultures as a way of fostering what one might call educational diplomacy. Hence, it addresses one of the questions posed in the call for proposals: What leadership practices and/or organizational factors promote compassion, understanding, dialogue and action within the school and/or the community?

**6.19, Magnolia B**
Innovative Session: *UCEA New DEEL Workshop*
Joan Shapiro and Steven Gross, Temple University, Anthony Normore, California State University-Dominguez Hills, Colleen Larson, New York University, Gail Furman, Washington State University, Michael Dantley, Miami University (Ohio), Patricia Ehrensal, Fordham University, Paul Begley, Pennsylvania State University, Kathleen Sernak, Rowan University, Mary John O'Hair, Jean Cate and Quayen Arana, University of Oklahoma

In response to the challenges facing the field of educational leadership today, colleagues joined committed practitioners to take action. They called this movement the New DEEL (Democratic Ethical Educational Leadership). In this innovative session, concurrent working groups, led by facilitators, will meet to focus on six different aspects of the New DEEL. Along with those colleagues already involved in this movement, UCEA members who have not yet taken part in it are most welcomed to participate. The working group topics include: scholarship/research opportunities; curriculum development; publications outlets in the U.S. and beyond; ethical code development; higher education support; and local and global technology connections.

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**Mark Your Calendars!**

*UCEA’s 2008 Convention will be at the Buena Vista Palace Hotel, Orlando, Florida, October 29-November 2, 2008.*

General Session 3
Session 7, Friday, 2:10 p.m. - 3:30 p.m.
Plaza Ballroom B and C
General Session 3:
Welcomes and Introductions:
 Alan Shoho, University of Texas at San Antonio
Jack A. Culbertson Award Presentation:
 Martha McCarthy, Indiana University, Michael S. Knapp,
 University of Washington

Texas A&M University Social Justice Lecture:
 Dr. Gloria Ladson-Billings
 "When The Court Is No Longer A Friend: Educating in the
 Post-Brown Era"

Introduced by James J. Scheurich, Texas A&M University

More than 50 years past the landmark Brown v. Board of Education decision, America
finds herself in an environment that has robbed Brown of most of its power and
converted its meaning to something far away from the litigants' original intent. Dr.
Ladson-Billings will discuss the descent from Brown and the offensive strategy that
scholar-activists must take to prevent further erosion of the fundamental rights and
educational opportunities that were gained through decisions like Brown.

Session 8, Friday, 3:40 p.m. - 5:00 p.m.

8.1, Plaza Ballroom I
Conversation: Principal Licensure at Historically Black Colleges and Universities: Connecting
Dispositions and Administrator Appraisal
 Lenford C Sutton and Janice Fauske, University of South Florida, Sarasota-Manatee
 NCATE Standards which govern school principal preparation programs require an assessment of dispositions for emerging school leadership candidates, however there is little or no consensus on a universally accepted definition of leadership dispositions as well as methods for its application in the appraisal of future school leaders. Consistent with the conference theme which calls for an examination of policies from “a diverse, geographic, cultural and political perspective,” this interactive symposium session will feature School Leadership faculty employed on the campuses of several Historically Black Colleges and Universities (HBCUs) who will share their methods of identification and assessment of leadership dispositions for their unique student populations. Session attendees will then join the discourse via question and answers session and the sharing of their own experiences and methods for assessing leadership dispositions.

8.2, Plaza Ballroom II
Symposium: Research on the Practice of Preparing and Developing School Leaders: Section
Three of the Handbook of Research on the Education of School Leaders
Chair: Gary Crow, Florida State University

Research on the Curriculum Used in Leadership Education
Karen Osterman, Hofstra University, Madelyn Hafner, Minority Student Achievement Network - Wisconsin Center for Education Research

Pedagogical Practices Used in Leadership Education
Dianne Taylor, Louisiana State University; Paula Cordeiro, University of San Diego,
Janet Christpeels, University of California-San Diego

Practice Experiences Provided Within Leadership Education
Bruce Barnett and Alan Shoho, University of Texas-San Antonio, Michael Copland,
University of Washington
The Design and Delivery of Leadership Education  
Margaret Grogan, University of Missouri-Columbia; Paul Bredeson, University of Wisconsin-Madison, Whitney Sherman, Virginia Commonwealth University, Stacey Pries, University of Missouri-Columbia  

The Professional Development of School Leaders  
Carolyn Kelly, University of Wisconsin-Madison  

Mentoring and Induction for Educational Leaders  
Steve Gross, Temple University  

8.3, Plaza Ballroom III  
Discussion: Special Joint Research Taskforce on Educational Leadership Preparation  
Featured Session: The Relationship between Six Top-Ten Ranked Educational Administration Preparation Programs and Leadership Effectiveness of their Graduates in Public School Administration  

Introductions: Liz Hollingworth, University of Iowa  
Presenters: John Hoyle and Mario Torres, Texas A&M University  

Beacons of Leadership Preparation?: Current and Former Students' Reflections on the Relevance and Quality of Highly Ranked Doctoral Programs in Educational Administration  

The research featured in this session focuses on the top six educational administration and policy programs', as ranked by U. S. News and World Report, Educational Administration and Supervision programs. Site visits were made to Stanford, Wisconsin, Ohio State, Penn State, Teachers College and Harvard, in an attempt to understand the linkage between US News and World Report rankings and quality leadership preparation. In addition to structured interviews with faculty and current doctoral students, program materials were collected and graduates, serving in leadership roles, were interviewed about the impact of their doctoral experiences on their success as leaders.  

8.4, Aspen  
Symposium: Critically Prophetic Leadership in the Public Square: Examining Faith Inspired Practice from Diverse Traditions  
Peter M Miller, Duquesne University, Michael Dantley, Miami University (Ohio) , Audrey Dentith, University of Wisconsin-Milwaukee, Jeanne Brady, Saint Joseph's University, Svi Shapiro, University of North Carolina-Greensboro, Mohomadou Boncana, University of Utah, Max Engel, Catholic University  

The broader public discourse on education has, to date, been largely reticent to identify with and embrace any explicit roles for principles/philosophies of action that are uniquely affiliated with specific religious traditions. Describing these unique perspectives and examining their shared spaces, participants in the symposium will discuss how educational leadership that draws from faith traditions (including Prophetic Christian, Catholic, Jewish, and Muslim traditions) are not just appropriate in social justice efforts, but are, in many cases, essential.  

8.5, Magnolia C  
Paper: Political Agendas and Policy Solutions: International Perspectives  
Chair: Dwan V. Robinson, Ohio State University  
Discussant: Bruce Cooper, Fordham University  

To Blame or Not to Blame: Governors' Causal Stories and Policy Proposals  
Tamara V. Young, Wayne D. Lewis, C. Patrick Grant, Nicole Tate, and Shayla Thomas, North Carolina State University  

Drawing on data from 314 State of the State Addresses from all 50 states from 2000 through 2006, this study applies Stone's (2002) typology of causal theories to investigate the types of causal stories that state governors use to promote their educational agendas. The paper discusses the political advantages associated with these causal strategies, modify Stone's typology, and offer practical suggestions for how educational professionals can reframe their causal stories and policy solutions to better match the
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causal perspectives of government actors, thereby improving their ability to shape policy outcomes.

*Lessons Learned: Can Education Action Zones Really Deliver Justice and Democracy?*
Valerie Storey, Lynn University

This paper considers how the education systems of two countries resolve the dilemmas of disadvantage by providing educational opportunities to children of all social class backgrounds. The paper looks specifically at Education Action Zones implemented in the 1990s in England and France and asks whether they are indeed the solution to the riots evidenced on Parisian streets, last summer.

*The Bastian of Democracy? The State of American School Governance*
Thomas L. Alsbury and Shayla Thomas, North Carolina State University

In this, the first national study of the Dissatisfaction Theory of American Democracy, nearly 500 school districts and thousands of school board and superintendent changes were documented and analyzed in a mixed method approach. Conclusions include support for elected school board governance models and provided empirical evidence enhancing comparative governance discussions internationally.

*Corruption Hierarchies in Education in Developing and Transition Societies*
Ararat Osipian, Vanderbilt University

This paper presents an overview of the research on corruption in organizations and hierarchies, develops models of corrupt organizations, including the vertical structure, the horizontal structure, and the vertical hierarchy, and applies them to higher education. The criteria selected include major characteristics, conditions or environment, degree of monopolization and distribution of discretionary power, levels of secrecy, tolerance, and transparency, predominant forms and scale.

8.6, Juniper
International Community Building: *Futures in Education - Scandinavian Perspectives*
Lars Svedberg, Stockholm Institute of Education, Jorunn Møller and Marit Aas, University of Oslo (Norway), Olof Johansson, Umeå University (Sweden), Leif Moos and Kasper Kofod, The Danish University of Education (Denmark)

The purpose of this symposium is to discuss Scandinavian perspectives on school development from Denmark, Norway and Sweden. The meanings of this cherished concept have indeed changed between contexts and over time. How are educational problems framed and what is the remedy moving towards what future? What are the elements contributing to post-modern narratives about education?

8.7, Magnolia A
Conversation: *P-16 and Departs of Educational Administration: What does P-16 really mean? Does it have utility for our work? Does sit point to ways we can improve?*
Edwin Sharpe, University of Texas at Austin, Stephen Jacobson, University at Buffalo/SUNY, Khaura Murtadha, Indiana University, Betty Merchant, University of Texas at San Antonio

In its purest and most abstract form, P-16 is the conceptualization of an integrated, aligned education system which effectively serves the needs of all children and young adults from birth to college and careers. This ideal stands in contrast to a view of the current educational establishment as segmented, disjointed, and even maladjusted. With P-16 in mind, let’s have a conversation about the programs, practices, and performance of our departments with an eye to how we can improve our effectiveness and impact.

8.8, Beech A
Paper Symposium: *The “Hybrid” School in the Global City: Leadership in a Privatizing Public Sector*

New trends toward privatization of education and the public sector in general are moving ahead so rapidly that our current notions of leadership, school law, finance, and educational policy fail to adequately capture what is going on in statehouses, school districts, schools, and classrooms. Not limited to the U.S., such tendencies are a global phenomena, affecting schooling across boarders. Internationally, educational researchers are beginning to explore
the extent to which these changes are related to a corporate led shift in the goals of schooling to an almost exclusive emphasis on the creation of human capital for the “new world economy.” This symposium will engage this international issue by looking at its manifestation in an American global city: New York.

Transforming High Schools: Privatization and the New Small Schools Movement  
Catherine Di Martino, New York University

Managers of Choice: Funding, Networks, and the Political Ideology of the “New” Urban School Leadership  
Janelle Scott, New York University

The Impact of Neoliberalism on Education Discourse: Unpacking the Neoliberal Values Embedded in Education Reports  
Michael Ojeda and Adriana Villavicencio, New York University

Mediating the Public-Private Transition: School Administrators as Managers of Meaning  
Gary L. Anderson, New York University

Discussant: Leslie Siskin, New York University

8.9, Beech B  
International Community Building: International Perspectives on Distributed and Teacher Leadership: U.S.A., Colombia and Slovenia  
Jill Sperandio, Sonja Sentocnik, Lisa Kensler, Ralph Pruitt, and Liza Robinson, Lehigh University

This session presents three examples of the practical application of distributed leadership theory and teacher leader preparation, from Columbia, the U.S.A, and Slovenia, as a starting point for discussion on the adaptability of these constructs to differing international contexts. The presenters, from the U.S.A., Slovenia and the U.K., have worked in educational settings and conducted field work in the countries included in the presentations.

8.10, Chestnut  
Innovation Session: Informing Theory and Practice: Changing Role of the Middle Level and High School Leader: Learning from the Past—Preparing for the Future (NASSP Task Force on Principal Preparation)  
Lenoar Foster, Washington State University, Pamela Salazar, University of Nevada-Las Vegas, Heath Morrison, Montgomery County Public Schools, Kathleen Jorissen, Western Carolina University, David Ellena, Swift Creek Middle School, Janice Leslie, Fairfax County Public Schools

This session will explore the findings of a two year study of the National Association of Secondary School Principals’ Task Force on Principal Preparation. Results from this study focus around two important questions that have drastically changed the role of the secondary principal and have added to a new and diversified set of professional and personal challenges: (1) What conditions, circumstances, and demographic shifts have precipitated the change in the role of the secondary school leadership?, and (2) How can school leaders exercise moral and culturally proficient leadership in a period of change and greater accountability.

8.11, Poplar  
Innovative Session: Moving Toward Transformational Leaders Through Transformative Learning  
Mónica Byrne-Jiménez, Hofstra University, Maggie Barber, Lehigh University, Ruth Powers-Silverburg, College of Staten Island

In this innovative session, the organizers will create a collaborative space for faculty to discuss what transformative learning is, how transformative learning experiences can be developed/improved, and what the implications are for our own practice. Participants will be asked to bring an activity or assignment that seeks to transform students. Through the session participants will have the opportunity to analyze each others work
and help each other further develop their teaching. Organizers envision that this will be the first in a series of working sessions that will foster learning among faculty.

8.12, Magnolia B
International Community Building: Pushing the Boundaries: Multicultural Policies in Canada and the United States
Lauri D. Johnson, University at Buffalo/SUNY, Reva Joshee, Sabrina Redwing Saunders and Michelle Goldberg, OISE/University of Toronto, John Tippeconnic, Penn State University, Ed Taylor, University of Washington
This symposium includes papers by Canadian and American scholars on the historical development of diversity policies, First Nations/American Indian educational issues, and Employment Equity/Affirmative Action policies. This dialogical and comparative approach to multicultural educational policies highlights the influence of different socio-political contexts on the conditions of citizenship, access to public educational institutions, and the inclusion of diverse cultural knowledge in educational systems in both countries.

8.13, Terrace
Interactive Roundtable: Higher Education

Table 1: Hispanic Students in Postsecondary Education: AVID High School Students Enrolled in A 4-Year South Texas Border University
Irma D Mendiola and Karen M Watt, The University of Texas-Pan American
The purpose of this study is to investigate the post-secondary educational progress of Mexican American students who participated in the college-preparatory program Advancement Via Individual Determination (AVID). While a larger proportion of Hispanics attends college than 20 years ago, Hispanic enrollment remains lower than that of Whites (Perna, 2000). Upon examining outcomes of pre-college intervention programs, very little is known about students after they graduate from high school. A survey was distributed to former AVID students who were enrolled at the university, transcripts were investigated, and small group interviews took place.

Table 2: Forms of College Cultural Capital for Diverse Students: Insights from Nominated Exemplary Principals
Brad W Kose, University of Illinois at Urbana-Champaign
This study identified, classified, and analyzed the cultural capital (knowledge, skills, dispositions, and experiences) that diverse students need to succeed in college through a Critical Race Theory lens (Yosso, 2005). Principals nominated for exemplary practice in preparing diverse students (students of color, students from lower SES backgrounds, and first-generation students) for postsecondary education described this “college cultural capital.”

Table 3: Profiles of Postsecondary Institutions with High Faculty Departure for Reasons other than Retirement: Using the 2004 National Study of Postsecondary Faculty (NSOPF- 04)
Daniel S Alemu, Illinois State University
Faculty turnover studies in the past emphasized on intention to leave factors to examine reasons for departures. Especially those studies that used National data from National Study of Postsecondary Faculty (NSOPF) intensively used the intention to leave question as their dependent variables and constructed several independent variables both from institutional and faculty surveys. None of the published studies (for instance Zhou and Volkwein, 2004, and Rosser, 2004) that used these national data (NSOPF: 88; NSOPF:93; and NSOPF: 99) examined institutions in terms of the level of turnover to study the profiles of high or low turnover institutions. While addressing the problems mentioned above, this study will help to examine the profiles of high turnover institutions using NSOPF: 04.

Table 4: “The Tunnel, The Bridge, and The Gateway”: Critical Conversations with (VIF) Visiting International Faculty-Fostering Compassion and Understanding: Leading Beyond Borders
Charles P Gause, University of North Carolina-Greensboro
The purpose of this paper is to report data collected via semi-structured interviews of
visiting International Faculty from England, Colombia and Pakistan. The broad question, “How is education different in your country?” was utilized to facilitate the respondents thinking regarding how they “make sense” of their professional and personal experiences while serving as teachers and administrators in a suburban school district in the south eastern part of the United States.

Table 5:  The Substance of Democratic Education: Social Justice, Equality and Excellence
AnNa Choi and Michelle D. Young, University of Texas at Austin
This paper presents an analytic discussion of the substance of democratic education and the tensions between the democratic intent embedded within educational policies and how such intent is impacted through policy interpretation and implementation. These tensions will be explored, in part, through the metaphors of the Klein bottle and mobius strip

8.14, Walnut A
Paper: Leadership Preparation: Learning from (Non)Traditional Experiences
Chair: David Gurr, University of Melbourne
Discussant: Kathryn McKenzie, Texas A&M University
Comparing Traditional and Alternative Principal Preparation Programs: Some Surprising Findings
Don M. Beach, Tarleton State University, David Belding, Weatherford Independent School District (TX)
This paper presents the results of a study which compared a traditional and alternative principal preparation program from the same institution. The study sought to determine if there was a significant difference between the programs based on an analysis of licensure scores and student achievement data.

Fostering Compassion and Understanding: Crossing International Borders
Christa Boske, University of Houston-Clear Lake, Leticia Becerril, Kukulcan Community Spanish School (Mexico)
The purpose of this article is to examine how a school leadership preparedness program in the United States, an office of international studies and scholars from Kukulcan, Mexico are working together to immerse future school leaders in Cuernavaca and Central Mexico schools, with opportunities to homestay with Mexican families and enhance their understanding of linguistics, culture, school policy and curriculum design. Through this initiative, these three scholars are defining, developing, enacting and determining what constitutes a culturally responsive school leader who promotes academic success and global citizenship for all children.

Cross-National Experience as Instructional Journey: Dissolving Classroom and Research Borders
Rhonda L. McClellan, Texas Woman’s University, Adrienne Hyle, Oklahoma State University
The purpose of our paper presentation will be to explore how putting students in a cross-national environment and assigning the collection and analysis of qualitative data through experiential, collaborative tasks influence their learning processes. The questions driving our investigation include: How do students engaged in experiential, cross-national experiences describe their learning processes in comparison with their experiences of traditional research classrooms? How does experiencing an unfamiliar context with fellow student researchers and instructors affect participantsí attitudes and understanding about conducting qualitative research?

E-Portfolio Assessment of Future School Leaders’ Skills and Competencies
Howard V. Coleman, University of North Carolina-Wilmington, Jeremy Dickerson, East Carolina University
This paper discusses the process of integrating leadership standards, competencies, and technology skills into the University of North Carolina Wilmington Masters of School Administration program of studies within the context of a summative electronic
portfolio assessment system. The e-portfolio provides a digital alternative for assessing future educational leaders' competencies in understanding educational leadership standards and their ability to use and integrate technology.

8.15, Walnut B
Paper: Across the Urban and Rural District Divide
Chair: Betty Porter Walls, University of Missouri-Columbia
Discussant: Miles Bryant, University of Nebraska-Lincoln

Strategic Networks in Rural School Districts: An Examination of the Structure and Content of Rural Public School Administrator Relationships
Julie M. Hite and Steven J. Hite, Brigham Young University, Bart Reynolds, Southern Utah University
This study examines, describes, and explains the internal (intra-organizational) and external (inter-organizational) strategic networks of nine rural school districts guided by asking what their structure, content and strategic roles are.

Intuitive Decision Making in Small Rural Schools: A Phenomenological Study
JoAnn Klinker and Vivian Windom, Texas Tech University
This qualitative study examined the phenomenon of how five superintendents in rural schools made decisions including decisions that were intuitive in nature. The results indicated that these superintendents relied upon intuitive decision making and had learned through experience to trust those cognitive snap moments. They also made decisions based on mental models that were important to them as individuals within the context of their environment. The researcher followed Moustakas (1994) method for phenomenological study.

Situational Factors in Leading School Change: An Examination of Rural and Urban District and School Leadership in the Implementation of Standards-Based Instruction and Assessment
Linda R. Vogel and Kathryn Whitaker, University of Northern Colorado
In this year-long study of eight diverse school districts throughout a Rocky Mountain state, local community demographic factors appear to play a major role in determining district and school administrators' responses to federal mandates. This study identifies four stages of standards-based education implementation, detailing leadership actions at the district and school level that result in classroom instruction and assessment changes. The 4 large urban and 4 small rural districts in this study are compared on reported and observed instructional beliefs and behaviors in the implementation of standards-based instruction and assessment implementation.

Passing and Failing School Bonds: The Urban-Rural Gap in Michigan
Alex J. Bowers, The University of Texas at San Antonio, Scott A Metzger, Pennsylvania State University, and Matthew C. Militello, University of Massachusetts at Amherst
This paper explores whether there is inequity in school capital improvement bonds between urban, suburban, small-town, and rural school districts in Michigan. We examine publicly available data on school bonds proposed by Michigan districts from 2000 through 2005 and analyze the bond data in terms of passage rates, dollar amounts per pupil, and areas specifically mentioned for funding.

8.16, Dogwood
Paper: School Leadership Improvement: Professional Standards, Development, and Social Networks
Chair: Carol Karpinski, Fairleigh Dickinson University
Discussant: Christopher Bezzina, University of Malta

Introducing Professional Standards to the Chinese Superintendency in an Era of Educational Reform: A Comparative Study of Leadership Development
Xiu C. Cravens, Vanderbilt University, Yarong Liu, National Academy of Education Administration (China)
In this paper, we examine the theoretical justifications and the practical implications
of establishing professional standards for the superintendency from a comparative perspective. Through a collaborative research agreement with the National Academy of Education Administration in China, using data collected from two surveys to more than 200 Chinese superintendents in the spring of 2007, we analyze the core functions and responsibilities of the Chinese superintendency, and the culturally variant and invariant elements of leadership domains.

The Influence of Professional Development Opportunities on the Professional Growth of Urban Principals
Tallulah Y. Shinault, Illinois State University

A series of statistical techniques were used to compare the significant relationships between professional development opportunities and professional growth in urban principals. The findings of the study indicated that professional development opportunities are not strong predictors of professional growth in contemporary urban principals.

Professional Development Needs and Preferences of Jamaican School Principals
Lenford Sutton, University of South Florida, Sarasota-Manatee, Henrietta Steward, Kingston High School, Elizabeth Davenport, Florida A&M University

The research findings for this study indicated that principals believed that most of the professional competencies addressed in the investigation were always or usually necessary and should always or strongly be emphasized for principals in Jamaican public schools. Therefore, the onus is on colleges, universities, Ministry of Education, Youth and Culture, and all other education stakeholders in Jamaica to ensure that principals are equipped with the required professional competencies to do their jobs effectively.

8.17, Hickory
Symposium: Leadership, Social Justice, and English Language Learners
George Theoharis, Syracuse University, Martin Scanlan, Marquette University, Colleen Capper, University of Wisconsin - Madison, Gerardo Lopez, Indiana University, Deb Palmer, University of Texas at Austin, Karen Duke, St Paul Public Schools (MN)

This symposium provides specific understanding of leadership enacting and struggling with inclusive ELL issues, as well as a link to policy and district implementation that provides a broader discussion of the challenges and possibilities in creating more equitable schooling for students traditionally left on the margins.

8.18, Laurel
Paper: Doctoral Experiences in Educational Leadership Programs: Mentoring, Professional Development, and the Dissertation
Chair: Meredith Mountford, Florida Atlantic University
Discussant: Susan Faircloth, Penn State University

Narratives on African American Women in the Academy: Exploring Effective Mentoring Determinants of Doctoral Students’ Academic Success in Educational Leadership
Cosette Grant, Duquesne University

This qualitative study is an illumination of mentoring experiences of African American female doctoral students in Educational Leadership Programs at predominantly White universities (PWI). Some specific mentoring strategies are examined that may enhance the success of African American female doctoral students in Educational Leadership. Also, informal and formal mentoring relationships of these female doctoral students are investigated.

Urban School Leaders’ Perceptions of the Impact of a Professional Development Doctoral Program on their Thoughts and Practices
Michael Stanford, Robert Stevenson, and Rose Ylimaki, University at Buffalo/SUNY

The case study reported in this paper examines the impact of a professional development doctoral program on the thoughts and practices of the administrators and leaders enrolled in the program. In particular, we were interested in the extent to which the program has shaped the participants’ views of research and the ways in which their
involvement in both analyzing and conducting research is informing their practice as school leaders.

*The Dissertation: Self Efficacy of American and Scottish Doctoral Students*
Mack T. Hines, Sam Houston State University

This study measured the dissertation self efficacy differences between American and Scottish Doctoral students of educational leadership. Forty-nine (23 American, 26 Scottish) third year doctoral students completed a self efficacy survey regarding their confidence to complete key tasks of the doctoral dissertation.

**8.19, Birch**
International Community Building: *Faculty Cultural Competence: Race, Culture, and the Future of Educational Leadership*
Sonya Douglass Horsford and Edith Rusch, University of Nevada, Las Vegas, Allan David Walker and Chen Shuangye, Chinese University of Hong Kong

The purpose of this session is to explore and discuss the role of race and culture among educational leadership faculty and how varying racial, ethnic, and cultural stand points inform our work. This includes the interrelated academic and relational dynamics both within and outside our immediate workplaces. The presenters will explore the challenges and benefits that emerge when faculty members from multiple racial, ethnic, and cultural identities work together to make a difference in schools, particularly through the preparation of school leaders, and in turn, the broader society.

**8.20, Arbors**
Invited Session: *Julie Laible Memorial Session: Barbara L. Jackson New Mentor and Scholar Orientation*
Margaret Grogan, University of Missouri-Columbia, Linda Haggedorn, University of Florida, Frances K. Kochan, Auburn University

This session will serve as the introduction and orientation for new mentors and the 2007-2008 Barbara L. Jackson Scholars co-hort. Members of the BJS Executive Board will provide mentors and scholars with an overview of the BSJ program, the program policies and procedures, and will answer questions.

**Session 9, Friday, 5:10 p.m. - 6:30 p.m.**

**9.1, Plaza Ballroom I**
Paper: *Accountability Mandates: Problems and Possibilities*
Chair: Erica Mohan, University of British Columbia
Discussant: Renee Kuchapski, Brock University

*Respecting Teacher Autonomy in the Face of Accountability Mandates in Iceland: Possibilities for Positive Outcomes*
Penelope L. Lisi, Central Connecticut State University, Sigurlina Davidsdottir, University of Iceland

Following centuries of virtual isolation, Iceland is now experiencing tremendous and sudden change as it seeks to learn from the experiences of other nations and alter some very traditional ways of life. In education, there is no tradition of evaluation leader preparation or teacher supervision. Nevertheless legislation was passed in 1996 that requires for the very first time school evaluations every 5 years. The purpose of this paper is to describe key themes pertaining to teachers’ perceptions of autonomy in light of new demands for accountability that have emerged from a longitudinal study of the implementation of evaluation systems in Iceland schools.

*NCLB, Educational Equity, and the Perceived Collective Efficacy of School Faculty: The Problems and Possibilities for School Leadership*
Andrea E. Evans, Northern Illinois University

This conceptual paper explores the construct of collective efficacy as it relates to schools’ ability to meet the equity mandate of NCLB. It also illustrates the problems and possibilities school leaders may face in challenging school environments, as well as their role in enhancing collective efficacy of school faculty to meet the equity demand of NCLB.
High Stakes Diplomas: Examining the Organizational and Instructional Responses of California’s High Schools to the Exit Examination Requirement
Jennifer Jellison Holme, University of Texas at Austin

This paper examines how 22 California high schools that were low-performing at the onset of the exit examination requirement change (or fail to change) the range and depth of supports they offer their most at-risk students in response to these high-stakes exams.

“We Call Ourselves the Left-Back Group:” A Case Study of the Schools and Children Left Behind in New York City’s Educational Reform
Colleen L. Larson, New York University

This case study of how high stakes accountability and an unpopular third grade retention policy is playing out in one low wealth community helps us to see this new policy from the administrators’ teachers’ and students’ perspectives.

Supplanting Teaching with Testing
Sarah Nelson and Marla McGhee, Texas State University—San Marcos

This paper informs the debate on educational accountability by examining the Texas accountability system, which is regarded as the forbearer to NCLB. Specifically, our paper reports the findings of a study of test preparation practices in Texas public school districts and the implications of these practices for school leadership.

9.2, Plaza Ballroom II
Paper: State and Foundations as Actors in Education Reform
Chair: Cori Groth, University of Utah
Discussant: Lisa Kensler, Lehigh University

The Role of Foundations in Promoting Educational Change: An Examination of High Impact Initiatives for School Leadership Preparation
Paula Cordeiro and Laura Deitirck, University of San Diego

US Foundations, according to Fleishman (2007), have made significant contributions at home and abroad yet little is known about what they have done and, in particular, their impact on education and the field of educational leadership. Since the literature has a dearth of information that describes and analyzes the contributions and failures of foundations in promoting educational change, this paper will attempt to synthesize the major foundation initiatives in education, with a specific focus on educational leadership, that have been supported by foundations.

Operating Foundations and School Reform: A Multi-Year, Mixed-Methods Study of a Domestic Form of Cultural Border Crossing
Robert Donmoyer and Fred Galloway, University of San Diego

Operating foundations, i.e. philanthropic organizations that are actively engaged in the work they fund, have become increasingly important actors in school reform. To date, however, operating foundations’ efforts to reform schools have not been studied, despite the fact that foundation officials and the educational personnel they attempt to work with often come from radically different organizational cultures and, consequently, seem poised to experience “cultural” conflict. This paper presents and discusses data from a three-year study of one operating foundation’s efforts to partner with a school district to reform district schools.

Rethinking Institutional Analysis: Ideas, Interests and Institutions in State Activism
Hanne Mawhinney, University of Maryland-College Park

An institutional analysis is presented of the policy and legislative events associated with an attempt by the state of Maryland to take control of 11 schools in Baltimore City under the policy mandate of No Child Left Behind. Following the methods of historical institutional analysis informed by Bourdieu’s field theory, the apparent stalemate in the takeover attempt is explained as resulting from existing institutional practices structuring legislative processes and by preceding conditions that entrenched existing institutional arrangements.
Building the Capacity of Texas’ Uncoupled System of Early Childhood Education and Development: Implications for Education Policy, Schools, and Leadership
John W. Gasko, University of Texas at Austin

This critical policy analysis study will draw on the theoretical work of Bell and Stevenson (2006), and will focus on the effective alignment and capacity enhancement of the pre-k system (including all providers of early childhood education and development, ages birth to 5) throughout the state of Texas.

9.3, Plaza Ballroom III
Paper: Race, Poverty, Resources, and Student Achievement
Chair: Alan Shoho, University of Texas at San Antonio
Discussant: Bruce Baker, University of Kansas

The Shifting Terrain of Urban Education
Eric Freeman, Georgia State University

Metro Atlanta, Georgia is experiencing extraordinary population growth and economic success. However, little attention is being paid to the social and economic contours of this expansion in regard to the effects the shifting demographics of city and suburb will have on sociocultural institutions such as schools. In this exploratory study, local, state, and national data are combined to examine how Atlanta’s projected growth is likely to be received within the existing political economy of Atlanta schools.

Race and Poverty Duration Effects on Math and Verbal Achievement at First Grade
Madlene Hamilton, University of Texas at Austin

This study utilizes longitudinal data from Phases I and II of the NICHD Study of Early Child Care and Youth Development to examine associations between race, poverty and math and verbal achievement at the first grade. The study looks at the association between classroom and school racial composition and math and verbal achievement as well as the race of the classroom instructional teacher and achievement.

The Relationship Between Instructional Expenditures and Social Capital: A Multilevel Analysis of 78 Schools in Michigan
Serena Salloum, University of Michigan

This study is meant to consider the relative effects of social and financial capital in order to learn how these variables relate to student achievement. Employing Hierarchical Linear Modeling, it is found that social capital and instructional expenditures are positively linked to both reading and mathematics achievement in a representative sample of elementary schools in the state of Michigan.

9.4, Aspen
UCEA Center for the Advanced Study of Technology Leadership in Education (CASTLE): The Power of Blogs, Wikis, and Podcasts for Educational Leadership Faculty and Departments.
Scott McLeod, Iowa State University

This session will feature three powerful communication technologies that largely are going untapped by educational leadership faculty and departments. Participants will see just how easy and transformative some of these technologies can be.

9.5, Magnolia C
Paper: Curricula, Content Knowledge, and Educational Leadership
Chair: Frances K. Kochan, Auburn University
Discussant: Michael Dantley, Miami University (Ohio)

Constructing High Quality Professional Learning Opportunities for High School Teachers
Beth Boatright, University of Washington

This paper presentation examines how, if at all, an external coaching organization creates what they believe to be high quality professional learning opportunities for high school teachers, specifically in service of deepening content knowledge, increasing standards for student performance, and enhancing the belief that all students have the intellectual capacity for challenging academic work.
Test Centered vs. Student-Centered Instruction: How Educational Leaders Can Bridge the Gap in an Era of High-Stakes Accountability

Linda R. Vogel and Kathryn Whitaker, University of Northern Colorado

In a year-long study of 8 school districts throughout a Rocky Mountain state, district and school leadership actions that increased standardized state test scores while focusing on classroom instruction and assessment that was student-centered were identified. This paper outlines the leadership actions that bridged that gap between test-centered and student-centered instruction in classroom, addressing how national policies effect educational leadership, reform, and teaching and learning in the context of high-stakes accountability systems.

Leadership Content Knowledge for Mathematics

Barbara Scott Nelson, Education Development Center, Virginia C. Stimpson, University of Washington, Will J. Jordan, Temple University

This paper presents preliminary results from a study that investigates the nature of the Leadership Content Knowledge (LCK) held by groups of leaders in middle and high schools and their districts (central office staff, principals, assistant principals, math department heads, teachers) who perform a variety of leadership functions in the school and district (hiring and mentoring teachers, communication with community stakeholders, curriculum selection, etc.). The sample consists of 100 school leaders from 5 sites in different parts of the country, including urban, suburban, and rural sites.

Varibly Elaborated Curricula and its Effect on Instructional Leadership

Kristi Khorsheed, University of Michigan

This paper takes a new look at the role of curriculum in shaping a school leader's ability to lead instructional improvement efforts. Based on qualitative data collected in high-poverty elementary schools, the author discusses the effects that variably elaborated curricula have on teachers' and school leaders' capabilities to improve teaching and learning in particular subject matters and grade levels in challenging school settings.

9.6, Juniper

Symposium: The Politics of Conflict and Change: Educational Leadership in International, Transnational and Comparative Contexts

Jeffrey S Brooks, Jeffrey A Milligan, Gary Crow, and Melanie C Brooks, Florida State University, Catherine Lugg, Rutgers University, Brendan Maxcy, Thu Suong Nguyen, Laarni Goma, Crystal Kroner, and Ekkarin Sungtong, University of Missouri-Columbia

This symposium present findings from a diverse collection of research studies that share a common theme in that they explore politics of conflict and change in various international, transnational, and comparative contexts. The papers in this session deal with educational leadership and issues of race, ethnicity, religion, social justice, gender, sexual orientation, the purpose(s) of education, and civil conflict within and across national borders.

9.7, Magnolia

Symposium: Leadership and Student Learning: Continuing the Search for Connections

Kenneth A. Leithwood and Stephen Anderson, OISE/University of Toronto, Kyla Wahlstrom, University of Minnesota

The five papers in this symposium report the most recent results of the authors' five year, large-scale program of research aimed at furthering understandings about how successful leadership at the state, district and school levels influences student achievement.

9.8, Beech A

Conversation: The Right Fit for the Principalship: Identity and the Constraints of School Leadership

Autumn K Tooms, Kent State University, Ira Bogotch, Florida Atlantic University, Catherine A Lugg, Rutgers University, Frank Hernandez, Iowa State University

This conversation will explore the intersections of identity and the political constraints
found in the position of school leadership. The framework for our discussion will range from a historical, philosophical, and policy analysis to an examination of how school administrators in the field balance the pluralistic nature of their own identity with the multiple expectations concerning identity set by the community they serve.

9.9, Chestnut
Innovative Session: Dialogue with Self and Others -- The Quest Narrative and Personal Transformation
Sarah J Noonan and Thomas L Fish, University of St. Thomas
After an introduction to the essential elements of the quest narrative and adult learning theory, participants will engage in a brief activity to experience how composing and telling a personal story creates increased self-awareness and exchanges of meaning with others.

9.10, Poplar
Innovative Session: Impacting Leadership Preparation Through Contextualized Research Experiences for Administration of Change in Diverse Educational Settings: Implications for Leadership and Program Design
Luana Zellner, Mario Torres, Jean Madsen, Guadelupe Guerrero, Alejandra Rice, John Hoyle, Kristin Huggins, Brandon Core, and Carrie Marz, Texas A&M University
The symposium will include 4 presentations on the impact of imbedding contextualized research experiences in practice, in leadership preparation, and within graduate program design. Each paper addresses the impact of linking context to theory in leadership preparation programs. Three papers will address the impact of change projects on leadership practice. Two papers will focus on how contextualized research experiences are intertwined within an innovative doctoral program designed to produce exemplary school district leaders and one paper will cover leadership preparation and P-16 issues in education.

9.11, Terrace
Interactive Roundable: Building Leadership Capacity

Table 1: Leadership Teams: Broadening Perspectives and Processes
Lynn H Doyle, Old Dominion University, Carl Hanssen, Hanssen Consulting, LLC (MI), DeAnn Huinker, University of Wisconsin-Milwaukee
Research on shared decision making crosses various types of borders. However, many educational leaders do not use shared decision making well. This study explored ways in which team members understand and implement both the how (process) and why (purpose) of decision making.

Table 2: Distributed Leadership - A Framework for Generating Insight into School Leadership Practice
Lisa L Wright, University of Alberta
Although arguments in current educational literature claim leadership to be a critical factor in school improvement (Hallinger & Heck, 1998; Lambert, 2002; Leithwood & Jantzi, 2000), there is ambiguity surrounding the role and sources of leadership, and minimal research that documents perceptions and understandings of school administrators. This roundtable session will report on an on-going investigation of principals’ perspectives of leadership as they participate in the year-long Reflections on Practice Institute for School Leaders (ROP Institute).

Table 3: Teacher Leadership: Practices That Are Significant to Overall School Performance
Cynthia Saldivar, The University of Texas-Pan American
Teacher leadership has been acknowledged as an important element needed for school reform. This roundtable discussion will present findings on one part of a larger study that is being conducted with fifty large high schools from within the state of Texas. The participants will have an opportunity to examine and to discuss the presence of teacher leadership practices in Texas public high schools that are significant to overall school performance.
Table 4: Use of Metaphors in Teaching Leadership
Margaret R Basom, San Diego State University

The session will describe one professor’s use of metaphors in teaching leadership. Preliminary findings of a small study looking at the themes that emerge when students are just beginning their work in a principal preparation program will be shared. Discussion on whether one might expect those themes to change as students leave the program will be examined.

Table 5: Leadership for Reluctant Teachers through Learner-Centered Professional Development
Patricia Orchard, Glenwood R-VIII, Christine Combs, University of Missouri-Rolla, Barbara N Martin, University of Central Missouri

This on-going study yielded significant implications for leadership by examining professional development practices that empowered reluctant teachers to implement and sustain improved instructional practices. Data for this mixed-design study were gathered from the LCPD School Practices Survey, transcripts of follow-up interviews with once-reluctant teachers, and school documents.

Table 6: Distributing Leadership within a Professional Learning Community
Anna Yashkina, OISE/ University of Toronto

Using qualitative inquiry, this session will explore the role of distributed leadership in a professional learning community which in this case is represented by a middle school learning team. First, the learning team against Louis, Marks and Kruse’s model of PLC will be examined then an investigation of how leadership is distributed within the team and how it influences development learning community within the team.

Table 7: Invitational Leadership: An Emerging Model Fostering Understanding
Gwen Burns, Springfield R-XII (MO), Barbara N Martin and Linda Bigby, University of Central Missouri

The purpose of the on-going mixed design study was to examine the perceived effectiveness of leaders who made use of the invitational leadership style of leading their organization. The population for this research study consisted of all practicing public school principals in a Midwest state, as well as the teachers who serve under their leadership.

Table 8: Educating the Heart: Western and Islamic Perspectives on Compassion
Amna Latif, University of North Carolina at Greensboro

The focus of this session is on compassion as exemplified through the teachings of servant leadership and Islam and to discuss how we can create a compassionate, nurturing, and caring environment for our students in public and private schools. Participants will be provided experiences, incidents, and research.

Table 9: Characteristics of Effective School Principals: A Mixed Methods Study
John R Slate and Anthony J Onwuegbuzie, Sam Houston State University, Don P Schulte, University of Texas - El Paso

In this study, over 600 undergraduate and graduate students at two Hispanic Serving Institutions were asked to respond to an open-ended question concerning characteristics of effective school leaders. Their responses were analyzed for themes and then the top 13 themes were converted or transformed into quantitative data and statistically analyzed. Themes determined to be most characteristic of school leaders will be discussed, with manifest effect sizes provided.

Table 10: Wisdom, Accountability and Leadership: Case Studies
Rose M Ylimaki, University at Buffalo/SUNY, Leslie McClain, University of Wisconsin-Stevens Point

This paper presents findings from a qualitative study of principals who successfully navigated the current politics of testing and improved student outcomes in wise and humane ways. Drawing on these empirical research findings and Buddhist traditions of teaching, we present a framework for wisdom-centered educational leadership accountability.
Table 11: Learner-Centered Leadership: School And University Partnership For The Preparation And Professional Development Of Learner-Centered Leaders
Arnold Danzig and Ran Chen, Arizona State University
This paper explores the concept and application of learner-centered leadership. Learner-centered leadership requires rethinking the purposes and actions of school leaders; its application implies new knowledge and skills for aspiring administrators and new models for professional development for those already on the job. The paper includes discussion of the Learner-centered Leadership (LCL) Program, a U.S. Department of Education funded project on administrator preparation and professional development.

9.12, Walnut A
Paper: How Are Data Used To Inform Decisions?
Chair: Yoko Miura, University of Cincinnati
Discussant: Donald J. Peurach, Michigan State University

Grades and Data Driven Decision Making: Are Teacher Assigned Grades Useful for Decision Making in Schools?
Alex Bowers, University of Texas at San Antonio
While much attention has been paid to the use of standardized test scores, much of the industry of schools is devoted to the generation and reporting of grades. Historically, little attention has been paid to student grades and their use in predicting student performance, standardized assessment scores and on-time graduation. This study analyzed the entire K-12 subject-specific grading histories of two cohorts in two separate school districts utilizing correlation analysis.

Perceptions of Data Use: Relations Between Data Use, Skills, and Student Achievement
Shana Goldwyn, Laura Lang, and Mark LaVenia, Florida State University
In a follow-up study to a randomized controlled trial, where principals, teachers and reading coaches participated in a 16-week online course in data-analysis, participants were surveyed for their subsequent application of skills and knowledge gained in the course. The Use of Data Analysis in the Classroom (UDAC) survey was selected for this purpose.

A Call for Statistical Reform in Educational Administration: Report Confidence Intervals, Effect Size, and Confidence
Jimmy K. Byrd and Johnetta Hudson, University of North Texas
The purpose of this study was to review research published by Journal of Educational Administration (JEA) and the Educational Administration Quarterly (EAQ) over the past 10 years to determine if confidence intervals and effect sizes were being reported as recommended by the American Psychological Association (APA) Publication Manual.

9.13, Walnut B
Paper: Redefining and Evaluating Quality in Educational Administration
Chair: Ellen Eckman, Marquette University
Discussant: Khaula Murtadha, Indiana University

TEXAS Study on Evaluating Leadership Preparation
Julia N Ballenger and Betty Alford, Stephen F. Austin State University; Danna Beaty and Betty Jo Monk, Tarleton State University
This paper will discuss the collaborative research development process used in Texas to conduct this longitudinal, multi-phase, state-wide research study of school leadership preparation. Also, the initial report findings from the earliest stages of this longitudinal study will be shared. This longitudinal study consists of two phases, which includes: 1) A Self-Report Program Narrative, and 2) Alumni Survey of Leadership Preparation.

What are Leadership Preparation Programs Doing to Prepare Leaders for Social Justice?: A Descriptive Study of Department Chairs
Leslie Hazle Bussey, Saint Louis University
This paper presents findings of a descriptive survey study investigating the practices of leadership preparation programs related to preparing graduates as leaders for social
Justice. Department chairs responded to a survey (n=108) assessing program characteristics and practices related to preparing leaders for social justice (Bussey, 2007). One in three respondents described their program as a “social justice leadership preparation program.” Data suggest that some institutions are more likely to emphasize social justice than others.

**Not Gonna Go There: Avoiding Uncomfortable Conversations and the (Im)Possibility for a New DEEL**
Patricia Ehrensal, AIMS (NY)

The purpose of this essay is to explore uncomfortable conversations, the (structural) reasons why there is a reluctance to engage in them, and the (potential) consequences of avoiding them for both future educational leaders and the field of educational leadership.

**Reviewing the Achievement Gap: An Analysis of Peer-Reviewed Studies that Examine Secondary Data Sets**
Coby Meyers and Joseph Murphy, Vanderbilt University

The 18 peer-reviewed closing-the-gap articles that analyze secondary data sets since 2000 are reviewed. Future research is informed by reporting the questions asked and results found in prior gap research using such data sets.

9.14, Hickory

**Symposium: Supportive School-University Systems: Clearing the Path for the Success of Hispanic Students**

Encarnacion Garza, Jr., Jodi Lynn Hayes Spoor, Alicia Olvera, Nilka Avila-Reyes, Vangie Aguilera, and Michael G. Richards, University of Texas at San Antonio

In this symposium, 4 emerging researchers examine the barriers and possibilities for the success of Hispanic students through supportive school-university systems. Many of the programs serve specific needs, and ethnic groups. In order to showcase the need and effectiveness of these programs, however, this symposium initially develops an international understanding of the sociocultural, personal, and environmental interactions influencing the academic performance of Hispanic students.

9.15, Laurel

**Paper: Reading and Language Policies in the United States and South Africa**
Chair: Lisa Bass, University of Vermont
Discussant: Julian Vasquez Heilig, University of Texas at Austin

**The Heirs of Thorndike Cash In: A Critical Analysis of Reading First, its Key Architects, and their Effects on Bush II Educational Research**
Donald R. LaMagdeleine, University of St. Thomas, Nick Ferdinandt, University of Arizona

This paper analyzes the close social and (educational psychology) disciplinary connections linking many of the key actors in the Bush II Administration’s Reading First program. The analysis demonstrates how this group has forged a model of implementation and assessment that legitimates a specific body of reading theory and research at the expense of others and to their own benefit. The effects of these actors’ successful policy entrepreneurship for their discipline and themselves has implications far beyond reading policy and research.

**Bilingual Education Students Left Behind: The Impact of Current US Policies**
Andres Arroyo and Rose Ylimaki, University at Buffalo/SUNY

This paper draws on the literature and findings from a larger empirical study of the impact of current reading policies. The finding that is of particular interest to us involves the impact of current reading policies on effective literacy instruction for low achieving students and ESL/Bilingual Education students.

**Implementing Reading First: The Impact of Administrative Behavior on Teacher Efficacy**
Vicki L. Myers, University of Missouri-Columbia

Milbrey McLaughlin’s (1987) contention that “policy success depends critically on two broad factors: local capacity and will” is evident in the findings of this research study on the implementation of Reading First in one Midwestern state. While this federal
initiative appears to have been designed in part to address the issue of capacity, this study seeks to understand the impact of administrative behavior on will. Utilizing the construct of teacher efficacy as a theoretical lens, implications of findings focus on how leaders can use this valuable concept to sustain emergent teaching practices.

Judy J. May, Bowling Green State University

The purpose of this paper is to examine the use of language as a tool of oppression, dehumanization and injustice in post-apartheid South Africa. First discussed is an epigrammatic perspective of the historical significance of language in South Africa. Secondly, the study briefly presents the perceptions of Language in Education Policies from a variety of educational lenses. And lastly, the researcher discusses oppression as a tool of dehumanization.

9.16, Beech B
International Community Building: Research on Leadership Preparation in a Global Context
Jacky Lumby, University of Southampton (UK), Allan Walker, Chinese University of Hong Kong, Miles Bryant, University of Nebraska-Lincoln, Lars G. Björk, University of Kentucky

This session will draw on a chapter written for the UCEA Handbook of Research on the Education of School Leaders. The purpose of this session is to explore a key question: is an international perspective vital for the future health of US leader preparation? Four presentations from authors based in the United Kingdom, Hong Kong/China and the US will use examples from throughout the world to explore why an international perspective matters, why culture is a critical consideration in the design and delivery of programs, the differing approaches to leader development in a variety of countries and finally to suggest some major lessons emerging for US leader preparation.

9.17, Dogwood
Conversation: The Shifting Politics of Religion and Public Schooling
Joanne Marshall, Iowa State University, Martha McCarthy, Indiana University, Malila Robinson, Rutgers University, Charles Russo, University of Dayton, Tie Fat Hee, University of Malaya (Malaysia), Marius Smit, North West University (South Africa)

The place that religion plays, or should play, in America’s changing public schools remains a highly controversial and litigated topic in light of similar developments in other nations. This conversation reviews changing international and U.S. religious demographics, evolving judicial interpretations of the religion clauses of the First Amendment, and implications of church/state controversies as educational leaders seek to foster compassion and understanding for students and school communities.

Barbara L. Jackson Scholars Network Workshop and Reception
Friday, 6:00 p.m. - 9:00 p.m.
(By Invitation Only)

The Barbara L. Jackson Scholars Network program is in honor of Barbara L. Jackson, a professor and leading scholar, for her contributions to the discipline. The program will provide mentoring and a support network for future educational leadership professors, to help prepare them for entry into higher education.

This year’s Barbara L. Jackson Scholars Program will feature a fireside chat with Dr. Gloria Ladson-Billings, Professor, University of Wisconsin-Madison and Dr. Jonathan Jansen, Professor, University of Pretoria, South Africa. New scholars will be introduced and a reception will follow. All current and former Jackson Scholars and mentors are encouraged to attend. Registration begins at 5:00 p.m. Please be prompt.

A special thank you goes out to North Carolina State University for the sponsorship of this year’s Jackson Scholars Workshop and the University at Buffalo/SUNY for the sponsoring of the Jackson Scholars Reception.
Saturday

Session 10, Saturday, 7:00 a.m. - 7:50 a.m.

10.1, Plaza Ballroom I
Meeting: Journal of Cases in Educational Leadership Editorial Board Meeting
Michael Dantley (Organizer), Miami University (Ohio), Madeline M. Hafner, Wisconsin Center for Education Research, Enrique Aleman and Andrea Rorrer, University of Utah, Judy Alston, Ashland University, Floyd Beachum, University of Wisconsin-Milwaukee, Kathryn Bell-McKenzie, James Scheurich, and Linda Skrla, Texas A&M University, Dan Duke, University of Virginia, Scott Ferrin, Brigham Young University, Richard Fossey, University of Houston, Lance Fusarelli, North Carolina State University, Mark Gooden and James Koschoreck, University of Cincinnati, Robert Kottkamp, Hofstra University, Colleen L. Larson, New York University, Gerardo Lopez, Indiana University, Catherine Lugg, Rutgers University, Julie Mead, University of Wisconsin-Madison, Molly Moorhead, Loveland High School (OH), Charles Russo, University of Dayton, Alan Shoho, University of Texas at San Antonio, Paula Short, Tennessee Board of Regents
(Continued through Session 12.1)

10.2, Plaza Ballroom II
Meeting: School Technology Leadership
Organizers: Jon Becker, Virginia Commonwealth University, David Quinn, University of Florida

10.3, Birch
SIG Meeting: Politics of Education Association
Speaker: Fredrick M. Hess, American Enterprise Institute, Looking Past the Next Election In School Reform
Bruce Cooper (Organizer), Fordham University, Stacey Rutledge, Florida State University, Rick Ginsberg, University of Kansas, Vincent Anfara, University of Tennessee-Knoxville, Brendan Maxcy, University of Missouri-Columbia

10.4, Magnolia C
Program Center Meeting: UCEA Center for the Study of the Superintendency
Organizers: Lars G. Björk and Charles Hausman, University of Kentucky, C. Cryss Brunner, University of Minnesota

10.5, Juniper
Program Center Meeting: UCEA Center for the Study of Leadership in Urban Schools
Organizer: Nancy Evers, University of Cincinnati

10.6, Magnolia A
Program Center Meeting: UCEA Center for the Study of Academic Leadership
Organizers: Walter Gmelch, University of San Francisco, Vicki Rosser and Edith Rusch, University of Nevada-Las Vegas

10.7, Beech B
SIG Meeting: Leadership For Social Justice
Organizers: Ernestine K. Enomoto, University of Hawaii, Madeline Hafner, Minority Student Achievement Network - Wisconsin Center for Education, Research, Maricela Oliva, University of Texas at San Antonio

10.8, Chestnut
SIG Meeting: Women in Educational Leadership
Organizer: Helen Sobehart, Duquesne University

10.9, Poplar
Symposium: The Mirror Has Many Faces: The Multiple Lenses in Research on Women Educational Administrators
Dana Christman, New Mexico State University, Barbara Martin, University of Central Missouri, Rhonda McClellan, Texas Woman’s University, Teresa Wasinga, Northern Illinois University
This interactive symposium outlines various lenses used in research that examines the experiences of female school leaders in the principalship and superintendency. Symposium participants have conducted such research in urban, rural, and suburban contexts in a diversity of settings: Missouri, New Mexico, Texas, Illinois, and Oklahoma. The intent of the symposium is to enhance our collective knowledge and understanding of leadership and social justice as it pertains to women in the principalship and superintendency in ways that can inform educational policy, practice, and research.

10.10, Magnolia B
Meeting: UCEA Ethics Committee
Organizers: Joan Shapiro, Temple University, Adrianne Hyle, Oklahoma State University

Session 11, Saturday, 8:00 a.m. - 9:20 a.m.

11.1, Plaza Ballroom I
Meeting: Journal of Cases in Educational Leadership Editorial Board Meeting
Michael Dantley (Organizer), Miami University (Ohio), Madeline M. Hafner, Wisconsin Center for Education Research, Enrique Aleman and Andrea Rorrer, University of Utah, Judy Alston, Ashland University, Floyd Beachum, University of Wisconsin-Milwaukee, Kathryn Bell-McKenzie, James Scheurich, and Linda Skrla, Texas A&M University, Dan Duke, University of Virginia, Scott Ferrin, Brigham Young University, Richard Fossey, University of Houston, Lance Fusarelli, North Carolina State University, Mark Gooden and James Koschoreck, University of Cincinnati, Robert Kottkamp, Hofstra University, Colleen L. Larson, New York University, Gerardo Lopez, Indiana University, Catherine Lugg, Rutgers University, Julie Mead, University of Wisconsin-Madison, Molly Moorhead, Loveland High School (OH), Charles Russo, University of Dayton, Alan Shoho, University of Texas at San Antonio, Paula Short, Tennessee Board of Regents

11.2, Plaza Ballroom II
Symposium: International Perspectives I: Theoretical Foundations for Leadership Development
Petros Pashiardis (Chair/Discussant), Open University of Cyprus and CCEAM, Paul Begley, Pennsylvania State Univ, Jacky Lumby, University of Southampton (UK), Christopher Bezzina, University of Malta, Stephen Jacobson, University at Buffalo/SUNY
UCEA, the British Educational Leadership Management and Administration Society (BELMAS) and the Commonwealth Council for Educational Administration and Management (CCEAM) are sponsoring the International Handbook on the Preparation and Development of School Leaders to be published by Erlbaum. Several authors of the Handbook chapters will present highlights from their chapters as a way to identify some of the major theoretical foundations for understanding and enriching leadership development internationally.

11.3, Plaza Ballroom III
Symposium: Spanning the P-16 Continuum: Issues in Cultivating College-Going Cultures within and across Institutional Boundaries
Samantha S Bartholomew, Indiana University, Zulma Mendez, University of Texas-El Paso, Lynette Land, Enrique Aleman, Brenda Valles and Trina Valdez, University of Utah
This symposium highlights research on P-16 partnerships aimed at overcoming educational, social and cultural barriers to college eligibility, entrance and success, bringing together scholars whose research illumines the possibilities as well as the barriers educational leadership scholars; K-12 practitioners and other partnership stakeholders must negotiate to realize the potential of P-16 collaboration.

11.4, Aspen
International Community Building: UCEA Center for the Study of School-site Leadership - The Problems and Potential of Multi-national Survey Research
Stephen L Jacobson, Lauri Johnson, Rose Ylimaki, and Corrie Giles, University at Buffalo/SUNY, Kenneth Leithwood, OISE/University of Toronto, Christopher Day, University of Nottingham (UK), David Gurr, Helen Goode, and Lawrie Drysdale, University
In this interactive discussion we explore the challenges of developing a survey instrument for multi-national research, as well as the opportunities such an instrument creates for future cross-national educational research.

11.5, Magnolia C
Paper: School Administrators: Negotiating Identity
Chair: Monica Lamar, Duquesne University
Discussant: Jim Koschoreck, University of Cincinnati

Negotiating Race, Class and Gender: The Case of a Black Female Principal of a Predominately Black Urban High School
Andrea E. Evans, Northern Illinois University, Latish Reed, University of North Carolina-Chapel Hill

The complex intersection between race, class, and gender may create some under-examined difficulties for black female principals. The paper reviews a qualitative case study that examined the ways in which one Black female principal negotiated her own race, class and gender in the leadership of a predominately black urban high school.

Gay and Lesbian School Administrators Negotiating Personal and Professional Identities and Professional Roles and Responsibilities Within Heteronormative Organizations
Sophia Jones-Redmond, Susan Stratton, and Teresa Wasonga, Northern Illinois University

The purpose of this study was to explore how gay or lesbian school administrators negotiate their professional and personal roles and responsibilities in situations where a non-normative sexual orientation might negatively influence their administrator role legitimacy in a social climate that assumes all public school administrators are heterosexual.

Aspiring Administrators Reflect on Identity, Race, Social Class, and Social Justice
Joanne M. Marshall and Frank Hernandez, Iowa State University

Baseline findings from a study are presented which tracks the reflections of aspiring administrators over time as they write about elements of their own cultural identity and its potential impact on their leadership for social justice. Particular students’ reflections about race and social class from a class at the end of their preparation program are analyzed and comments given upon what it teaches us about our students and about our teaching these courses.

The Lived Experiences of Lesbian/Gay/Bisexual/Transgender Public School Administrators
Mary Denton and Cryss Brunner, University of Minnesota - Twin Cities

Within the context of formal (policies and laws) and informal (actions, attitudes) distinction, the purpose of this study was to come to understand the personal and professional lived experiences of LGBT public school administrators. The innovative research design included use of web-based, virtual-environment technology [Experiential Simulations] created a) to study power/identity, and b) to provide comprehensive anonymity for participants.

11.6, Juniper
Paper: Distributed and Shared Leadership in Schools
Chair: Martin Scanlan, Marquette University
Discussant: Jay Paredes Scribner, University of Missouri-Columbia

Principals’ Distributed Leadership Behaviors and Student Achievement: Forming a Democratic Structure for School Leadership
Yihsuan Chen and John Hoyle, Texas A&M University

The purpose of the study was to understand principals’ distributed leadership behaviors as perceived by teacher leaders, and their impact on student achievement. The survey instrument used for this study is the latest 2003 third edition Leadership
Practices Inventory (LPI) developed by James M. Kouzes and Barry Z. Posner (2003). The survey population was teacher leaders and principals on campus site-based management teams from selected school districts within Education Service Center, Region VI, Texas.

School Leadership in Two Countries: Shared Leadership in American and Chinese High Schools
Wenlan Jing, Arizona State University
This study aims to better understand the similarities and differences between American and Chinese high school principals' perceptions and practices of shared leadership. This paper, through high school principals and assistant principals' self-assessments, examines practices of leadership areas including visioning and mobilizing, building trust, sharing power and influence, developing people, and self-reflection.

The Co-Principalship: A Leadership Model for the Future
Ellen W. Eckman, Marquette University, Sheryl T. Kelber, University of Wisconsin-Milwaukee
The purpose of this paper is to present an alternative leadership model to the current traditional principalship which has the potential to make the principalship a more manageable position. Role conflict and role commitment have been shown to influence the level of job satisfaction for principals (Eckman 2004). This paper aims to answer the question: Does the type of leadership model (traditional principalship or co-principalship) impact the relationship between the role dimensions of role conflict and role commitment and how does this impact job satisfaction?

Effective Teacher Leadership: Using Reserarch to Inform and Reform
Sara R. Stoelinga, Consortium on Chicago School Research, Melinda M. Mangin, Michigan State University
This paper presents findings from new research on instructional teacher leadership. The authors examine seven distinct studies of instructionally focused, non-supervisory, and school-based teacher leadership. Then, the authors draw conclusions across the seven studies, identifying lessons learned, gaps in our knowledge, and areas for future research.

District Context and the Development of Instructional Teacher Leader Initiatives
Melinda M. Mangin, Michigan State University
This study takes an inductive approach to understanding the contextual factors that influence districts' decisions about the development of instructional teacher leadership initiatives. The findings provide insights into facilitative and prohibitive contextual conditions. Results from the study can be used by school- and district-level administrators to help them anticipate potential challenges and position themselves for more effective design and implementation of instructional teacher leader roles.

11.7, Magnolia A
Paper: Teacher Evaluation and Capacity Building for Improvement
Chair: Mary Driscoll, New York University
Discussant: Stacey Rutledge, Florida State University

Teacher Evaluation Tools as a Measure of Teacher Quality
Robert C. Knoeppel, and Laura M. Blake, University of Kentucky
This paper presents an assessment of current teacher evaluation instruments in the Commonwealth of Kentucky. The paper examines teacher quality from the framework of practice. Evaluation instruments were randomly sampled from each region of the state in order to discern compliance with state mandate for teacher evaluation versus best practices as established in the literature.

A Synthesis of the Principal's Role in Reading and Language Arts: Leading Literacy for General and Special Education Through the Lens of Social Justice Leadership
George Theoharis and Katherine Bailey, Syracuse University
This purpose of this paper is to examine the ways a principal creates, fosters, and
maintains strong literacy programming for all students but in particular for students with disabilities in relationship to the body of literature on leadership for social justice. A qualitative meta-synthesis was conducted looking at three bodies of educational literature: 1) instructional leadership around the area of literacy, 2) principal leadership with regards to literacy and special education, and 3) leadership for social justice.

Unpacking the Purposes and Practices of Principals’ Classroom Observations
Joy K. Lesnick and Ellen B. Goldring, Vanderbilt University

The purpose of this paper is to examine more closely what principals do when they visit classrooms. Although definitions of instructional leadership often highlight the importance of monitoring and observing instruction, there is little description or understanding of what principals actually do or what their intentions are when observing classrooms. In this paper, we argue that monitoring or observing instruction in classrooms is an important part of effective instructional leadership, but that it is more complex than has been discussed thus far.

11.8, Beech A
Conversation: Updating the National Standards (ISLLC) for School Leaders: A Conversation Regarding the Work of the National Policy Board of Educational Administration
Nona A Prestine, Penn State University

This conversation session focuses specifically on the work of the National Policy Board of Educational Administration (NPBEA) to update the Interstate School Leadership Licensure Standards (ISLLC). This session brings together participants involved in all phases of the NPBEA revision process (members of the research panel, steering committee, and executive committee) to discuss the what, how, and why behind the updating of the ISLLC Standards from a multi-level perspective.

11.9, Beech B
Conversation: International Partnerships: A Case Study
Anthony C Townsend, Florida Atlantic University, Rahimah H Ahmad and Tie Fatt Hee, University of Malaya

In May 2007, the Department of Educational Leadership at Florida Atlantic University and the Institute of Principalship at the University of Malaya agreed to work cooperatively to share resources, encourage faculty exchanges and to undertake joint research and development efforts from 2007-2010. This conversation is designed to identify the steps taken in establishing this relationship and to identify some of the early benefits to both institutions in doing so.

11.10, Chestnut
Paper: Leadership Preparation and Certification
Chair: Kathleen Budge, Boise State
Discussant: Virginia Doolittle, Rowan University

Envisioning and Articulating a Professional Practice Model for Leadership Preparation
Donald G. Hackmann, University of Illinois at Urbana-Champaign

The purpose of this paper session is to present a comprehensive review of the literature related to two university models for leadership preparation: a) the arts and sciences model, and b) the professional school model.

A Study of Leadership Preparation Through the Internship
Jami R. Berry, Georgia State University

This paper examines educational leadership internship experiences at four public universities in the southern United States. It is a qualitative multiple case study that contributes to the knowledge base in leadership preparation by providing information about training through the voices of program leaders and documentary analysis. The paper helps explain the linkages between classroom knowledge and its application as it relates to the internship experience and also serves as a starting point for a conversation about how best to prepare tomorrow’s educational leaders.
A Comprehensive Framework for Rebuilding Initial Certification and Preparation Programs in School Administration: Lessons from Whole-State Reform Initiatives
Joseph Murphy, Vanderbilt University, Martha McCarthy, Indiana University, Hunter Moorman, Hunter Moorman & Associates

Based on comprehensive reviews of the research on the education of future school leaders and field work in six states, this paper develops a set of design elements for rebuilding preparation programs in educational leadership.

The State of Latino School Leadership: A Statistical Profile
Frank Hernandez, Iowa State University, Monica Byrne-Jimenez, Hofstra University, Sylvia Méndez-Morse, Texas Tech University

This study explores Latina/o school leadership and is the largest study conducted with Latina/o school leaders in the country. Using survey research, 360 Latino school leaders answered questions related to demographics, training and educational experiences, perception of challenges in their schools, successes and barriers related to sex and racial and ethnic identity, and their career aspirations. These findings have implications for leadership among diverse groups, preparation, and professional development.

11.11, Poplar
Conversation: Reconceptualizing and Revising the Ed.D.: The Recent Experiences of Five Institutions
David Imig, University of Maryland and James J. Scheurich, Texas A&M University (Co-Chairs), James Cibulka, University of Kentucky, Margaret Grogan, University of Missouri, Betty Malen, University of Maryland, Robert Feldner, University of Louisville, Jean Madsen, Texas A&M University

The doctoral training of educational leadership students has been subject to substantial critique recently. In response or on their own initiative, several institutions have reconceptualized and revised their Ed.D.’s or are in the process of doing so. This session will be composed of faculty from five institutions, four of which are part of the Carnegie initiative, that have significantly revised their Ed.D. Each institution will provide materials on their revisions, but the session will be structured around several critical questions that each institution has had to address in the process of its revisions.

11.12, Magnolia B
Conversation: Taking It To the Streets: Crossing Borders and Building A Strong Sense of Community
Christa Boske, Susan McCormack, and Lillian McEnery, University of Houston-Clear Lake, Kim Heckman and Hermelinda Gonzalez, Park Place Elementary (TX)

The purpose of this discussion is to examine the ways in which school leaders at Park Place Elementary School have advocated for students living in poverty, English Language Learners and others who are members of marginalized populations in their urban school district, impacting the development of culturally responsive instructional practices of teachers and school leaders. For the current study, the authors specifically examine the words and proposed actions of school leaders and educators who participated in the home visits to determine, redefining and renewing their roles.

11.13, Terrace
Interactive Roundtable: Teacher Leadership

Table 1: Expanding the Impact of Democratic Teacher Education through Teacher Leadership Development
Brianne L. Reck and Vivian Fueyo, University of South Florida-St. Petersburg

The Teacher Leadership Institute represents one example of how the College of Education at the University of South Florida St. Petersburg and its community partners are working together to achieve the College and University’s civic missions: “To … engage in service projects and partnerships to enhance the university and community’s social, economic and intellectual life;” and “…to seek to prepare exemplary teachers and other educational personnel for roles in a diverse and changing society…. that reflects the ethics of community responsibility, and continually strives to meet the educational needs of all learners.”
Table 2: Teacher Collaboration, Constructivist Instruction, and Students' Achievement in 47 Nations
Jie Chen and Neal Kingston, University of Kansas
This study utilized mathematics teacher and students data from the 2003 Trends in International Mathematics and Science Study (TIMSS) to investigate these under-investigated research questions: 1) how the levels of teacher collaboration differ cross-nationally 2) how the levels of teachers' collaboration are associated with the characteristics of teachers' instruction (constructivist or traditional) and 3) how the levels of teacher collaboration and teachers' constructivist teaching are associated with students’ achievement level.

Table 3: Career Changers: An Investigation of Non-traditional Entrants into Teaching
Patrick K Halladay, Michigan State University
Career changers, professionals drawn into teaching from other fields, are increasingly considered an path to improve the quality and increase the quantity of the teaching force. However, to date discussion has outpaced research. This study attempts to collect the arguments made in favor of attracting career changers into the classroom and then evaluate the actual traits of these candidates.

Table 4: Exploring the Formation and Functions of Social Network Relationships of Entry-level School Administrators
Tracey M Armstrong, CaseNEX
Using a mixed methods approach, this research study examined the impact of formal organizational socialization processes on the development of social network relationships among cohort members of a school administrator induction program.

11.14, Walnut A
Paper: Ensuring the Pipeline PK-16
Chair: Cristobal Rodriguez, University of Texas at Austin
Discussant: Lemuel Watson, Northern Illinois University

A Distributive System of Practice: What School Educators Do to Affect College Placement Rates of Low-Income Students
Jason Schweid and Matthew Militello, University of Massachusetts-Amherst
In this session we present findings from a national study of high schools recognized for closing the college-placement achievement gap for low-income students. First reported are findings from high schools (n=18) that demonstrated a set of themes we hypothesized to be related to the schools’ success. In-depth case studies of five of the high schools confirmed the importance of several of these dimensions.

Leadership for Promoting Dialogue and Actions to Strengthen a College-Going Culture in Secondary Schools: Assisting Latino Students' Preparation for Postsecondary Education
Betty J. Alford, Stephen F. Austin State University
The purpose of this study was to identify promising practices of a school-community-university partnership that increased Latino student participation and success in the Advanced Placement Program. Conceived as a systemic change effort, this study interviewed project participants over a five-year period to illuminate direct services to students in grades 7-11, targeted professional development to faculty and staff, community and business involvement, and parental engagement that influenced Hispanic students preparation for postsecondary education.

Preparing Diverse Students with College Cultural Capital: The Principal's Role in Teacher Learning
Brad W. Kose, University of Illinois at Urbana-Champaign
This study examined the practices of high school principals nominated for exemplary practice in preparing diverse students (students of color, students from lower SES backgrounds, and first-generation students) for postsecondary education. The principal's role in teacher professional development for equipping students with college cultural capital (i.e., the knowledge, skills, dispositions, and experiences necessary to succeed in postsecondary education) through critical frameworks was analyzed.
11.15, Walnut B
Paper: Student Engagement, Community-Based Learning, and School-to-Work Policies
Chair: Gaetane Jean-Marie, University of Oklahoma
Discussant: Elizabeth Murakami Ramalho, University of Texas at San Antonio

The Role of Social Support and Ecological Systems-Thinking in a Large Urban District’s Mandatory High School Community-Based Learning Policy
Jeffrey V. Bennett, University of Arizona

This study examines a large urban public school district’s efforts to provide socially productive community-based learning experiences for all of its high school students through community service and work-based internships. The principal hypothesis, informed by an ecological systems perspective, is that programmatic experiences alone are insufficient to produce the desired outcomes unless social support for student efforts accompanies them.

Changing the Boundaries of School Reform: Promoting Compassion, Understanding, and Dialogue through Student Engagement
Cynthia J Reed, Colleen Gordon, Margaret Ross, and Addie Swinney, Auburn University

This study explores the ways student involvement in leadership academies has changed the traditions and operations of public schools, increased the sense of compassion and understanding participants have for each other, and impacted school reform efforts in four rural school systems.

Student Engagement: Two Continents, One Challenge
Brenda J. McMahon, Nipissing University, David Zyngier, Monash University

This study seeks to understand the experiences of two groups of students; one in Australia and the other in Canada. The first are beginning their high school years and the second are reflecting back on a failed high school experience. Providing a forum for student voice in both continents, this session compares and contrasts the various and sometimes contested understandings of what an authentic or generative student engagement might mean for both school leadership and classroom practice.

Towards a Democratic Cosmopolitanism in Transnational Education Governance Supporting School-to-Work Transitional Policies in the Americas
Hanne Mawhinney, University of Maryland-College Park

In 2003 the Ministers of Education of members of the Organization of American States (OAS) created a hemispheric project focused on exploring ways to enhance school-to-work transitions. The project was intended to address the evolving economic and political context of the Americas reflected in free trade agreements, multilateral accords, rapid flows of financial capital, migrations, and the changing nature of economic production.

11.16, Dogwood
Paper: School Choice Options: Considerations and Alternatives
Chair: Yongmei Ni, University of Utah
Discussant: Charles Hausman, University of Kentucky

Partners, Rivals, Managers, and Profiteers: A Typology of Educational Privatization
Janelle T. Scott and Catherine C. DiMartino, New York University

This paper examines the proliferation of private sector involvement in urban education governance and leadership, and offers an original conceptual framework that comprehensively captures the formal and informal institutional arrangements that fall under the umbrella of “privatization.”

Value Pluralism and Charter Schools
Eric Freeman, Georgia State University

In this paper, it is argued that the practice of politics is vital to the moral conduct of schooling. The concept of value pluralism is examined as it relates to schools and the role that politics plays in helping to protect value pluralism in educational discourse and practice.
**Promise versus Practice: The Paradoxes of the Charter School Movement in New York City**
Adriana Villavicencio, New York University

Applying a core policy value lens, this analysis examines the incongruities between the espoused values of the charter school movement and the actual processes and practices of charter schools in New York City. It argues that the core values of the charter school movement—autonomy, quality, and equity—have been compromised by the very processes and practices meant to uphold them. Exploring the incongruities between how charter schools are represented and what they actually achieve is an important way of evaluating a policy intended to improve our school systems and serve our most disadvantaged students.

**Buyer Beware! A Critical Analysis of NCLB’s School Choice Pitch**
Bradley W. Carpenter, University of Texas at Austin

This policy analysis lends a critical eye towards the United States Department of Education’s school choice provision instituted by the No Child Left Behind Act (NCLBA) of 2001. The paper reframes and deconstructs current NCLBA school choice policy through the lens of Critical Race Theory (CRT).

11.17, Hickory

**Symposium: Examining School Leadership Behaviors, Teacher Retention, and Student Achievement through the Lens of Working Conditions**
Ed Fuller and Michelle D Young, The University of Texas at Austin, Barnett Berry, Eric F Hirsch, and Ann Byrd, Center for Teaching Quality (TX)

The purpose of this symposium is to examine the importance of leadership behavior in improving teacher retention and student achievement. More specifically, this symposium examines results from multiple working conditions administered to over 100,000 educators in 5 states and two large urban districts from across the nation.

11.18, Laurel

**Paper: Equity and Adequacy in School Funding**
Chair: Chad Lochmiller, University of Washington
Discussant: Faith Crampton, University of Wisconsin, Milwaukee

**The Impacts of Overlay Provisions on School Funding Formulas**
Robert K. Toutkoushian and Robert S. Michael, Indiana University

In this study, participants will better understand the types of overlay provisions that are used in public school funding, and the impacts that these provisions can have on equity in school funding. We begin by reviewing the various OPs that could be used by states, then turn to an analysis of Indiana’s 2004 foundation aid program, and the impact of the state’s three different OPs on the level and distribution of education funding received by districts, and in particular, on horizontal and vertical equity.

**Achieving an Adequate School Finance System: Focusing on Longitudinal Data**
Jimmy K. Byrd and John Brooks, University of North Texas

The purpose of this study was to advance a model that examines per pupil expenditures on instruction related to student achievement over time utilizing a latent growth mixture model. Two distinct classes of growth trajectories of the percentage of all regular education students passing all state-mandated exams were identified.

**Examining Critical Resources and Performance in Secondary Schools: The Case of Mukono, Uganda**
Steven J. Hite and Julie M. Hite, Brigham Young University. Christopher B Mugimu, Makarere University, School of Education, W. Joshua Rew, Florida State University, Yusuf Nsubuga, Ugandan Ministry of Education and Sports

This study examines the relationship between financial physical and human resources and school performance in the context of the Ugandan educational system. The research questions that guided this study were: 1) What is the relationship between these types of resources and school performance? 2) Which types of resources best explain school performance?
The Struggle for Equity: An Analysis of New Jersey’s School Funding Policies in the Wake of Abbott v. Burke
Michael Ojeda, New York University

This paper analyzes education policy in New Jersey in the wake of Abbott v. Burke, a succession of landmark court decisions regarding equitable school funding. The paper is guided by two primary research questions: (1) how have succeeding Abbott decisions influenced efforts to provide equitable educational opportunities for New Jersey’s students, and (2) what tensions have characterized attempts to revise New Jersey’s school funding formulas and additional legislation related to the Abbott rulings?

11.19, Birch
Symposium: The Experience of First-Year Principals in North America
Charles L Slater, California State University-Long Beach, Jose Maria Garcia, Universidad Autonoma del Estado de Hidalgo, Ann Sherman, University of Calgary, Sarah Nelson and Maria De La Colina, Texas State University, Gema Gorosave, Escuela Normal Estatal

The purpose of this session is to examine vignettes that describe the experience of first-year principals in Canada, Mexico, and the US. It is part of larger study that looks at challenges that principals face in Australia, England, Scotland, South Africa, and Turkey. The presenters will briefly introduce the educational and community context of three stories of first-year principals.

11.20, Arbors
Meeting: AERA Division A/UCEA Graduate Student Breakfast
Chair: Danielle Hayes, University of Texas at Austin

Division A graduate students are invited to attend this networking breakfast. Graduate students will meet the Division A Graduate Student representative, be given information about becoming involved in Division A as well as opportunities for Division A graduate student scholarships. The breakfast is sponsored by the University of Missouri-Columbia, Department of Educational Leadership and Policy Analysis.

Session 12, Saturday, 9:30 a.m. - 10:50 a.m.

12.1, Plaza Ballroom I
Symposium: The Navajo School Administrators Preparation Program: Orientations, Issues, and Considerations in Year Two of the Program
Arnold Danzig, Nicholas Appleton, Tim Begaye, Donna Macey, Arizona State University, Janel Hinrichsen, Diné College

The papers in this symposium explore some of the issues, orientations, and considerations that went in to the implementation of a federal grant program to support the preparation and professional development of Navajo school administrators. The symposium papers explore how learning is grounded in the participants' community, how administrators are an essential link between these aspects of community and the processes of schooling, and how multiple collaborations between universities, and among schools, universities, and communities are tapped to build programs. Emerging issues related to the administrative internship are explored.

12.2, Plaza Ballroom II
Symposium: International Perspectives II: Elements of Leadership Development
Jacky Lumby (Chair and Discussant), University of Southampton, England, Stephan Huber, University of Erfurt, Germany, Edith Rusch, University of Nevada, Las Vegas, Petros Pashiardis, Open University of Cyprus, Stefan Brauckmann, DIPF, German Institute for International Education Research

UCEA, the British Educational Leadership, Management, and Administration Society (BELMAS) and the Commonwealth Council for Educational Administration and Management (CCEAM) are sponsoring the International Handbook on the Preparation and Development of School Leaders to be published by Erlbaum. Several authors will discuss highlights of their Handbook chapters in order to identify and discuss major elements of leadership development from an international perspective.
12.3, Plaza Ballroom III
Graduate Student Symposium I:  Transitioning from Student to Professor
Kofi Lomotey, Fisk University

Graduate students who have an interest in pursuing a career in the professorate are encouraged to attend this session. Dr. Lomotey, Provost at Fisk University, will discuss the critical elements in making a successful transition from doctoral student into the professorate.

12.4, Aspen
Symposium:  Voice, Positionality and Background in Qualitative Research
Patricia F First, University of Arizona, Natalie Tran, University of Wisconsin-Madison, Dianne Hoff, University of Maine, Shaheen Shariff, McGill University, Patricia A Ehrensal, AIMS (NY)

In this symposium, five authors explore the influence of voice, positionality and background in conducting qualitative research and implementing the findings. The problems facing qualitative research is explored from varied perspectives in each of these five papers. The authors note their voice, positionality and background in these statements and in the papers we propose to present in this symposium.

12.5, Magnolia C
Paper:  Ethics & Leadership
Chair: Sarah Noonan, St. Thomas University
Discussant: Don M. Beach, Tarleton State University

Ethical Frameworks in Use in the Superintendency
Joanne M. Marshall, Iowa State University

This paper applies contemporary ethical frameworks from educational leadership literature to ethical dilemmas reported by twenty-one school superintendents during a qualitative study. As UCEA considers this year “how educational leadership is defined, developed, and enacted,” the paper identifies not only the ethical dilemmas currently faced by leaders in the field, but also the stated or unstated ethics that frame the ways in which those leaders define and respond to those dilemmas.

Ethical Competence Training of Educational Administrators: Evaluation of the TERA Training Program
Lucie Héon, Lyse Langlois, and Claire Lapointe, Université Laval (Canada)

In this research project, funded by the Social Sciences and Humanities Research Council of Canada (SSHRC), the TERA ethical training program is used with the aim of developing ethical competence among school administrators. The TERA program integrates new developments in ethics and relies on the work of Langlois (1997, 2004, 2005, 2005a) and Senge (1992, 1994, 1996) to grasp the ethical nature of moral dilemmas, as well as on Kohlberg (1981) and Gilligan(1982) to refine the ethical decision processes.

School Administrators Acting Ethically:  What does that look like?
Lyse L. Langlois, Université Laval (Canada), Jerry Starratt, Boston College

This exploratory research, funded by the Social Sciences and Humanities Research Council of Canada (SSHRC), is an international comparative study of k-12 school administrators in Quebec and Massachusetts responding to ethical challenges in their work. Using Starratt’s theoretical model (1991) and a complementary analysis by Langlois (1997), a quantitative questionnaire measuring the presence of an ethical leadership as been developed and statistically validated.

Creating Ethical Schools Through the TERA Training Program
Claire J Lapointe, Lyse Langlois, and Lucie Heon, Université Laval (Canada)

As part of a validation process, a school district was invited to participate in the TERA training program for ethical decision making. Twelve leaders volunteered to collaborate with us over a period of two years. One of the research questions we had pertained to the influence the TERA program could have on the culture of the organization. In this proposal, we present the results relating to this question.
Symposium: Preparing leaders for social justice: Lessons from exemplary programs across disciplines

Colleen A Capper, University of Wisconsin-Madison, Frank Hernandez, Iowa State University, Dana Christman and María Luisa González, University of New Mexico, Michael Dantley and Nelda Cambron-McCabe, Miami University (Ohio), Jim Scheurich, Texas A&M University

This symposium will share the findings of a qualitative, multi-case research study that examined the critical components of preparing professionals for social justice across five disciplines - social work, teacher education, counseling psychology, educational leadership, and business. We will discuss the implications of these findings for graduate programs that prepare educational leaders for social justice.

International Community Building: Continuing the USA/Canada Dialogue: Social Justice, Democracy, and International Engagement in Educational Policy and Leadership

Lauri D Johnson, Michael Stanford, and Annette Franklin, University at Buffalo/SUNY, Reva Joshee, John Portelli, Jim Ryan and Herveen Singh, OISE/University of Toronto, Catherine Lugg, Rutgers University, Ed Taylor, University of Washington

This session extends a three-year cross-border dialogue at UCEA on social justice and democracy involving scholars from the United States and Canada, with panelists engaging each other on the three central questions through mini-dialogues on democracy, social justice, and international engagement. The goal is to continue this conversation over time and to provide opportunities for more scholars and practitioners to become involved in cross border dialogues that help advance the study of policy and leadership that promotes social justice and democracy in a globalized world.

Conversation: Accounting for Educational Leadership Preparation: Perspectives from (and for) the Carnegie Project on the Education Doctorate

Rick McCown and Olga M Welch, Duquesne University, Robert D Felner, University of Louisville

The purpose of the proposed session is to engage UCEA colleagues in conversation and dialogue focused “the quest for accountability” (Shulman, 2007) as it relates to field of educational leadership preparation and how the field is and might be perceived. The general context of the conversation will be the Carnegie Project on the Education Doctorate: an effort to envision and enact new models of doctoral preparation for those who seek to practice rather than to research education.

Conversation: Education Policy Viewed through a BiFocal Lens

Sarah E Coon, University of Pittsburgh, Ron Cowell, Education Policy and Leadership Center, Michael Knapp, University of Washington Center for the Study of Teaching and Policy, Mary Kay Stein, Learning Research and Development Center (PA)

The purpose of this conversation session is to engage participants in a discussion that joins attention to the learning needs of educators and the financing required to support those needs. Why do many schools fail to reflect what we know are best practices in teacher learning? What role does education finance play in dictating what reforms occur and the way in which those reforms are implemented? How can an understanding of how finance influences policy decisions affect research? How can policymakers’ understanding of research on learning inform their education reform and finance decisions?

Innovative Session: Will Leadership for Chinese Education Follow the Footsteps of American Education?: A Socio-Political Analysis

William C Frick and James Yang, University of Oklahoma

The focus/purpose of the session is for participants to gain an increased understanding and appreciation for international dialogue pertaining to educational leadership as it addresses US - China relations.
Saturday

12.11, Poplar
Innovative Session: Community as Pedagogy
Sarah W Nelson and Miguel A Guajardo, Texas State University-San Marcos, Francisco Guajardo, University of Texas-Pan American
This session explores how school leadership programs can utilize Community as Pedagogy to respond to the call for a new kind of leadership. This innovative session will explore multiple approaches to incorporating Community as Pedagogy into school leadership programs for the purpose of developing school leaders who are responsive and responsible to the diverse communities they serve. Presenting alongside their students, professors of educational leadership will discuss Community as Pedagogy and how this concept has been incorporated into student recruitment, course curricula, and research.

12.12, Magnolia B
International Community Building: Developing a New Generation of School Leaders in China and the United States
Hongqi Chu, Beijing Normal University, Ellen Goldring, Steve Elliott and Xiu C Cravens, Vanderbilt University
With cultural and historical context in mind, and the impact of political and societal forces taken into consideration, this session provides a critical comparative review of the recent progress in school principal leadership development in China and the US.

12.13, Terrace
Interactive Roundtable: Student Centered Issues

Table 1: Character Education and Student Connectedness: A Discussion
Anita Danaher, Calallen Independent School District (TX), Michelle Stallone Brown, Texas A&M University-Kingsville, John Slate, Sam Houston State University
In this interactive roundtable, we present an overview of character education and issues facing today’s youth such as school connectedness, student behavior, student confidence, the dropout rate, and school violence.

Table 2: Re-Creating Relationships: Targeting Student Alienation and Social Homelessness
Rydell Harrison, University of North Carolina at Greensboro
This interactive discussion will challenge the status quo of education using questions and scenarios to discuss adult-student and student-student relationships in schools and their impact on the social well-being of children as well as achievement. By exploring alienation and social homelessness, the discussion will highlight the need for intentional school discourse on issues of race, gender, sexuality, and ability to build a global and democratic society.

Table 3: Equity and Homework: A Personal View from Turkey
Zafer Pirim and Lynn H Doyle, Old Dominion University
Homework policies and practices pose concerns for the equal distribution of education, particularly when they necessitate parent involvement. Using findings from a personal narrative in a high school near Istanbul, Turkey, presenters will discuss similarities of issues and implications for equity and social justice across U.S. and Turkish borders. Focus will be on the social responsibility of educational leaders to ensure that policies and practices do not perpetuate inequities.

Table 4: The Carter Administration, Social Regularities, and the Creation of the Department of Education
Curtis A Brewer, University of Texas at Austin
The purpose of this study is to research the ways in which people explained the relationship between federal education and anti-poverty policies from 1975-1981. This session will demonstrate the complexity of the multiple sites of political struggle, where policy is made and negotiated and to point to the ways in which education policies are always in circulation with and enacted amongst other polices. It will also provide insight into how the social regularities during the Carter Administration shaped the possibilities of U.S. education and anti-poverty policies.
Table 5: Trading Favors: How Students Participate in Leadership Practices  
Michael A Owens, Wayne State University  
This grounded theory study of leadership among urban youth served by the Upward Bound Program at Western University builds understanding of leadership from the perspective of the led in educational organizations. The study examined how students involved with this educational opportunities program describe leadership and leadership practices and how students enrolled in the program participate in the program’s leadership practices.

Table 6: Appropriate Education for Karenni Refugees: Teacher Training in the Midst of Continuous War  
Kathleen S Sernak, Rowan University, Kim B Johnson, Jesuit Refugee Service  
This proposal deals with research in progress about the appropriateness of schooling provided Karenni children living in a refugee camp on the Burmese border of northern Thailand. As a basis for this discussion, we look at the educational standards for children derived from the state curriculum; the training teachers receive to teach the curriculum; the expectations and satisfaction of teachers, parents, and students with the schooling; and, ultimately, the effects and outcomes of education on the children and parents in this refugee camp.

12.14, Walnut A  
Symposium: Human Rights in Schools: An examination of sexual, emotional, and physical abuse of students by school faculty and staff  
Kathryn B McKenzie, Texas A&M University, Charol Shakeshaft, Virginia Commonwealth University, Fran Newman, Hofstra University, Mary Lou Bensy, Amityville School District  
The purpose of this session is to sensitize the audience to the issues around the abuse of students by school personnel and to engage the audience in a conversation around this topic. The session will begin with a presentation of four papers that address research in the areas of physical, sexual, and/or emotional abuse. A conversation with the audience will follow.

12.15, Walnut B  
Paper: Collaborative, Democratic, and Wisdom Centered Leadership in Schools  
Chair: Don Hackmann, University of Illinois, Urbana Champaign  
Discussant: Fenwick English, University of North Carolina, Chapel Hill  
Wisdom-Centered Leadership in Education: Practices of the Bodhisattva Leader  
Leslie J. McClain, University of Wisconsin-Stevens Point  
This paper offers a framework for consideration of wisdom-centered educational leadership as informed by the six essential virtues of the Bodhisattva path of the Mahayana Buddhist tradition: generosity, discipline, patience, effort, meditation and wisdom. Findings are drawn from a qualitative study based on full participant observation and semi-structured interviews with scholars, writers, and practitioners across disciplines including: Education, Buddhism, Psychology, and Administration.

Centering Collaboration: The Emergence of Leadership Within Professional Learning Teams  
Sheldon T. Watson, Central Connecticut State University  
This paper shares the conceptual and empirical findings from one dimension of such work; teacher teams participating in the emergent and reciprocal construction of patterned interactional routines. The paper delves into the multi-dimensional framework of emergent reciprocal influence which both frames and is emergent from the empirical findings.

Leading with the Heart: Experiences of Urban Elementary Principals  
Elizabeth Murakami Ramalho and Mariela A. Rodriguez, University of Texas-San Antonio  
In 2002, the No Child Left Behind (NCLB) Act changed the scenario to standardize instructional expectations and testing policies. The purpose of this study was then to identify leadership behaviors of elementary school principals as they adapted to the NCLB accountability pressures.
Exploring Principal Beliefs about Democratic Leadership
JoAnn Klinker, Reese Todd, and Doug Hamman, Texas Tech University

This multiple case study explores the democratic leadership beliefs of 11 practicing principals. These principals see a difference between equality and equity, believe that responsiveness is critical for successful leadership but do not equate that leadership action as contributing to a strong democracy, and are frustrated by the ambiguity of education's role in sustaining our democracy. Implications for leadership in strong schools for strong democracies are discussed.

12.16, Dogwood
Paper: The Superintendency
Chair: Joyce Dana, Saint Louis University
Discussant: Theodore Kowalski, University of Dayton

Leadership for Learning: A Study of Superintendent Leadership in Context
Paul Bredeson and Hans Klar, University of Wisconsin-Madison, Olof Johansson, Umeå University (Sweden)

The purpose of this cross-national study is to examine how context-geographic, political, demographic, organizational, and cultural-affects the nature of professional work and leadership of school superintendents.

Creating Culturally Responsive Superintendents for the 21st Century
Christa Boske, University of Houston-Clear Lake, Teresa Wasonga, Northern Illinois University

Preparing superintendents to critically examine issues of race, ethnicity, gender, sexual orientation and disability across and within other nations is essential to understanding how these variables influence school practice. Today, school leaders must be prepared to engage in reflective practices that encourage them to reconsider how these variables influence their role to advocate for educational reform for those they serve, especially for children from marginalized populations.

A Study of The Relationships Between Community Power Structures, School Board Types, Superintendent Leadership Styles and The Impact On Student Achievement In Oklahoma
Gary Johnson, Skiatook Public Schools (OK), Gregg Garn, University of Oklahoma

This research study presents evidence about the degree to which relationships of community power structures, school board types and superintendent leadership styles exist in Oklahoma public schools. The study also explores the impact these relationships have on student achievement in Oklahoma.

The Role of the Superintendent in Leading the District to Become Culturally Proficient
Sandra Harris and Thomas Price, Lamar University

This paper used narrative inquiry to explore the role of the school superintendent in leading the district to become more culturally proficient. Five superintendents of demographically changing districts that were identified at least as Recognized districts participated. Findings emphasized the superintendent’s clarifying the vision, recruiting and retaining quality teachers, providing staff development, and being committed to an urgent need for change.

12.17, Hickory
Symposium: New Institutional Theory in Educational Leadership and Organizational Research: New Directions and Perspectives
Samantha S Bartholomew, Indiana University, Andrea K Rorrer, University of Utah, Natalie C Becker, University of California-Riverside, Patricia Burch, University of Wisconsin

This symposium highlights research applying new institutional theory to the study of educational leadership and organizations. The authors explore topics of extreme importance to the field: educational leadership and gendered social structures; new forms of educational privatization; district responses to equity demands; and school-university partnerships.
“You wouldn’t be a teacher if you are not intelligent”: How Principals Define “Quality” Teachers
Stacey A Rutledge, Florida State University, William K. Ingle, Bowling Green State University, and Jennifer Bishop, Florida State University
Drawing from principal interviews in a mid-sized district, this qualitative study examines how principals conceptualize teacher quality. Building on past quantitative studies that identify teacher qualities associated with higher student achievement, this study looks at if and how principals prioritize these as well as other teacher qualities.

Exploring Re-segregation and Teacher Quality
Eric A. Houck, University of Georgia
By using longitudinal data from an urban Southern school system under unitary status, this paper examines relationship between race, class, and teacher quality.

Do Alternative Teacher Certification Programs Produce High Quality Teachers?: An Examination of Policy Assumptions
Jay Paredes Scribner, Motoko Akiba, Michele H. Lee, Ryan Nivens, Travis A. Olson, and Elizabeth Valentine, University of Missouri-Columbia
This mixed-method evaluation study used program theory evaluation as a framework to examine key assumptions inherent in alternative teacher certification programs and policies. The study tested four hypotheses aligned with policy assumptions using statewide data collected from 84 Alternative Teacher Certification Program teachers.

12.9, Birch
Symposium: Schooling for Social Justice: An Evolving Partnership between a Nepali K-12 School and a U.S. School of Education
Frank Pignatelli, Katherine O’Donnell and Rima Shore, Bank Street College, Medin Lamicchane, The Ullens School (Nepal)
This symposium examines the challenges/possibilities of an evolving partnership between a U.S. educational leadership program and a K-12 school in Kathmandu. It will draw out implications for an understanding of educational leadership rooted in critical educational theory, social justice scholarship and progressive pedagogy when cultural, political, social, and economic differences arise.
Saturday

Session 14, Saturday, 12:30-1:50 p.m.

14.1, Plaza Ballroom I

Helen C. Sobehart (chair), Duquesne University, Hellen Bandiho, St Augustine University of Tanzania, María Luisa González, New Mexico State University, Jacky Lumby, University of Southampton (UK), Linda Lyman, Illinois State University, Thidziambi Phendla, University of Venda (S. Africa), Saeeda Shah, University of Leicester (UK), Jill Sperandio, Lehigh University

Through the collaboration of Duquesne University, UCEA and the American Association of School Administrators (AASA), a small invitational conference on women’s leadership was held on the Rome campus of Duquesne University in the summer of 2007. Scholars who represented every continent including Antarctica presented chapter length papers on the status of women and educational leadership in their regions. This symposium will highlight outcomes of the Rome conference and engage UCEA participants in discussion of the ongoing work.

14.2, Plaza Ballroom II
Symposium: Leadership for Learning Improvements
Bradley S Portin, Michael S Knapp, Michael A Copland, Margaret Plecki, Meredith Honig, and Chrysan Gallucci, University of Washington

It is clear in current public debate and research that, under optimal conditions, the exercise of instructionally focused leadership in a school can powerfully influence the conditions that support equitable student learning. What is not so clear is how to prompt and support learning-focused leadership across a public system of schools.

14.3, Plaza Ballroom III
Strand I, Session 2: UCEA/TEA-SIG Taskforce on Evaluating Leadership Preparation Programs: Following Up Graduates-Findings from State and National Study Efforts
Chair: Terry Orr, Bank Street College
Discussants: Liz Hollingworth, University of Iowa, Jane Clark Lindle, Clemson University
Presenters: Susan Korach, University of Denver, Jennifer Friend, University of Missouri, Diana G. Pounder, University of Utah, Terry Orr, Bank Street College

Through the work of the UCEA/TEA-SIG (now LTEL) Taskforce on Evaluating Leadership Preparation Programs, many programs nationwide have begun to conduct follow up surveys of graduates using a common survey to assess program experiences, graduate learning, career advancement, and leadership practice outcomes. Such programs have either undertaken this work on their own for individual program improvement inquiry, collaboratively with other programs regionally or statewide, or as part of national research initiative (the taskforce). Their efforts yield both methodological and empirical findings, which will be shared in this session, from three different vantage points—program level, statewide collaborative, and national taskforce.

14.4, Aspen
Symposium: How Do The Standards Fit? A Crosswalk Aligning New State Principal Standards with Professional and Accreditation Standards
Julie H Edmister, Bowling Green State University, Ted Zigler, University of Cincinnati, Robert Beebe, Youngstown State University, Carol Engler, Ashland University, Anita Varrati, Kent State University

This symposium will discuss how Ohio used state-wide teams to collaboratively develop its new Principal Standards, involved faculty in conducting a vertical and horizontal alignment with national standards, and developed a crosswalk tool to assist institutions of higher education in incorporating the standards into their principal preparation programs and accreditation process.
**14.5, Magnolia C**

**Paper: Identity and Socialization among Principals and Teachers in Schools**

Chair: Sarah Diem, University of Texas at Austin  
Discussant: Catherine Lugg, Rutgers University

* Hopefully We Will Be Led By Those Who Help Us Grow: Identity and Politics in Educational Leadership*  
Christa Boske, University of Houston-Clear Lake, Sophia Jones-Redmond, Northern Illinois University

No professional position has received such a dramatic increase in attention, nor was given greater latitude to articulate a new role, than that of school leaders. Accompanying the school leader’s changing role is the ability to work effectively with diverse populations. Such urgency is a result of the nation’s changing demographics, federal mandate and an emphasis on diversity issues within national leadership standards. Although gay/lesbian/transgender individuals are members of culturally diverse communities, rarely however, are these issues addressed within school leadership preparedness programs.

* Bridging Worlds: Teachers, Identity and Change in Praxis*  
Melinda Skrade, Pius XI High School

In the world of “school,” teaching and learning can be worlds apart from meaning making and identity. There is little interrogation of teacher beliefs as they relate to educational expectations and practices. In this qualitative study, two administrators investigated the ways teacher beliefs related to praxis. With ongoing facilitation, complex belief systems surfaced that were deeply personal, often unconscious, and intimately rooted in their own schooling.

* Same Path, Different Shoes: The Challenges of African American Principals in Low-performing Predominantly African American Schools*  
Latish Reed, University of Wisconsin-Madison

This multicase study qualitatively examines the challenges and responses of four African American principals in low-performing, predominantly African American high schools. The study also explores the principals' adaptations as a result of the identified challenges and responses.

* An Islamic Teacher's Journey: A Transnational Look at Organizational Socialization*  
Melanie C. Brooks, Florida State University

This qualitative study follows the different organizational socialization processes experienced by one teacher as she moved through several teaching positions in the US to teaching internationally in Cairo, Egypt. This study explores the effectiveness of teacher socialization and its influence on teacher mobility. It advocates the importance of school administrators participating in both formal and informal organizational socialization processes to help religious minorities feel welcomed and supported teaching in America’s public schools.

**14.6, Juniper**

**Symposium: Challenges, Constraints, and Early Results From a Randomized Trial Evaluation of District Leadership Training**

Eric Camburn, University of Wisconsin, Ellen Goldring, Vanderbilt University, James Spillane, Northwestern University, Carol Barnes, University of Michigan, Gary Crow (Discussant), Florida State University

This symposium presents findings from year one of a randomized-trial evaluation of a district-wide training program for principals. The four papers in the symposium address the promise and challenges of examining educational leadership using randomized field trials, and present findings on the training’s effects on leaders’ knowledge and practices after the first year of implementation.
14.7, Magnolia A
International Community Building: Administrative Credentialing - Does it Make a Difference?
Ellen W Eckman, Marquette University, Dawn Wallin, University of Manitoba, Norma Mertz, University of Tennessee - Knoxville, Rosemary Foster, University of Alberta
This international community-building session proposes to examine the leadership preparation and credentialing processes of two provinces in Canada (Manitoba and Alberta) and two states from the United States (Tennessee and Wisconsin). Its intent will be to compare these two very different credentialing contexts after which it will open up the discussion to critical questions related to the value of assumptions behind and consequences of credentialing for building leadership capacity, the (de)professionalism of leadership, school management regulation and governance and student learning.

14.8, Beech A
Conversation: Urban District Reform Research: A Comparison of Two Urban District Multi-Year Reform Efforts
Kimberly L Dickerson, Linda Skrla, Kathryn McKenzie, and Jim Scheurich, Texas A&M University, Pedro Reyes, Ed Fuller, and Celeste Alexander, University of Texas at Austin, Joy Phillips, University of Houston
This proposed conversation session will contrast two urban districts in a large southwestern state and explore the differences and similarities between the reform efforts and outcomes of multi-year district restructuring and reform. The aim is that this dialog will yield a deeper understanding of what strategies lead to effective reform.

14.9, Beech B
Conversation: Why a Conceptual Framework? A Conversation About Scholarship and Practice
Steven D Brazer, Susan A Ross, Karrin Lukacs, Gregory Jones, and Veronica Montgomery, George Mason University
This conversation brings together several doctoral students and their advisor to discuss the role of the conceptual framework in dissertation research and in practice. Emphasis is on the doctoral students' experiences in creating and using conceptual frameworks in both research and practice. Discussion will help doctoral students, advisors, and practitioners to gain a clearer sense of what a conceptual framework is and its power for thinking about research and practical problems.

14.10, Chestnut
Innovative Session: Data-Driven Decision Making: A Sense-Making Approach to Data Language
Karen S Crum, Old Dominion University, Heidi Brezinski, Hampton City Schools
Data-driven decision making is now a hallmark of educational reform and change. But what does this mean? The authors explore administrators' and teachers' understanding of data through an interpretive approach to data sense-making in four schools in a southeastern school district. They will lead participants through each step of the process, allowing them to participate as well, and explore how this can be used both in leadership preparation courses and in university-school district partnerships.

14.11, Poplar
Symposium: ETIPS: Educational Leadership Cases
Sara Dexter and Pamela D Tucker, University of Virginia
Experience a hands-on session with innovative, ISLLC-standards based cases on a variety of leadership topics. These cases are produced in Educational Theory into Practice Software (ETIPS) and are designed to provide learners with a case-based online learning environment offering multiple opportunities to practice applying theory in their decision making within virtual yet realistic school settings and to receive feedback on their critical thinking.

14.12, Magnolia B
Paper: Historical Narratives on Race, Ethnicity and Educational Leadership
Chair: Michael Stanford, University at Buffalo/SUNY
Discussant: Reva Joshee, OISE/University of Toronto
The History of United States Education is a Lie: An African American Perspective from 1787 to the Emancipation Proclamation
Curtis Williams and Jeffrey S. Brooks, Florida State University
This critical historical essay investigates and interrogates an important era in the formation of the US Public Educational System from an African American perspective. This study examines the US public education system and its relationship with Africans, free Blacks, Coloreds, and, African Americans.

“Sometimes I Feel the Problems Started With Desegregation”: Exploring the Standpoint of Black Superintendents on School Desegregation Policy
Sonya Douglass Horsford, University of Nevada-Las Vegas, Kathryn Bell McKenzie, Texas A&M University
The purpose of this empirical qualitative article is to describe and examine the perceptions of retired Black school superintendents regarding their segregated schooling experiences and professional experiences as educators in desegregated school environments. The two questions guiding the study are: (1) In what ways are the stand points and lived experiences of Black superintendents shaped by their segregated schooling experiences? and (2) In what ways can the “voice of color” provided by Black superintendents inform the current discourse concerning race-conscious education policy?

Teachers as Leaders for Social Justice: Searching for Models Across Time
Carol Karpinski, Fairleigh Dickinson University
Employing historical methodology, this paper contains three case studies of African American teachers: Ethel Grubbs, Ruby Gainer, and Gladys Bates who utilized professional associations to challenge inequities in educational settings in the decade before Brown.

Historical Junctures, Future Directions: Leveraging the History of Educational Leadership Preparation
Michael Johanek, University of Pennsylvania
The paper will report on historical research into the roots of educational leadership preparation, including key case histories exploring alternative routes and the challenges they pose for our thinking about future directions.

Interactive Roundtable: Education Reform

Table 1: An Ethnography of South Texas Border ISD: Initiating Comprehensive High School Reform
Fernando Valle, The University of Texas-Pan American
The purpose of this study is to document the secondary school culture of this predominantly Hispanic South Texas Border ISD and research the initiation of effective school improvement in high school reform. As reform is introduced, this case study will use field notes, relevant documents, participant observations, semi-structured and structured interviews over an academic year to document the unique cultural and academic challenges the district, its administration, teachers and staff encounter as reform is initiated.

Table 2: Education Reform at the “edge of chaos”: Constructing ETCH (an education theory complexity hybrid) for an Optimal Learning Education Environment
Irene M Conrad, Texas A&M University-Kingsville
Currently, the theoretical foundation that inspires educational theory, which in turn shapes the systemic structure of institutions of learning, is based on three key interconnected, interacting underpinnings-mechanism, reductionism, and linearity. This session explores this current theoretical underpinning including its fallacies and inconsistencies, and then frames an alternative educational theoretical base, a hybrid complex adaptive systems theory model for education, that more effectively meets the demands to prepare students for the 21st century.
Table 3: Promoting K-12 Civic Engagement and Global Citizenry in an Era of Accountability: Sensible Considerations
Rebecca M Bustamante, Sam Houston State University
This interactive roundtable aims to explore how K-12 school leaders can integrate global citizenry development and civic engagement into their school policies, program, and practices at a time when testing and accountability take great priority. Participants will also examine implications for leadership awareness and preparation.

Table 4: An Emerging Model of Incorporating Fine Arts into the Curriculum to Improve Student Achievement at a Low-Socioeconomic Campus Along the U.S./Mexico Border
Teresa Cortez, Barbara Armstrong-Torres and Lucia Pinuelas, University of Texas at El Paso, Lupe Casillas-Lowenberg and Homero Silva, Ysleta Independent School District
This proposal will discuss an Emerging Model from incorporating Fine Arts into the curriculum. Findings showed that student achievement was greatly increased among the limited English proficient and special education students. The campus discussed is a low-socioeconomic campus located along the U.S./Mexico border with a high percentage of limited English proficient students as well as recent immigrants.

Table 5: Examination of the Secondary Principal’s Communication and Knowledge Creation Skills
Matt Pearce, Springfield R-XII (MO), Barbara N Martin and Mike Jinks, University of Central Missouri
The purpose of this ongoing study is to determine what impact, if any, does effective communication by high school principals have on the knowledge creation capacity of the school. Emerging themes are communication, change, and knowledge conversion. Additionally, two new themes have emerged, “old school” and empowerment. Teachers and principals alike are mentioning the importance of empowerment within the knowledge creation process.

Table 6: Seeing Us through Their Eyes: Attitudes, Roles and Perceptions of Texas State Legislators on P-20 Public Education
Emily Calderon, The University of Texas - Pan American
This roundtable discussion will focus on the roles and perceptions state legislators have about P-20 public education in the state and within their districts. Participants will engage in a discussion of the relationship between the school systems and the legislators - conflict, power and politics - and how best to improve communication with both groups. Specific policies, attitudes and themes relating to the education of Latino students along the Texas-Mexico border will also be addressed.

Table 7: Admission Policies Promoting Linguistic Balance in Dual Immersion Schools
Martin Scanlan, Marquette University
This paper critically examines admissions policies for dual immersion schools by answering the research question: How do district, state, and federal pressures impact admissions policies regarding linguistically balanced student populations in dual immersion schools? The paper concludes by outlining a policy solution for dual immersion schools to implement dual lottery system for admissions based on primary language of the student.

Table 8: Are they promised or doomed?: The implications of a causal relationship between English language proficiency and academic performance
Yoko Miura, University of Cincinnati
This study investigated interactive or causal relationships among seven student variables (English language proficiency, gender, native language, socio-economic status, ethnicity, years of education in schools, and migrant status), two school variables (mobility and poverty) and academic achievement (test scores in reading, writing, and mathematics) using the Structural Equation Model (SEM) for the Limited English Proficient students.

14.14, Walnut A
Symposium: Legal and Financial Intersections of Vertical Equity
Bruce D Baker, Matthew Ramsey, and Doug Elmer, University of Kansas
In this session, the first paper presents an overview of conceptual bases and legal applications of vertical equity. The second evaluates specifically vertical equity conceptions and legal frameworks for children with mild to moderate disabilities who are presently caught at an awkward intersection of two federal statutes, NCLB and IDEA, and state constitution education clauses. The second paper also addresses recent attempts to estimate empirically the costs of providing vertical equity - under different conceptions - to children with mild to moderate disabilities. The third paper in this session asks whether existing empirical methods might be used to estimate differences in resource needs not only across school districts, as is most commonly done, but across individual schools.

14.15, Walnut B
International Community Building: The New DEEL on a World Stage: Interpreting the Challenge and Promise of Democratic Ethical Educational Leadership
Steven J Gross and Joan Shapiro, Temple University, Mu-Nen Chen, National Changhua University of Education (Taiwan), John P Portelli, OISE/University of Toronto, Lindy Zaretsky, Simcoe County District School Board (Canada), Dana Mitra, Pennsylvania State University, Charles Burford, Australia Catholic University

As the authors have conceived it, the New DEEL is not a slogan but an inclusive process belonging to the people around the world who elect to join. This session is a panel conversation representing a range of national perspectives, diversity of cultural perspectives, professional roles, and scholarly focus. The panel is the exploration of democratic ethical educational leadership in widely ranging circumstances.

14.16, Dogwood
Paper: Methodological Considerations in Leadership and School Improvement Research
Chair: Jimmy Byrd, University of North Texas, Denton
Discussant: Charles Hausman, University of Kentucky

Alabama District Factor Groups and SES: Addressing the Need for Equity and Social Justice in Educational Analysis and Funding
George M. Boszilkov and Sharron Streeter, The University of Alabama

This paper will report an attempt to design a composite measure of socioeconomic status (SES) that is more accurate than the current usage of free-and-reduced lunch. Finer measures of SES can be more responsive to race, ethnicity, and the marginalized by allowing for a closer analysis of the factors which influence school performance. Better composite measures have been successfully used as a means to correct disparities of circumstance through equitable educational funding.

Opportunities in Transition: The Role of School Policies & Family Background in the Transition to High School
Kathryn S. Schiller, University at Albany, Amy Langenkamp and Chandra Muller, University of Texas at Austin

This paper will examine the complex influences of students' family backgrounds, middle to high school feeder patterns, and the structure and content of high schools' academic programs on educational attainment following the transition to high school. Our goals are (a) to show how school policies and environment affect the filtering and sorting of freshmen into academic positions, (b) to explore how such policies might mitigate or exacerbate the influence of family background on both course placements and academic success in high school, and (c) to examine how opportunities provided students during the transition to high school shape their academic trajectories.

14.17, Hickory
Symposium: Effective Leaders Improve Schools: The Chicago Principals Story
John C Daresh, University of Texas at El Paso, Linda Shay, Michael Alexander, Mary Beth Cunat, and Richard Best, Chicago Public Schools

This symposium will feature four papers which detail the development and current status of Chicago's efforts to recruit and support new principals charged with the improvement of student achievement in the city's schools.
Symposium: Toward an Understanding of How Leaders of Educational Systems are Prepared Internationally: An Exploratory Study of Selected Preparation Programs in the USA
Jay D Scribner, Michelle D. Young, Danielle Hayes, Gloria Lenoir, Bradley Carpenter, Lisa Goodnow, Brandy Baker, and Madlene Hamilton, University of Texas at Austin, Thomas Alsbury, North Carolina State University, Margaret Grogan, University of Missouri-Columbia

The main goal of this symposium is to initiate an international dialogue about the preparation of leaders of educational systems. To do this, an exploratory study of the characteristics of (1) the superintendency candidates and recruitment/selection processes, (2) teaching and learning experiences, and (3) curricular and programmatic assessment are presented. These presentations include proposals about what needs to be studied in the future to meet the educational leadership needs in the USA and other countries. Two internationally recognized scholars will provide a USA and international perspective on the study reported here, as well as other studies conducted in the USA and internationally.

Paper: International Perspectives on Principal Leadership
Chair: Tim Goddard, University of Calgary
Discussant: Petros Pashiardis, Open University of Cyprus

Headship and School Climate in the Greek Primary Education System: Teachers’ Points of View about the Contribution of the Headship in the Creation and Maintenance of a Positive School Climate
Georgios D. Iordanidis, University of Western Macedonia and Open University of Cyprus, Eleni Tsakiridou, University of Western Macedonia

The purpose of the presentation is the investigation and the recording of the opinions of teachers of primary education in Greece in relation to the school climate. It is necessary to know the factors that stand as obstacles in the growth of positive school climate, as well as proposals or solutions. The opinions of teachers about the school climate were focused on the following parameters: (1) Communication, (2) Collaboration, (3) School management and administration, (4) Students.

Professional Development Needs and Preferences of Jamaican School Principals
Lenford C. Sutton, University of South Florida Sarasota-Manatee, Henrietta Steward, Kingston High School, Elizabeth Davenport, Florida A&M University

The research findings for this study indicated that principals believed that most of the professional competencies addressed in the investigation were always or usually necessary and should always or strongly be emphasized for principals in Jamaican public schools. Therefore, the onus is on colleges, universities, Ministry of Education, Youth and Culture, and all other education stakeholders in Jamaica to ensure that principals are equipped with the required professional competencies to do their jobs effectively.

After the Rose Revolution: School Administration in Georgia?
Miles Bryant, Nino Zhavnia, and Eka Kipaia, University of Nebraska-Lincoln

This is a qualitative study examining how a non-random sample of five school principals in the Republic of Georgia perceive the educational reforms that have occurred in that former Soviet block country, paying particular attention to how those reforms have impacted the work of school principals. Three conditions suggest that educational reform in the Republic of Georgia may exhibit unique features in comparison to other former Soviet bloc nations: 1) the Ministry of Education has made significant efforts to carry out a centralized, planned and systematic reform of its entire educational system; 2) the political landscape has become more tolerant of progressive educational practices since the Rose Revolution; and 3) a critical mass of educational leaders has been educated in western universities.
Session 15, Saturday, 2:00 p.m - 3:20 p.m.

15.1, Plaza Ballroom I
Paper: Gender and Leadership: Examining Avenues to the Principalship and the Superintendency
Chair: Janeil Rey, University at Buffalo/SUNY
Discussant: Sylvia Mendez-Morse, Texas Tech University

Outsider Leadership: A Woman Superintendent Dismantling an “Old Boy” Network
Diane W. Hodgins and Jeffrey S. Brooks, Florida State University
This research examined how a woman superintendent led her district as viewed through the conceptual framework of an organizational leadership theory known as Leader-Member Exchange (LMX) theory. This study explored the under-examined dynamics and impact of a leader who was previously denoted as an “outsider” due to gender and social class within a system where leadership was previously reserved for more traditional and hierarchical leadership.

Pathways to the Principalship: Gender Perspectives
Whitney Sherman, Virginia Commonwealth University, Jennifer Clayton, Tracy Skinner, Sherry Wolfson, and Bryce Johnson, Old Dominion University
Much of the previous research on women in leadership has focused on obstacles and barriers women who aspire to educational leadership roles face. This paper was developed as an extension to this research, but also targets 1) updating information on pathways to the principalship for men and women and 2) understanding what actions women have taken on their paths to leadership. This information on current pathways to the principalship for both men and women will provide insightful information directly applicable to leadership preparation for the future.

Gender and the Changing Conceptions of the Principalship
Margaret E. Barber, Lehigh University, Edith Rusch, University of Nevada-Las Vegas
The paper is a conceptual exploration of the changing conception of the role of school leader in the face of the increasing participation of women and people of color. The nature of the work of the school principal is changing, both in terms of who is occupying the role as well as the expectations of the role.

Shaping Preparation Programs for Women Aspiring to the Superintendency
Marsha Lawler, New Mexico State University
Half or more of enrollees in preparation programs are women, but few women ascend to the superintendency. What would a program specialized for them look like? The purpose of this study was to identify the components of a specialized university program designed to prepare women for the superintendency.

15.2, Plaza Ballroom II
Paper: District Leadership and Reform
Chair: Sharon Wilbur, El Reno Public Schools
Discussant: Linda Skrla, Texas A&M University

Developing District-wide Expertise in Leaders’ Ability to Analyze and Improve Instructional Practice
Michael Copeland and Dina Blum, University of Washington
This paper reports on the initial findings from a study of two districts’ efforts to improve the instructional leadership of principals and district coaches in collaboration with an external support organization who provided learning-focused professional development for the districts’ leaders. Researchers collected pre- and post- intervention data on forty-four (44) principals and district coaches from within the two districts, one a mid-sized urban district in Southern California, and the other a small-town district from northwest Washington State, engaged in a strategic partnership with an external support organization that provided coaching and professional development sessions focused on developing leaders’ knowledge and skills to analyze instruction and lead instructional improvement.
District Reform Leadership: A Shared Model of Mindfulness
Susan Printy, Michigan State University
This study examines district level leadership in a small urban school district that is in the midst of a period of significant change including instructional reform school re-organization and new construction. The purpose of the study is to examine how the superintendent and assistant superintendent share leadership in enacting instructional reform (SFA) in a mindful way.

Strategic Educational Decision Making: Three Districts Strive to Improve Instruction
Steven Brazer, George Mason University
This multiple case study of three school districts uses surveys, interviews, and observations to provide an inside perspective on how one strategic decision in each district was made. Preliminary results indicate that the varying composition of decision making committees and superintendents' differing roles in strategic decision making produce different outcomes in the three districts.

Lifelines and Barricades: District Responses to Threats of Legitimacy and Ambiguity
Dana Mitra, Penn State University
This paper speaks to the conditions in which educational leadership is “defined, developed, enacted, and determined effective” by describing district level responses to top-down educational policies. This article draws upon neo-institutional theory to explain why districts tend to respond in similar patterns to external pressures but also why beneath the surface the district responses might be markedly different.

15.3, Plaza Ballroom III
Strand I, Session 3: UCEA/TEA-SIG Taskforce on Evaluating Leadership Preparation Programs: Future Directions in Evaluation Research on Leadership Preparation Programs
Chair: Terry Orr, Bank Street College
Discussant: Judy Alston, Ashland University
Panel: Michelle D. Young, UCEA, Stephen Jacobson, University at Buffalo/SUNY, Gary Martin, NCPEA, Linda Tillman, University of North Carolina-Chapel Hill, Tricia Browne-Ferrigno, University of Kentucky, Terry Orr, Bank Street College, Diana G. Pounder, University of Utah, Mary Mattis, Wallace Foundation, Peggi Zelinko and Beatriz Ceja, US Department of Education
In this interactive panel session, leaders in the field and the taskforce will reflect upon what we have gained both methodologically and empirically and future next steps. The discussion will center around three types of questions: 1) Empirical—what are the future questions we should be investigating? 2) Methodological—what research designs, methods and measures are critical at this juncture of our research development work? 3) Organizational—what are the roles for national professional associations (UCEA, NCPEA, and AERA) for fostering and sustaining high quality evaluation research in leadership preparation? What are the roles for foundations and public funding sources? The results will be used as a basis for action planning and direction setting.

15.4, Aspen
Symposium: Segregation, Isolation and Educational Opportunity
Bruce D Baker, Doug Elmer, Lance Arbuckle, and Mike Slagle, University of Kansas
This session will include three papers on the theme of racial isolation, segregation and the provision of equal educational opportunity. The first paper addresses, with an 18 year panel of national data on school districts declared unitary in the Post-Dowell period, whether significant racial integration occurred prior to declaration of unitary status and whether subsequent changes in school level racial integration have occurred. The second paper addresses recent empirical evidence on the effects of racial isolation at the school district level - specifically majority black, poor districts - on the costs of improving educational outcomes. The final paper addresses the types of local tax policy disparities that have arguably resulted in part from the higher costs of providing quality education in predominantly black communities.
**15.5, Magnolia C**
**Strand III, Session 3: LSJ International Perspectives: Critical Perspectives on Schooling and Leadership in the African Diaspora**
Kofi Lomotey (chair), Fisk University, Dolana Mogadime, Brock University (Canada), Rodney Hopson, Duquesne University, Rosemary Campbell-Stephens, University of London, (UK), Thidziambi Phendla, University of Venda (S. Africa)

This symposium will discuss critical issues for students and educators of African descent in the United Kingdom, Canada, the United States and Southern Africa. Cross-national research projects and leadership programs for aspiring Black and global majority educators will be highlighted.

**15.6, Juniper**
**Symposium: District Reform and Embedded Professional Development: How Individual Learning Connects to Change at the System Level**
Chrysan Gallucci, Michelle Van Lare, Irene Yoon, and Elizabeth Boatright, University of Washington, Mary Kay Stein (discussant), University of Pittsburgh

This symposium presents findings from an ongoing case study examining the partnerships between the Center for Educational Leadership at the University of Washington and three school districts. We present findings that cohere around two themes that connect ideas about individual and organizational learning: (1) job-embedded forms of professional development can support significant change in teacher and principal practices and (2) leadership actions make a difference in outcomes related to professional change and can help instantiate change at the organizational level.

**15.7, Magnolia A**
**International Community Building: Discovering Cross-Cultural Strengths with Appreciative Inquiry: A Conversation among International Educators to Foster Understanding, Compassion, and Collaboration:**
The Unintended Outcomes of Current Reading Policies on Low Achieving Students and ESL Students
Raymond Calabrese, Wichita State University, Brian Roberts, Emerald Publishing (UK), Scott McLeod, Iowa State University, Rae Niles, Sedgwick Public Schools (KS), Miles Berry, Alton Convent School (UK), Paviter Singh, Ministry of Education (Singapore), Kelly Christopherson, Eston Composite School (Canada)

The purpose of this International Community-Building Session is to bring together an international group of educators, representing three continents and three countries, to have a conversation to discuss critical educational leadership issues from multiple international perspectives. We will engage in a conversation on the application of cross-national research and collaboration to promote greater understanding of global issues related to education in general and the preparation of educational leaders in particular through technology and research.

**15.8, Beech A**
**Innovative Session: Wisdom of the Aged or Old Men in their Anecdotage?**
Angela Thody, University of Lincoln (UK)

This is an exploration of ageism from the perspectives of emeriti and those who will one day occupy that role - everyone! What’s the value, if any, of emeriti? With demographics leading to an ageing but active professoriate, are they leading the way in lifelong learning, still researching at 90, mentoring new professors, repositories of past wisdom, purveyors of the outlandish - or just getting in the way? The purpose of this two-phase empirical inquiry of teacher retention issues is to better understand the leadership styles of principals who lead schools that have low attrition and transfer rates.

**15.9, Beech B**
**Conversation: International Collaboratives, Cultural Exchanges, and the Caveats of Intellectual Colonialism**
Autumn Tooms, Kent State University, Bruce Barnett, University of Texas at San Antonio, Thomas Alsbury, North Carolina State University, Michele Acker-Hocevar, Florida Atlantic University

This conversation will explore the intersectionality of cultural exchange and intellectual colonialism found within efforts to build international collaborations. The
framework for discussion will range from university politics to teachable moments for instructors visiting classrooms in host countries. The discussion is lead by four professors serving American universities who, in totality, have actively engaged in collaborations with countries that include Australia, Canada, China, England, Ireland, Jamaica, The Bahamas, The United Arab Emirates, and New Zealand.

15.10, Chestnut
Symposium: Leadership for Learning as Learning: How Theories of Individual and Organizational Learning Matter to Urban Educational Leadership
Meredith I Honig, University of Washington, Jonathan Supovitz, University of Pennsylvania, John Weathers, University of Colorado

This symposium presents the progress of three statewide efforts to evaluate leadership preparation programs. In each state, all leadership preparation programs are collaborating to evaluate their preparation practices, to structure avenues to use program data formatively, and to assess their programs’ impact on graduates’ career advancement and leadership practices.

15.11, Poplar
Paper: Examining Organizational Climate
Chair: Annette Franklin, University at Buffalo/SUNY
Discussant: Jeff Brooks, Florida State University

The Manner in Which Principals Respond to Change in Schools and Its Effect on School Climate
Steven Busch, Shirley Johnson, and Rebecca Robles-Pina, Sam Houston State University

The purpose of this session is to examine the results of research that correlates underlying principal behaviors regarding change with school climate. The research identifies specific dimensions of school climate that are impacted by the manner in which the principal of the school approaches activities and issues surrounding change.

The Care Ethic in Urban Schools
Jo Bennett, University of Texas at Austin

The purpose of the study is to analyze student-teacher care/ethic relationships and their connections to student performance and outcomes in urban schools, focusing on students’ descriptions of positive experiences in an effort to see if these relationships can make a difference.

Campus Aggression and Schoolyard Bullying: Linking Organizational Climate With Solutions
Page Smith and Ivonna Gonzales, University of Texas at San Antonio

This research represents an investigation of organizational climate and its impact on student aggression and schoolyard bullying in 118 elementary schools in a large Southwestern state. In particular, this study examines two important aspects of bullying in schools (teacher protection and student bullying) and their relationships to four organizational climate variables (professional teacher behavior, collegial leadership, institutional vulnerability and academic press).

The Influence of Leadership Style and Organizational Climate on School Effectiveness in the Arab School System in Israel
Ronit Bogler, Open University of Israel, Anit Somech, The University of Haifa

The study suggests an integrative model that focuses on the inhibiting and facilitating factors affecting school effectiveness in elementary schools in the Arab school system in Israel. Specifically, we examined the effects of principal’s leadership style (participative or directive), school climate and school health on school effectiveness as examined by teachers’ job satisfaction, organizational commitment and teacher empowerment, and by organizational variables (level of school violence and students’ academic orientation). In general, the study findings confirmed the research model, suggesting also that the Arab schools are moving toward greater participation of teachers in the school decision-making, but this is still a process in its early stage.
15.12, Magnolia B
UCEA Center for the Superintendency: 2010 Study Planning
Lars G. Björk, University of Kentucky, C. Cryss Brunner, University of Minnesota, Theodore. J. Kowalski, University of Dayton, Charles Hausman, University of Kentucky, Margaret Grogan, University of Virginia, Tom Glass, University of Memphis, George J. Petersen, California Polytechnic State University, Meredith Mountford, Florida Atlantic University, Thomas L. Alsbury, North Carolina State University, Lance Fusarelli, North Carolina State University
The UCEA Center for the Study of the Superintendency has convened a panel of scholars to discuss changes in the superintendency over the past decade, critique the 2000 study of the superintendency and recommend promising directions for the 2010 national study.

15.13, Terrace
Workshop: Joint Research Taskforce on Educational Leadership Preparation: Interactive Grant Writing Workshop
Organizer: Liz Hollingworth, University of Iowa
Workshop Facilitator: Cynthia High, University of Texas
This workshop session will focus on developing grants to secure funding for research and development projects on educational leadership preparation. Participants will learn about available sources of funding (Federal, State, County, City Grants, Corporate, Individual and Private Foundations), how to fund one proposal using combined funding sources, and how to match the right funder(s) to their programs.

15.14, Walnut A
Strand II, Session 2: Politics and Policy: Using Research for Evidenced-Based Policymaking
Andrea Rorrer, University of Utah, Catherine Lugg, Rutgers University
In this session, participants will discuss the role of evidence-based research in policy making at the local, state, and national level. To this end, the following questions will be addressed: How is evidence-based research currently being utilized by policymakers? How do we increase research utilization by policymakers? How do politics influence the use of evidence-based research? How do we overcome the challenges associated with policymakers (under)use of evidence-based research?

15.15, Walnut B
Paper: Reflections on Beliefs and Practice in Education and Leadership
Chair: Joanne Marshall, Iowa State University
Discussant: Paul Begley, Penn State University
What Do Educators Believe and Why Does It Matter?
Sarah W. Nelson and Patricia L. Guerra, Texas State University-San Marcos
This paper reports on the findings from a qualitative study of teacher and school leader beliefs. Data were gathered from 140 teachers and school leaders. The findings suggest addressing educator beliefs is an important area for consideration in teacher and leadership preparation programs.

Leadership-With: Professional & Revolutionary Leadership in a Digital Culture-Philosophic/ Spiritual Considerations
Glenn Hudak, University of North Carolina --Greensboro
It is argued that the Web is transforming schooling in the 21st century, and as such altering the terrain of what leadership “means.” Theorizing our submersion in the Internet, we discover that the Web enhances a leadership-for paradigm, while at the same time it militates against what is defined as a leadership-with paradigm. The paper ends by considering Britzman and Kristeva where revolutionary leadership emerges from the group, emerges as a particular stance: that of returning to the community its memory of itself- as a mode of disclosure- as that space where the community can affirm and confront, within tolerable limits, the limit-situations of its existence.
Using Dialogical Narrative to Enhance the Self-Efficacy of Leaders
Daniel M. Miller, North Carolina A&T State University

This paper proposes a model that suggests that leader self-efficacy can be increased through knowledge reconstruction. The model draws from two general areas of study: social cognitive theory and narrative psychology. After presenting a brief overview of self-efficacy and narrative psychology, dynamic relationships between these general constructs are presented. Ultimately, the model is intended to provide a conceptual framework for empirical research and the design of methods for leadership development.

Reflecting on the Internship: Perspectives of a Newly Refined Principal Internship Program
Monica Wills and Jane Clark Lindle, Clemson University

The condition of principal preparation internships remains a source of debate and concern for decades. This study sought candidate perspectives on their obstacles and opportunities in a refined internship program.

Comparing Principal and Teacher Perceptions of Stakeholder Influence in Decision-Making: Explaining the Gap Between Participatory Theory and Practice
Molly F. Gordon, University of Minnesota - Twin Cities

Expanding the sources of leadership in schools has been a reform theme since the mid 1980s. For this paper, participatory democratic theory is used as a conceptual frame work for analysis. What factors predict the level of outside stakeholder involvement in schools is examined. Principal responses with teacher responses on similar scaled items is compared. The analysis will help explain the variance in reports of stakeholder influence on setting direction and decision making in schools. The paper will highlight how principals and teachers can better organize their leadership efforts to involve stakeholders for increasing student achievement.

Social Capital and Structural Holes: Applying Social Network Theory to Parental Involvement in Schools
Carolyn L Wanat and Laura Thudium Zieglowsky, University of Iowa

The study examines parental involvement in schools from the theoretical perspectives of social capital and social network theory particularly the concept of structural holes in social networks. Parents described involvement in their children's schools focusing on policy issues communication strategies and inadequacies and the challenges that membership in parent groups posed. Participants in two focus groups were active in one elementary school either as members of the formal parent-teacher group or an informal network formed by common interests and activities.

Grasping the Ideal of Parent Engagement in Schools: No Child Left Behind, Title I, and Opportunities for Participatory Democracy
Dwan V. Robinson, Ohio State University

This study examines the implementation of the No Child Left Behind and Title I (NCLB Title I) parental engagement initiatives in a large Midwestern school district to analyze whether NCLB Title I directives have facilitated opportunities for greater participation of parents in educational discourses.

Setting Standards: A Comparison of Parental and Policy Pressure on School Administrators' and Teachers' Work
Stacey A. Rutledge, Florida State University

This multilevel case study compares the normative pressure from parents with the regulative pressure imposed by standards and assessments policies and examines how these affect the work of school administrators and teachers. The study contributes to studies on the effects of high stakes accountability on the working conditions of administrators and teachers. It also contributes theoretically to institutional understandings of schools.
Public Engagement: Moving From the “Old Story” to the “New Story”
Ellen Bueschel, Miami University (Ohio)

Wheatley reminds us that in times of uncertainty, organizations retreat to old familiar ways of operation based on leadership theories of the last century. She suggests an alternative “new story” of self-determination based on communication, creativity, and community. This paper outlines a conceptual framework for Public Engagement to facilitate the journey between these old and new stories.

15.17, Hickory
Paper: Leadership Preparation and Policy for Early Childhood Education
Chair: Jami Berry, Georgia State University
Discussant: Julia N. Ballenger, Stephen F. Austin State University

School Readiness: A Determinant of Special Education Placement Among Young American Indian and Alaska Native Students
Susan Faircloth, Jacob Hibel, and George Farkas, Pennsylvania State University

Data from the kindergarten cohort of the Early Childhood Longitudinal Study were used to compare the third-grade special education placement rate of American Indian/Alaska Native (AI/AN) students to that of other racial/ethnic groups. Initial analysis indicated that approximately 15 percent of AI/AN third graders were placed into special education, a rate that is far higher than that of the other racial and ethnic groups.

The Landscape of Early Childhood Leadership Preparation Programs: Establishing a Baseline for Future Research
Angelique N. Bey, Saint Louis University

The purpose of this descriptive study was to establish a baseline capturing the structure and practices of degree-granting programs that prepare leaders of early childhood centers in the United States. Directors of early childhood leadership preparation programs were interviewed and coding and analysis was used to identify the recurring themes in the data.

Understanding the Relationship between Diverse Pre-kindergarten Delivery Systems and First Grade Retention: An Ecological Systems Analysis
John W. Gasko, University of Texas at Austin

As the value of early learning experiences continues to surface in the research literature, and as more states continue to invest in comprehensive pre-k reform as a means to increase student readiness for school learning, more studies are needed in order to understand the impact that various early care experiences have on student readiness for learning and how the availability of community-based early childhood experiences also impacts student readiness. This study, therefore, examines which factors, both within and outside of formal schooling contexts, contribute to students’ readiness for school.

Investing in High-Quality Early Childhood Education: A Critical Analysis of Texas Senate Bill 50
Sarah Diem, University of Texas at Austin

A critical analysis of Texas Senate Bill 50, which calls for an increase and improvement of prekindergarten services across the entire state, confirms the importance of investing in high-quality early childhood education programs as a means of narrowing disparities in achievement by race, ethnicity, and income. Senate Bill 50 also seeks to increase the quality of educator training; raise reimbursement rates for child care providers; and improve the recruitment, retention, and quality of early childhood education professionals. The analysis concludes with a recommendation to support the passage of Senate Bill 50.

15.18, Laurel
Paper: Conflict, Power, and Resistance
Chair: Leslie Hazle Bussey, St. Louis University
Discussant: Ernestine K. Enomoto, University of Hawaii
Intergroup Conflict in a South African School: Responses From Both Black and White South African Teachers
Jean Madsen, Texas A&M University, Reitumese O. Mabokela, Michigan State University

The use of Afrikaans and English as the dominant languages of instruction in South African schools, effectively compromised the ability of African students, the majority of whom considered these languages as colonial and oppressive, to achieve at their best academic potential. The language conflict between Afrikaans- and English-speaking White South Africans had a detrimental effect on the development and use of indigenous languages, especially in education. Emerging from this legacy of racial and language disparities, this study examined how intergroup (cultural, racial and linguistic) differences affect the professional relationships between White South African and Black South African teachers and their ability to educate students in a predominantly White, Afrikaans-medium school.

Resistance at Every Turn: Public School Principals Narrate the Countervailing Pressure They Feel in Their Pursuit of Equity and Justice
George Theoharis, Syracuse University

This paper creates space for principals leading for social justice to narrate the barriers they faced in their social justice work. Coming from a critical theoretical perspective, utilizing a qualitative, positioned subject approach, this paper describes the struggles of seven urban principals in their pursuit of equity and justice.

Modern and Postmodern Understandings of Conflict and Power: Two Illustrative Cases
Rose Ylimaki, University at Buffalo/SUNY, C. Cryss Brunner, University of Minnesota

This paper draws on the literature and data from a larger qualitative study to present two cases that illustrate modern and postmodern understandings of conflict and power.

15.19, Birch
International Community Building: Non-Government Schools in Rural India: An Alternative for the Poor?
Miles Bryant and Sibali Dutta, University of Nebraska-Lincoln, Rajat Das Das, HDR, Inc. (NE)

This session will present qualitative data on the administration of non-traditional educational institutions located in a remote and economically backward tribal region of India. The purpose of the research was to examine how educational services are delivered to poor children and families through an elaborate network of single teacher schools operating as private village entities.

Session 16, Saturday, 3:30 p.m. - 4:50 p.m.

16.1, Plaza Ballroom I
International Community Building: Social Justice Defined From Global Perspectives
Ernestine K. Enomoto, University of Hawaii, Michael Dantley, Miami University (Ohio), Maricela Oliva, University of Texas at San Antonio, Colleen L. Larson and Teboho Moja, New York University, Jeffrey Brooks and Jeffrey Milligan, Florida State University, Bruce Kramer, University of St. Thomas, Brendan Maxcy and Thu Suong Nguyen, University of Missouri-Columbia, Sung Choon Park, Ohio State University

This panel will offer varied definitions of social justice, beginning with notions of how social justice and equity might be defined and enacted within U.S. educational settings. From that beginning, we offer multiple perspectives about the meaning of social justice in countries as diverse as Mexico, Korea, South Africa, the Philippines, and Thailand. Our aim is not to be representative so much as to be varied and complex. Each presenter will offer a unique perspective that might be as insider or outsider, as researcher or educator, as personal and/or professional. All of these perspectives related to how we see the role of leaders engaged in work to improve the lives of people through education. Individually and collectively, we will reflect upon our understanding of leadership, activism, and advocacy for social justice in a 21st century, interdependent world.
**Traversing Borderlands: Delphi Studies of Resiliency and Gender in Higher Education Administration**
Rhonda L. McClellan, Texas Woman’s University, Dana Christman, New Mexico State University

This paper contrasts the findings of two modified Delphi studies of resilient women and men who are higher education administrators in education leadership programs. Participants responded to questions about their resiliency, what components contribute to it, what episodes demonstrate it and how so, and how educational leadership preparation programs might foster resiliency in others.

**An International Study: The Governance Roles of Turkish Public University Presidents**
Stacey L Edmonson, Sam Houston State University, Yaprapk Dalat Ward, SERCO International Consultant

University presidents today have far more complex governance roles than even before. These roles have been complicated by the onset of information and communication technologies which have transformed the economical, social, and political systems worldwide. This qualitative study described the governance roles of Turkish public university presidents.

**A Study of Internationalization at Three Universities**
Duncan Hurd and John Pisapia, Florida Atlantic University

The purpose of this study was to identify the change strategies that allowed three regional public universities to internationalize their campuses. The qualitative multi-site research design incorporated a critical case strategy with participants who led, facilitated, and/or implemented the change process. Data collection was obtained through interviews, documents, and direct observation. The analysis consisted of pattern matching facilitated by two-dimensional matrices.

**The Role of Universities in Building the Capacity of Educational Leaders**
Lea Hubbard and Paula Cordeiro, University of San Diego, Mark Silver, Francis Parker School (CA)

In January 2007, the University of San Diego’s Educational Leadership Development Academy, acted as an intermediary by offering an opportunity to bridge the research-to-practice gap and help local leaders contend effectively with local problems, specifically those that addressed issues of equity and social justice. This paper provides literature on the role of universities as intermediaries in providing professional development to educational leaders thereby, connecting research and practice.
16.4, Aspen
Symposium: Crossing the Great Divide: Roles and Functions of School Boards and Superintendents
Meredith Mountford and Michele Acker-Hocevar, Florida Atlantic University, Thomas Alsbury, North Carolina State University
This symposium will gain insight from researchers, board members and superintendents from around the country who will serve on the symposia panel. Panel members will respond to the most recent empirical studies on school boards and superintendents relationships as presented by the three researchers on the panel.

16.5, Magnolia C
International Community Building: Inquiry Without Boundaries: Can a Signature Pedagogy Promote Educational Leadership for a Just and Humane World?
Connie M Moss, Rick McCown, Launcelot I Brown, Peter Miller, Rodney Hopson and Gibbs Y Kanyongo, Duquesne University
This international community-building session will explore issues of leadership for understanding and interdependence by provoking inquiry leadership development through a signature pedagogy of critical inquiry.

16.6, Juniper
Symposium: Distributed Leadership and Power: Responses and New Directions
Jennifer Goldstein, City University of New York-Baruch College, Jennifer Zoltners Sherer, University of Pittsburgh, Richard Halverson, University of Wisconsin, Mark Smylie and David Mayrowetz, University of Illinois-Chicago, Joseph Murphy, Vanderbilt University
This symposium stretches research in distributed leadership in a new direction by presenting four papers which each bring a distributed perspective to questions of power and authority. Distributed leadership theory has sometimes been criticized for its supposedly neutral political stance, and power was specifically identified as a gap in the emergent literature on distributed leadership at AERA in April, 2007.

16.7, Magnolia A
International Community Building: Toward a Morally Engaged Understanding of Teacher Leadership: Perspectives from the People’s Republic of China and the U.S.A.
Lauren P Hoffman, Heather Hickman, Sarah Waddell, and Jeanette Mines, Lewis University
This session will address the perspectives U.S. and Chinese educators have regarding teacher leadership. Teacher leadership will be explored as a moral-political practice with specific interest in understanding what moral concerns the teachers have in their practice, what their response is to these concerns, and what it looks like when they exert their leadership as they deal with their concerns.

16.8, Beech A
Paper: Instructional Leadership
Chair: Joan Lakebrink, Depaul University
Discussant: Gary Crow, Florida State University
No One Has to Tell Him Kids Matter Most: A Case Study of One Principal’s Instructional Leadership Theories of Practice
Gary Houchens, Simpson County (KY) Schools, John Keedy and Paul Winter, University of Louisville
This qualitative case study explores the theories of practice (Argyris & Schon, 1974) regarding instructional leadership of one successful middle school principal. A narrative of thick, rich description and data displays presents findings, which includes the cognitive structure of the principal’s theory of practice (including assumptions and action strategies), the theory’s effects on teachers, and how the theory shapes the principal’s attitude toward control (Bidwell, 1965; Cusick, 1992).

Students with Special Needs, Reading Education, and Principals: Bridging the Divide Through Instructional Leadership
Karen Crum, Old Dominion University, Whitney Sherman, Virginia Commonwealth University
Principals are held accountable for achievement results of students on state-mandated assessments. Special needs students who struggle with literacy can impact the pass rates on these assessments. This findings from this study identify how reading is taught to special needs students in both self-contained and inclusion settings at the secondary level in one school district; determine how school leaders may or may not be facilitating this process; and identify ways school leaders can more effectively facilitate special education reading programs and processes.

Shadow Side of Compassion: Covert Practices of Secrecy and Tradecraft in Educational Administration
Eugenie Samier, Simon Fraser University

This paper examines a little studied side of educational life, administrative practices of secrecy and “tradecraft” that constitute covert activity impeding compassion and understanding. Drawing on studies of leadership and covert organizations, a general theory for covert administrative activities is proposed as an analytical tool to examine the “in formal” organization, toxic cultures, and micropolitics that undermine the conditions for understanding and a climate in which compassion cannot take root.

The Influence of Principal Instructional Leadership Practice on School-wide Professional Community
Xiu C. Cravens and Jason T. Huff, Vanderbilt University

In this paper, we examine the link between principals’ instructional leadership practices and school-wide professional community by using data from a southeastern school district. Because of the organizational structure of schools, we use Hierarchical Linear Modeling to address the fact that teachers are nested within schools, and we partition within- and between-school variations in the influences of principal leadership and school conditions.

16.9, Beech B
Paper: NCLB: Challenges and Consequences
Chair: Karen Osterman, Hofstra University
Discussant: Tricia Browne-Ferrigno, University of Kentucky

The Impact of NCLB on the Achievement Gap in Hampton Roads, Virginia
Whitney Sherman, Virginia Commonwealth University, Scott Burckbuchler, Kema Geroux, Tina Robinson, Wendy Smith, Anthony Garcia, and Emmanuel Oguike, Old Dominion University

The purpose of this project was to analyze SOL data trends in a region of Virginia that has, historically, served a significant number of minority students to make sense of and understand the impact that the NCLB legislation may or may not have had on student achievement as measured by standardized test scores.

Insulted Into Reform: The Influence of No Child Left Behind on the Professional Life of the District Superintendent
George Petersen, California Polytechnic State University-San Luis Obispo, Larry Dlugosh, University of Nebraska-Lincoln

Using extant literature and interviews with district leaders in two states, this investigation discusses the influences of No Child Left Behind on four leadership areas of the superintendent: (1. assessment and accountability, (2. parental choice, (3. resource flexibility, and (4. highly qualified teachers.

Challenges in Response to the Proposed Reauthorization of the No Child Left Behind Act: Making Sense of Texas’ Situation
John Gasko, University of Texas at Austin

Using Texas data, this paper demonstrates that applying blanket accountability policies to the high school level, based on limited successes in the earlier grades, would represent poor policy logic and potentially result in subtractive consequences for students and their families.
Lost in Translation: How High-Stakes Testing Resulted in Questionable Ethical Behavior by School Leaders
Marla Israel, Loyola University-Chicago
This study will demonstrate the policy of No Child Left Behind can lead educational administrators away from what is right and what is in the “best of interests of the child”.

Navigating the Challenges of a Market Driven Age of Education: Ohio’s Big Eight and NCLB’s Reauthorization. A Rejoinder
Judy May, Bowling Green State University
The purpose of this paper is to revisit the status and progress of the eight largest school districts in the state of Ohio relative to the school choice options outlined in the reauthorization of the No Child Left Behind Act of 2001.

16.10, Chestnut
International Community Building: Looking Across Borders to Explore How Policy Context Influences Leadership Preparation Evaluation and Quality
Leslie Hazle Bussey, Saint Louis University, Allan Walker, Chinese University of Hong Kong, Lyse Langlois, Université Laval (Canada), Olof Johansson, Umeå University (Sweden)
In this international community-building dialogue, panelists and session participants will explore cross-border differences in how leadership preparation programs are evaluated, the purposes driving these evaluations, and how different policy contexts influence evaluation and improvement mechanisms. Drawing on the experiences of an international panel, models of program evaluation will be discussed with particular attention to their underpinning values and assumptions.

16.11, Poplar
Paper: School and Community Services for Students who are Displaced and Homeless
Chair: Marco Barker, Louisiana State University
Discussant: Lauri Johnson, University at Buffalo/SUNY
American Diaspora: The Availability of Coordinated and Community Services for Students Displaced by Hurricane Katrina
Mary Erina Driscoll and Renee Waters, New York University
The Hurricanes of 2005 displaced nearly 378,000 school age children, many of whom were relocated both in the Gulf area and throughout the United States. This paper builds on data collected in 2006 from districts and schools enrolling displaced student in over 30 states. In this paper, we look at data from principals as well as superintendents to determine the ways in which pre-existing networks in schools and communities augmented or hindered the provision of services available though the district.

The Children of Katrina: Crossing Borders from New Orleans to Middle America
Augustina Reyes, University of Houston
In a study of students displaced by Hurricanes Katrina and Rita, there were approximately 200,000 public school children (Rand, 2006). The purpose of this paper is to identify and discuss how federal and state policy worked to provide educational access and services to students displaced by Katrina, with a focus on Texas education policy. Additionally, federal and state policy will be explored for its short-term and long-term effect on the education of displaced Katrina children.

Cultivating Seeds of Hope: Leadership and Collaboration for Students Who are Homeless
Peter M. Miller, Rahmon Hart, Monica Lamar, Cosette Grant, and David Parker, Duquesne University
The purpose of this qualitative study was to learn more about how exceptional school and community-based leaders in one particular urban region worked together to serve the social and educational needs of students who are homeless. By gaining a deeper understanding of their work and contextualizing their efforts in the wider field of educational leadership, we aspired to inform other leaders on how they might better address the needs of this ever-expanding population of students.
16.12, Terrace
Conversation: *Publishing in Refereed Journals*
Charles Russo and Theodore Kowalski, University of Dayton, Edith Rusch, University of Nevada-Las Vegas
The session is designed for graduate students, researchers, professors, and practitioners seeking to get their manuscripts published in refereed journals. Three journal editors (a) explain review and evaluation procedures, (b) discuss common problems encountered by authors, (c) offer recommendations for developing manuscripts, and (d) answer participant questions.

16.13, Walnut B
Paper: *Examining Leadership Practice through Multiple Perspectives*
Chair: Jo Bennett, University of Texas at Austin
Discussant: Madeline Hafner, Minority Student Achievement Network - Wisconsin Center for Education Research

*Cultures of Critical Spirituality Promoting Social Justice*
Martin Scanlan, Marquette University
This article presents a multicase study examining the nexus of social justice and spirituality in educational leadership. Critical spirituality is apparent when internal convictions and dispositions inform external commitments to social justice. This study extends our knowledge by exploring cultures of critical spirituality within school communities serving traditionally marginalized students.

*School Leadership: Examining Caring and Equity in Schools*
Frankie K. Williams and P. Diane Ricciardi, Clemson University
The research question guiding this study focuses on the leadership practices related to actions of caring and equity for all children. Matters relating to diversity and compassion are investigated. The paper includes an examination of caring from two perspectives: caring tenets—caring is collaborative, situational, reciprocal, and committed; and the school administrator’s role in developing a climate conducive to caring and equity is explored in schools.

*Moral Leadership in Schools: Developing Capacities Through Preparation Programs*
Gail C. Furman, Washington State University
This paper outlines a framework for the dimensions of moral leadership in schools, arguing that moral leadership constitutes a praxis across these various dimensions. Using this framework as a basis, the paper further argues that a central goal of leadership preparation programs is to develop educators’ capacities for moral leadership across these dimensions. Recommendations are made for leadership preparation program curricula.

*Ancient Wisdom: Critical Insights for a Modern World*
Renee Kuchapski, Brock University
The purpose of this paper is to use the early life of Tookoome, an Inuit hunter, as a foil to discuss the value of intuitive and experiential knowledge as a way to open boundaries between cultures. Examples based on the literature and the author’s experiences are included.

16.14, Dogwood
Paper: *Into the Principalship: Leadership Preparation and Promotion of Teachers and Assistant Principals*
Chair: Bonnie Fusarelli, North Carolina State University
Discussant: Joan Jackson, Old Dominion University

*Women Teachers Aspiring to Lead Secondary Schools in Uganda: Common Problems in a Unique Context*
Jill Sperandio, Lehigh University
Women continue to be underrepresented in educational leadership at the school level in most developing countries, including Uganda in East Africa. Using survey data
collected from sixty-five female secondary school teachers, women’s perceptions of the desirability and accessibility of school administration and leadership as a career choice will be discussed, together with the societal and cultural barriers women must overcome if educational leadership is their chosen career.

Comparing Factors that Influence U.S. and German Teachers to Become School Administrators
Dawson R. Hancock, University of North Carolina at Charlotte, Ulrich Muller, Padagogische Hochschule Ludwigsburg (Germany)

The purpose of this study was to identify factors that motivate or inhibit practicing teachers from seeking administrative positions in the U.S. and Germany. Using exploratory factor analysis, survey responses of students enrolled in School Administration programs were analyzed.

Teacher Leaders Building Social Capital in High School Departments: Three Case Studies
Mark R. Benedict, Elmbrook Schools (WI)

This study focuses on the work of 3 teacher leaders in their departments. The sample consists of one teacher leader from each of three high schools. The central research question is the following: what actions do teacher leaders take to build social capital within their academic departments? Themes gleaned from the data will be categorized according to the three strands of social capital originally identified by Coleman (1988): social trust, informational networks, and professional and social norms.

The Preparation and Promotion of Elementary Vice-Principals to the Principalship
Ellen Retelle, Central Connecticut State University

The objectives of this paper are to report on how elementary vice-principals are prepared for school leadership and promoted to the principalship in western Canadian school districts. The dynamics and micropolitics of the hiring procedures and process of moving from the vice-principal position to the principalship are explored.

16.15, Hickory
Paper: Intended and Unintended Consequences: A Discussion of Policy Implications
Chair: Jay D. Scribner, University of Texas at Austin
Discussant: Jennifer Jellison Holme, University of Texas at Austin

Does School and Community Context Influence Coaches’ Perceptions of Punitive Academic Policy for Student Athletes? Implications for Leadership and Academic Accountability
Jennifer J. Kennedy and Mario Torres, Texas A&M University

This study examines coaches’ perceptions of a form of student accountability requiring student athletes to meet minimum expectations in the classroom to participate in organized student athletics. It evaluates the extent to which coaches’ perceptions of the no pass, no play provisions are influenced by individual coach, school, and community characteristics using a multiple logistic regression.

Graduation Requirements, Course-Taking, and Mathematics Achievement: A Multilevel Analysis
Dan Berebitsky, University of Michigan

Prior research has shown that, while increased coursework tends to raise achievement, increased graduation requirements do not tend to improve student academic performance. This study extends previous research by using the new ELS: 2002 data set from NCES. Using multilevel modeling, it is found that increased coursework is positively related to math achievement; however, higher graduation requirements are not significantly linked to student performance on the math assessment.

Bullying Without Borders: Can School Leaders Legally Monitor Student Bullying and Harassment in the Cyberspace Era?
Kevin P. Brady, North Carolina State University

This presentation will examine the tension between a student’s right to free speech
and expression with the need for school officials to address and monitor the impact and potential disruption that electronic-based, abusive student speech has on the school community.

**A Comparative Study of Poverty Programs to Improve Educational Outcomes in Selected Developing Countries: Implications for American Educational Policy**

Shannon A Stackhouse, University of Texas

The purpose of this study is to analyze the success of a family of “conditional cash transfer” programs designed to improve educational outcomes among the impoverished in developing countries.

**16.16, Laurel**

Symposium: *Understanding the Labor Market for School Administrators*

Bruce Baker, Aarti Bajaj, Eric Punswick, and Charles Belt, University of Kansas, Michelle Young and Ed Fuller, University of Texas at Austin

This symposium includes 3 papers using national data as well as data from 3 large state administrative data systems-Missouri, Texas and New York. The first paper addresses the distribution of academic credentials for school principals and wage variation by location, degree level and experience. The second paper explores specifically, factors associated with leadership stability (or lack thereof) in Missouri schools and factors associated with the likelihood of exit or move behavior among Missouri elementary school principals. The final paper links leadership stability to teacher team quality indicators, including teacher team stability and ultimately school-level student outcomes.

**16.17, Birch**

Symposium: *Dialogue Across Community Borders: Increasing Stakeholder Voice*

Jean Cate, Glenne' Whisenhunt, Sharon Wilbur, and Gracie Branch, University of Oklahoma, Dana Mitra and Felicia Sanders, Penn State University

Four paper presentations explore intersections between theory, research, and practice on increasing dialogue, compassion and understanding among school stakeholders. The session includes a framework and analysis of leadership practices that stimulate inquiry and discourse. Case studies and expanded research studies in two states will illustrate intentional communication across borders within communities. The session concludes with implications for preparing school leaders.

**16.18, Magnolia B**

Symposium: *Disappearing Special Education Administration: Remaining Visible through Capacity Building Across Academic and Professional Borders*

Mary Lynn Boscardin and Matthew Militello, University of Massachusetts Amherst, Carl Lashley, University of North Carolina-Greensboro, Jean Crockett and David Quinn, University of Florida, Thomas Skrtic and Christine Walther-Thomas, University of Kansas, James Yates, University of Texas at Austin

This session will focus on remedies for increasing the availability of highly qualified leaders of special education and decreasing the shortage and elimination of administrators of special education through capacity building strategies which include but are not limited to the development of interdisciplinary collaborative pedagogies that cross academic and professional borders. The topics considered include certification and licensure practices, legislative and reform initiatives, and recruitment, training, and retention.

**16.19, Arbors**

Conversation: *Navigating the Academic Job Search Process: Successful Applications, Interviews, and Research Presentations*

Scott McLeod, Iowa State University

This UCEA-sponsored session is intended to help educational leadership graduate students successfully navigate the unique challenges of searching for an academic job. Dr. Scott McLeod, co-creator of the UCEA Job Search Handbook, will focus on submitting applications, campus interviews, and effectively presenting research.
Session 17, Saturday, 5:00 p.m. - 5:50 p.m.

17.1, Plaza Ballroom I
Graduate Student Symposium II: Pathways to Success: A Dialogue Between Scholars and Students of Color
Floyd Beachum, University of Wisconsin-Milwaukee and Mariela A. Rodriguez, University of Texas-San Antonio (co-chairs), Carlos R. McCray, Georgia State University, Elizabeth Murakami-Ramalho, University of Texas-San Antonio, María Luisa González, New Mexico State University
Faculty and graduate students are invited to attend this session which will provide participants an opportunity to network and dialogue about successful strategies for completing doctoral study, balancing career and family, and working toward promotion and tenure. Graduate students and junior faculty are encouraged to attend.

17.2, Magnolia A
Innovative Session: Healing Dialogues – The Therapeutic Nature of Story
Sarah Noonan and Thomas Fish, University of St. Thomas
The presenters provide an overview of the therapeutic nature of story, illustrating the themes found in wounding stories as well as the qualities of emphatic listening and response that promote healing. Participants will engage in a brief activity to experience composing and telling a “wounding” story.

17.3, Beech A
Innovative Session: Lessons Learned: State Action For Educational Leadership
Philip McCullum, University of Oregon
In August 2007, a group of educational leaders attended the International Conference on Educational Leadership in Beijing China to present the State Action for Educational Leadership Project’s (SAELP) efforts to adopt national standards, increase student achievement, and address issues of cultural competency and literacy. This session will present lessons learned from the conference.

17.4, Beech B
Conversation: A New Social Order: Leadership for Social Justice in Preparation Programs
Gaetane Jean-Marie, University of Oklahoma, Anthony Normore, California State University-Dominguez Hills
In an effort to dialogue across universities and global contexts, this interactive dialogue seeks to examine considerations offered by Hoff, Yoder and Hoff (2006) if leadership preparation programs are committed to prepare school leaders to think globally and act courageously about social justice.

17.5, Chestnut
Conversation: Participants’ Experiences at the International Conference on Education Leadership in Beijing, August 2007
Gary Ivory, New Mexico State University, Rhonda McClellan, Texas Woman’s University, Adrienne Hyle, Oklahoma State University
In this conversation, participants will discuss their experiences at the 2007 International Educational Leadership Conference in Beijing. In the discussion, the possible next steps regarding international alliances and scholarship will be explored.

17.6, Poplar
Conversation: Sharing Best Practice in Principal Development
Victoria Robinson and Nick Pace, University of Northern Iowa
Session organizers will share four innovative and authentic learning activities designed for principal candidates. Participants will also share examples of their best practice in principal development.

17.7, Magnolia B
Innovative Session: Automated Detection of Reference and Citation Errors in APA Style Manuscripts
Michael Dipaola, College of William and Mary, Neil W Webre, Cal Poly
The purpose of this session is to introduce a newly developed tool that can save the many hours spent on finding errors in a manuscript’s reference list and in citing references. This web-based tool is provided free of charge and requires no technical skill other than attaching a document to an e-mail message. Session participants will receive instructions on how to submit a manuscript, view the types of feedback the process produces, and explore the potential of the process as a powerful teaching tool.

17.8, Walnut B
Innovative Session: (Re)Imagining Curriculum Leadership through Postcolonial and Queer Analyses of Educational Discourses

Michael O’Malley, University of Central Florida, Louise Anderson Allen, South Carolina State University, Patrick Slattery, Texas A&M University, Jeanne F. Brady, Kathleen Brown, University of North Carolina at Chapel Hill

In this session, postcolonial and queer theoretical analyses in order to expose and interrupt the manner in which borders are constructed between leadership and curriculum is engaged. Four focus questions are employed to guide panelists and session attendees in constructing alternate views of holistic curriculum leadership oriented toward agency for justice and equity.

17.9, Laurel
Innovative Session: The Teacher Evaluation Game: Using Videogame Technologies to Teach Professional Practices

Richard Halverson and Moses Wolfenstein, University of Wisconsin-Madison

The advent of real time strategy and role-playing video games create dynamic learning environments for creating, testing and using practical theories of action. Unfortunately, professional preparation programs, such as educational leadership, have not yet exploited these new approaches to teaching and learning. This session outlines the design rationale for a game based on teacher evaluation, discusses our initial design and pilot testing work, and invites attendees to play the new Teacher Evaluation Game during the session. Participants will need to bring laptops to download and play the game.

17.10, Birch
Meeting: UCEA Review Team Meeting

Catherine Lugg, Rutgers University, Andrea Rorrer, University of Utah, Rose Ylimaki, University at Buffalo/SUNY, Laura McNeal, Georgia State University, Julie Mead, University of Wisconsin-Madison, Gerardo Lopez, Indiana University, Liz Hollingworth, University of Iowa, Chad Sayre, University of Missouri-Columbia, Michelle D. Young, UCEA

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**ANNUAL BANQUET**

Saturday, 6:15 - 10:00 p.m.,
George Washington Memorial Masonic Temple

This year’s UCEA Banquet will be held on Saturday evening at the George Washington Memorial Masonic Temple in Old Town Alexandria. You will be transported from the hotel at 6:15 p.m. to the Temple, where you will be greeted by guides in period dress and look out over the glittering lights of Washington at night. Move to the Grand Hall for dinner, to be followed by an hour long, multimedia performance by some of the most talented jazz performers in DC entitled “The American Musical Landscape”. Arrival back at the hotel should be approximately 10:00 p.m.

Tickets for the banquet, including transportation, dinner, and music can be purchased via the online registration system. Please purchase your tickets early as seating is limited.
Session 19, Sunday, 7:00 a.m. - 7:50 a.m.

19.1, Plaza Ballroom III
Board Meeting: *Journal of Research on Leadership Education*
Edith Rusch, Bruce Barnett, Joanne Cooper, Lenoar Foster, Phillip Hallinger, Jacky Lumby, Nelda Cambron McCabe, Joseph Murphy, Khuala Murtadha, Terry Orr, William Tierney, Allan David Walker, Catherine Lugg, Maenette Benham, Lars Björk, Colleen Capper, Tim Goddard, Adrienne Hyle, Frances K. Kochan, Martha McCarthy, Fergus O’Sullivan, Michelle D. Young

(Continued through Session 20.5)

Session 20, Sunday, 8:00 a.m. – 9:20 a.m.

20.1, Beech A & B
Meeting: *UCEA Program Centers Directors*
Julian Vasquez Heilig, University of Texas at Austin, Vicki Rosser and Edith Rusch, University of Nevada, Las Vegas, Walter H. Gmelch, University of San Francisco, Scott McLeod, Iowa State University, Nancy Evers, University of Cincinnati, Lars G. Björk, University of Kentucky, C. Cryss Brunner, University of Minnesota, Stephen L. Jacobson, University at Buffalo/SUNY, Kenneth A. Leithwood. University of Toronto/OISE, Paul Begley, Pennsylvania State University

20.2, Aspen
Meeting: *UCEA-AERA Data-Driven Decision-Making Cases Project*
Scott McLeod, Iowa State University, Richard Halverson, University of Wisconsin, Thomas Alsbury, North Carolina State University, Jon Becker, Virginia Commonwealth University, Alex Bowers, University of Texas at San Antonio, Gary Crow, Florida State University, Michael Dantley, Miami University (Ohio), Mary Driscoll, New York University, Fenwick English, University of North Carolina, Richard Fossey, University of Houston, Margaret Grogan, University of Missouri, Carolyn Herrington, University of Missouri, Meredith Honig, University of Washington, Andrea Rorrer, University of Utah, Linda Skrla, Texas A&M University, John Weathers, University of Pennsylvania, Michelle D. Young, UCEA, Gerald Sroufe, AERA

Work session for participants in collaborative UCEA-AERA project on developing cases/simulations to prepare prospective and current educational leaders on using data for district-level instructional decision making.

20.3, Plaza Ballroom I
Meeting: *Joint Research Taskforce on Leadership Prep Work Time*
Liz Hollingworth, University of Iowa

Individuals working on leadership preparation research are invited to make use of this time and space for conversation and collaboration with their colleagues. In addition, Liz Hollingworth will be available to answer questions about how to get involved in the task-force.

20.4, Plaza Ballroom III
Board Meeting: *Journal of Research on Leadership Education*
Edith Rusch, Bruce Barnett, Joanne Cooper, Lenoar Foster, Phillip Hallinger, Jacky Lumby, Nelda Cambron McCabe, Joseph Murphy, Khuala Murtadha, Terry Orr, William Tierney, Allan David Walker, Catherine Lugg, Maenette Benham, Lars Björk, Colleen Capper, Tim Goddard, Adrienne Hyle, Frances K. Kochan, Martha McCarthy, Fergus O’Sullivan, Michelle D. Young

JRLE Editorial Review Board members are invited to attend this section of the board meeting. A presentation of the JRLE Reviewer of the Year Award will be announced.

(Continued through Session 20.5)

20.5, Walnut A & B
Paper: *Bridging Institutional Borders Through University-School Partnerships*
Chair: Samantha Bartholomew, Indiana University
Discussant: Joyce Dana, Saint Louis University
Bridging Institutional and Territorial Borders: Contextualizing Internship Programs to Meet the Needs of Large Urban School Districts
Daniel Reyes-Guerra and Meredith Mountford, Florida Atlantic University, Gracie Diaz, Broward County Public Schools (FL)
This paper reports on the development of a university/district partnership that developed over time and required the negotiation of many obstacles and boundaries. The effort resulted in a partnership founded with the purpose of re-thinking and co-constructing critical components of the university’s and school district’s leadership preparation programs by taking into account the findings of best-practice literature and national standards.

Lessons from Country Borders: Preparing Leaders for Social Justice and Diversity through a District and University Partnership
Elizabeth Murakami Ramalho, Encarnacion Garza, and Betty Merchant, University of Texas at San Antonio
An important part of an international dialogue in education is the lesson such exchanges can bring to the countries involved. A significant way to learn about international exchanges is by observing school leadership along our national borders, where schools exist at the intersection of geography, culture, politics, and racial/ethnic and linguistic diversity. Research on schools along the border between the U.S. and Mexico has failed to capitalize on the rich lessons in educational leadership that can emerge from such educational contexts.

Challenges and Opportunities Embedded in A Collaborative Partnership for Leadership Preparation in an Urban Setting
Margaret Grogan, Juanita Simmons, Katie Piacentini, and Betty Porter Walls, University of Missouri-Columbia, Sheila Smith-Anderson and Audrey Jackson, St. Louis Public Schools (MO)
This paper explores the challenges and opportunities of a university-district partnership that has prepared two cohorts of students for leadership positions. The focus is on the partnership itself - how it operates and how it has evolved over the two years.

20.6, Birch
Meeting: Publications Committee
Catherine Lugg, Rutgers University, Theresa Wasonga, Northern Illinois University, Mario Torres, Texas A&M University, Brendan Maxcy, University of Missouri-Columbia, Stephen Jacobson, University at Buffalo/SUNY, Gary Crow, Florida State University, James Koschoreck, University of Cincinnati, Michael Dantley, Miami University (Ohio)

If your institution or organization is interested in hosting or co-hosting a future UCEA convention or in sponsoring a reception or coffee break at a future convention, please contact UCEA Headquarters at (512) 475-8592 or by e-mail at ucea@austin.utexas.edu
**General Session 5**  
**Session 21, Sunday, 9:30 a.m. - 10:50 a.m.**  
**Plaza Ballroom B & C**

 Welcomes and Introductions:  
Fenwick English, University of North Carolina-Chapel Hill

Paula Silver Case Award Presentation:  
Michael Dantley, Editor of the Journal of Cases in Educational Leadership

Davis Award Annoucement:  
Diana G. Pounder, Editor of the Educational Administration Quarterly

International Panel and Sunday Morning Breakfast:  
*The Politics of Quality in Leadership Development: A US and International Perspective*  
Chair: Gary Crow, Florida State University  
Discussant: Michelle D. Young, UCEA  
Panelists: Jacky Lumby, University of Southampton, England, Petros Pashiardis, Open University of Cyprus, Kenneth Leithwood, University of Toronto, David Gurr, University of Melbourne, Allan Walker, Chinese University of Hong Kong, Diana G. Pounder, University of Utah, Terry Orr, Bank Street College of Education, Margaret Grogan, University of Missouri-Columbia

Introduced by Lauri Johnson, University at Buffalo/SUNY

UCEA, the British Educational Leadership, Management, and Administration Society (BELMAS) and the Commonwealth Council for Educational Administration and Management (CCEAM) are sponsoring the International Handbook on the Preparation and Development of School Leaders to be published by Erlbaum. In addition UCEA, AERA-Div A, National Council of Professors of Educational Administration, and the Teaching in Educational Administration special interest group of AERA are sponsoring a U.S. Handbook of Research on Leadership Education, also published by Erlbaum. This general session will feature several authors from the two Handbooks and will be an interactive panel discussion with authors using highlights of their chapters to address various perspectives on the politics of quality in leadership development across national contexts.

Concluding Remarks: 2007-2008 UCEA President, Stephen Jacobson, University at Buffalo/SUNY

**Session 22, Sunday, 11:00 a.m. - 1:00 p.m.**

**22.1, Birch**

Closed Workshop: *Training for New ELCC/NCATE Program Reviewers*  
Honor Fede, NASSP/ELCC  
Are you interested in becoming an ELCC/NCATE program reviewer? The ELCC is looking to train UCEA professors and practitioners to evaluate educational leadership programs for colleges and universities undergoing NCATE accreditation. The training is free to those who qualify and are nominated by the ELCC. Once trained, we require a 2 year commitment of service to the NCATE/ELCC as a program reviewer. If you would like to be considered for nomination, we would invite your attendance at this training session. There is a separate registration process from the UCEA convention to attend this workshop-contact Ms. Fede at (800) 253-7746 Ext. 207 or fedeh@principals.org. Registration is free to selected participants, $200 for non-reviewers.  
*(This session will last until 4:00 p.m.)*

**22.2., Beech A & B**

Workshop: *Using Case Studies in Classes*  
Ellen Bueschel, Miami University (Ohio), Michelle Chaplin Partlow, Temple University  
In this workshop strategies and methods to successfully use the cases in the Journal of Cases in Educational Leadership will be shared by faculty who have long term experience in using the Journal in their instructional programs.
22.3, Aspen
Workshop: New DEEL Curriculum Development
Steven J. Gross, Temple University, Gail Furman, Washington State University, Gary Crow, Florida State University, Michael Dantley, Miami University, Mary John O’Hair, University of Oklahoma, Joan Shapiro, Temple University, Philip Woods, University of Aberdeen, Kathleen S. Sernak, Rowan University, Colleen L. Larson, New York University

The purpose of this workshop is to engage participants to join New DEEL leaders as we examine new priorities for our programs in educational leadership. The goal is to identify emerging areas of need as well as begin to chart a course that will result in serious, sustained change, building from last year’s workshop. Anyone interested in program development and its meaning in the New DEEL context is welcome to join us. Please bring examples of programs, syllabi, field experiences, and professional development ideas that reflect democratic, ethical leadership development.

22.4, Plaza Ballroom I
Workshop: The Department Chair
María Luisa González, New Mexico State University, Grayson Noley, University of Oklahoma, Martha McCarthy, Indiana University

This session will focus on the complexity of leading departments that prepare both educational researchers and scholar-practitioners. Department leaders will engage in discussion about these complexities and how they deal with them. They will also engage with colleagues concerning their perspectives and needs relative to supporting faculty growth, program improvement, and responsive preparation of all graduate students. The expectation of including entrepreneurial efforts as part of the chair’s responsibilities will be addressed. Newly appointed chairs as well as experienced chairs are invited to participate in this highly interactive format.

22.5, Plaza Ballroom II
Workshop: Using State Data Sources: An Untapped Evaluation Research Opportunity for Leadership Preparation Programs
Bill Black, University of South Florida, Ed Fuller, University of Texas at Austin, Bruce Baker, University of Kansas

This workshop will introduce participants to (a) the basic types and structures of data available through state and federal sources [along with approaches for requesting and gaining access to the data], (b) approaches for hierarchically organizing and combining those data and (c) the types of policy questions one might address with such data, with insights from our own recent studies. Presenters will also provide an inventory of what data we already know are available across several states, as well as which states are non-receptive, which require confidentiality wavers, and which states charge a fee.

22.6, Plaza Ballroom III
Workshop: Publish Your Own Book With UCEA
Catherine Lugg, Rutgers University, Gary Crow, Florida State University, Linda Tillman, University of North Carolina-Chapel Hill

The workshop will provide you the background to submit a strong book prospectus to UCEA. The session will be present an overview of the publishing process, cover the basic information and required paperwork, and give attendees ideas of what UCEA is looking for in its sponsored publications.

22.7, Juniper
Workshop: Proposal Writing for Federal and Private Grants
Cynthia High, University of Texas

Private funders allow the freedom for you to design a project/program. If it fits their mission and other criteria, they can choose to fund it. Federal grants describe the program the administration chooses to fund. You have the freedom to design the research project. We’ll take a look at the requirements for each type of proposal and a high level look at how to approach your funder with your proposal.
History
The professional beginning for educational administration began in 1947 under the guidance of Walter Cocking, editor of The School Executive and E.B. Norton, professor of educational administration at Teacher College, Columbia, with the founding of the National Council of Professors of Educational Administration (NCPEA). The formation of the Cooperative Program in education administration (CPEA) by 1955 had 30 institutions receive grants to advance the study of school administration. CPEA is credited with giving birth to the University Council of Educational Administration (UCEA).

In 1954, members of the Cooperative Program in Educational Administration (Middle Atlantic Region) proposed an organization that would be devoted to improving professional preparation of educational administrators. To help establish such an organization, a central office with part-time staff was established on the campus of Columbia University, financed by a grant from the W. K. Kellogg Foundation to Teachers College of Columbia University. Between 1956 and 1959, with help from the staff at the Teachers College office, UCEA’s constitution and by-laws were formulated, the organization’s purposes were defined, and additional financial support was obtained in the form of a five-year grant from the Kellogg Foundation. The organization was officially founded in 1957, and the UCEA central office moved to The Ohio State University where a small, full-time staff was hired. In 1984, the central office was moved to Arizona State University, to The Pennsylvania State University in 1991, and the University of Missouri-Columbia in 1996. In 2006, UCEA’s central office moved to the University of Texas at Austin.

Since its inception, UCEA has worked to improve the professional preparation of administrative personnel in both continuing education and pre-service programs. UCEA has been a major contributor to:

- Broadening the content of preparation programs for educational administrators,
- Extending use of more effective methods of inquiry in educational administration,
- Shifting educational administration from an anecdotal orientation to a more scientific one, leading to generalizations about organizations and leadership,
- Developing new instructional materials for administrator preparation programs,
- Fostering exchanges in research and in program development between professors and administrative leaders in the U.S. and their counterparts in other countries, and
- Continuing efforts toward standards of excellence in research and in preparation programs for administration.

More recently, UCEA also has focused considerable attention on strengthening relationships among institutions that prepare administrators for service and the school districts and other agencies in which administrators serve. UCEA’s most recent initiative in this area is the development of the National Commission for the Advancement of Educational Leadership Preparation (NCAELP).

Financing
Upon expiration in 1969 of a second five-year grant from the Kellogg Foundation, UCEA has been supported through a combination of membership dues; donations of resources, facilities, equipment and staff time from member institutions; sales of publications and instructional materials; and investment income. From time to time, UCEA also obtains external grants for special projects.

Governance and Staff
UCEA’s governance is vested in two official bodies, the Executive Committee and the Plenum. The Executive Committee is composed of nine individuals elected from member institutions. The Executive Committee makes decisions about appointments and compensation of personnel, develops plans for and makes recommendations to the Plenum, and,
when necessary, makes interim program decisions. Executive Committee Officers consist of a President, who presides at all Plenary Sessions and Executive Committee Meetings; a President-Elect, who chairs the convention; and a Secretary Treasurer. The Plenum, comprised of one representative from each member university, elects the Executive Committee, helps make governance, finance, and membership decisions, provides linkages with member university faculty and students, and promotes programmatic involvement with UCEA. UCEA Central Staff are led by the UCEA Executive Director, whose responsibilities include working with the Executive Committee to build the vision, goals, and activities for UCEA consistent with its mission, and leading, supporting, managing, and executing the routine work of UCEA. Central Staff also include Associate Directors, an Events Manager, a Financial Director, and graduate assistants.

UCEA Member Institutions

University of Alabama
University of Arizona
Arizona State University
Auburn University
Brigham Young University
University at Buffalo/SUNY
University of California-Santa Barbara
Chinese University of Hong Kong
University of Cincinnati
University of Connecticut
University of Dayton
Duquesne University
University of Florida
Florida Atlantic University
Florida State University
Fordham University
University of Georgia
Georgia State University
Hofstra University
University of Houston
University of Illinois
Illinois State University
Indiana University
University of Iowa
Iowa State University
University of Kansas
Kansas State University
Kent State University
University of Kentucky
Lehigh University
Louisiana State University
University of Louisville
University of Maryland
Miami University
University of Michigan
Michigan State University
University of Minnesota
University of Missouri-Columbia
University of Nebraska-Lincoln
University of Nevada-Las Vegas
University of New Mexico
New Mexico State University
New York University
University of North Carolina-Chapel Hill
North Carolina State University
University of Northern Colorado
Northern Illinois University
Ohio State University
University of Oklahoma
Oklahoma State University
University of Oregon
Pennsylvania State University
University of Pittsburgh
Rutgers University
St. Louis University
Sam Houston State University
Temple University
University of Tennessee
Tennessee State University
University of Texas-Austin
University of Texas-San Antonio
Texas A & M University
University of Toledo
University of Utah
Vanderbilt University
University of Virginia
University of Washington
Washington State University
Wayne State University
The College of William and Mary
University of Wisconsin-Madison
University of Wisconsin-Milwaukee

Partner/Provisional Member Institutions

Bowling Green State University
Clemson University
Portland State University
Texas State University
University of Texas-Pan American

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 Marriot, Kansas City, MO
2005......Gaylord Opryland, Nashville, TN
2006......The St. Anthony Wyndham, San Antonio, TX

Visit UCEA’s website!

UCEA provides a lot of information about the organization on its website, www.ucea.org.

Visit UCEA’s website for the Journal of Cases in Educational Leadership, a review of UCEA’s history, future initiatives, and the latest UCEA activities.

Browse the membership directory, convention information, events schedule, job postings, or purchase UCEA publications.

The UCEA Website is constantly changing. If you have any comments or suggestions, please feel free to call or e-mail UCEA.
**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–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 (Ohio)-Ohio
1997.........................................................................Patsy E. Johnson, University of Kentucky
1998.........................................................................C. Cryss Bryner, 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
                           Roger D. Goddard, University of Michigan-Ann Arbor
2003.........................................................................Cynthia Reed, Auburn University
2004.........................................................................Gerardo Lopez, Indiana University, Bloomington
2006.........................................................................Andrea Rorrer, University of Utah
2007.........................................................................Suzanne E Eckes, Indiana University, Bloomington
                           Meredith Honig, University of Washington

The Culbertson Award was organized by former associate directors of UCEA. Individuals who are nominated must have been professors for six years or fewer and currently serve in a UCEA university. Contributions for which an individual may be nominated include: (a) innovation in administrator preparation; (b) a published book; (c) instructional materials; (d) development of a new course or program; and (e) a completed research project or related product. Donations to the Culbertson Award Fund are welcome.

**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.

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
2002..........................................................................William L. Boyd, Pennsylvania State University
2003..........................................................................Wayne Hoy, The Ohio State University
2004..........................................................................Martha McCarthy, Indiana University, Bloomington
2005..........................................................................Flora Ida Ort, University of California, Riverside
2006.........................................................................Jerry Starratt, Boston College
2007..........................................................................Cecil Miskel, University of Michigan-Ann Arbor (Retired)

The Campbell Award for lifetime achievement is made at the discretion of the UCEA Executive Committee. Criteria used in selecting the recipient include: (a) longtime distinguished service as
teacher/researcher in the field of educational administration; (b) superior contributions to the field’s body of knowledge; and (c) recognized leadership efforts to improve the field, especially with regards to the preparation of educational administrators and/or professors of educational administration.

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
                                                BetsAnn Smith, Michigan State University
2001 ..................................................................... Stephen Davis, University of the Pacific
2002 ..................................................................... George White, Lehigh University
                                                Thomas Mayes, Lehigh University
2003 ..................................................................... Sandra Lowrey, Stephen F. Austin State University
                                                Sandra Harris, Stephen F. Austin State University
2004 ..................................................................... Duane Covrig, University of Akron
                                                Louis Trenta, University of Akron
                                                Sharon Kruse, University of Akron
2005 ..................................................................... Donald Leech, Valdosta State University
                                                Lorraine Miller, Duval County Public Schools
2007 ..................................................................... David Strader, University of Texas-Arlington

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 outstanding teachers, 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
                                                Colleen Capper, University of Wisconsin-Madison

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 under-represented backgrounds into a profession largely homogeneous in composition.

2006 ..................................................................... Jay D. Scribner, University of Texas at Austin
2007 ..................................................................... Leonard Burrello, Indiana University
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