Preparing Democratic Leaders
For Quality Teaching
And Student Success:
A Time For Action

October 30-November 2, 2008
Buena Vista Palace Hotel
Orlando, Florida

University Council for Educational Administration
The University of Texas at Austin
College of Education, Dept. of Educational Administration
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Program Designed by Christopher A. Ruggeri, UCEA Events Manager

Buena Vista Palace Hotel
Orlando, Florida
It is my pleasure to welcome you to Orlando, Florida for the twenty-second Annual UCEA Convention. This year’s conference theme, *Preparing Democratic Educational Leaders To Foster Quality Teaching And Student Success: A Time For Action*, is a call to faculty and practitioners to revisit one of UCEA’s fundamental objectives, i.e., improving the preparation of school leaders, particularly as it relates to improvements in the academic and affective performance of students. To this end, the 2008 convention features paper sessions, symposia, conversations/dialogues, poster sessions, point-counterpoint sessions, innovative sessions and international community-building sessions that will explore how research and theory can better inform the preparation of school leaders, as well as to analyze the role of university-based leadership programs in influencing educational decision-making at the federal, state, and local levels.

President-elect James W. Koschoreck (University of Cincinnati) and his program co-chairs, Floyd D. Beachum (University of Wisconsin – Milwaukee) and Jeffrey S. Brooks (Auburn University), are to be applauded for putting together this exciting conference and challenging us to take a more active role in policy making about leadership and public education, rather than let such decisions continue to be made by others without our input.

Highlighted presenters at this year’s conference, and the institutional support that allows us to offer such an incredible roster of speakers, include: the UCEA featured keynoter Jill Blackmore (Deakin University, sponsored by the University of Florida and the University of North Carolina - Chapel Hill); the Pennsylvania State University Mittstifer Lecture given by Susan Moore Johnson (Harvard University); the Texas A&M Social Justice Lecture featuring Kevin Jennings (Founder of the Gay, Lesbian, and Straight Education Network); and a presentation by Lisa Delpit (Florida International University, Center for Urban Education & Innovation), sponsored by Florida State University.

I also wish to acknowledge several other institutions whose generosity and support make this year’s conference possible: Florida Atlantic University (Convention Host), University of Florida (Lanyards), Florida State University (Convention Totebags), Auburn University and Information Age Publishing (Award Sponsorship), University of Cincinnati (Sunday Breakfast), the University of Utah and the University at Buffalo/State University of New York and Clemson University (Jackson Scholar Events), the University of South Florida (Plenum Luncheon), and Sam Houston State University (Banquet Supplies).

Finally, a conference as ambitious as this year’s would not be possible without the stellar planning and organizational coordination of UCEA Executive Director, Michelle Young, her convention coordinator, Christopher Ruggeri, and the fantastic team of graduate students they have working with them at the University of Texas – Austin: Pei-Ling Lee, Katherine Mansfield and Bradley Carpenter.

To those new to UCEA, or coming to the conference for the first time, I welcome you to this incredible community of scholars. I encourage you to introduce yourself and become actively involved. To those of you who are returning, I welcome you back and encourage you to continue your active engagement in this wonderful, on-going conversation. Thanks again for coming to this year’s convention. I know that you will have a thought-provoking and fulfilling time at our conference, here in Orlando.

*Stephen L. Jacobson, 2007-2008 UCEA President
The University at Buffalo/SUNY*
Welcome to Orlando and the University Council for Educational Administration’s 22nd Annual Convention.

Much of the discourse in our field this year has focused on the purpose of leadership preparation—preparing leaders for what kinds of leadership positions and responsibilities?—and how leadership preparation should be constructed and delivered to support quality leadership. With these questions in mind, UCEA’s President Elect, James Koschoreck (University of Cincinnati) and his Convention Planning Committee, consisting of Floyd Beachum (University of Wisconsin-Milwaukee), Jeffrey Brooks (Auburn University), and Meredith Mountford (Florida Atlantic University), have planned a meeting that focuses on Preparing Democratic Educational Leaders To Foster Quality Teaching And Student Success: A Time For Action. The UCEA convention theme impels us to engage in serious thought regarding the purposes of schooling and leadership and the implications of such purposes for the preparation and career development of educational leaders. The concept of democratic, purpose-driven leadership will be taken up in a number of regular sessions and town hall meetings. I’m sure you will find these sessions stimulating.

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. A substantial number of sessions are focused around issues of leadership preparation, including several working sessions and conversations focused on program evaluation, curriculum design, pedagogy, the newly revised ISLLC standards, and ELCC program reviews. 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 130 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.

Many thanks to all of those institutions and individuals who have contributed to the success of our 2008 Annual Convention. In particular, my thanks go out to the 2008 Convention Committee for a job well done and to our Convention Host, Florida Atlantic University, which contributed to this meeting in countless ways. My thanks to our other sponsors, including the University of Florida, Florida State University, Auburn University, Information Age Publishing, University of Cincinnati, the University of Utah, the University of Buffalo/State University of New York, Clemson University, the University of South Florida, and Sam Houston State University for sponsoring speakers, governance meetings and other essential components of our annual meeting. 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
On behalf of Florida Atlantic University and the students and faculty in the College of Education, it is with great pleasure that I welcome you to the UCEA Annual Conference 2008. Florida Atlantic University is pleased to serve as your host for this important annual conference, which brings together exceptional scholars from multiple fields of education whose research, service, and teaching have made a positive difference for schools and children all over the world. We are sincerely honored to have all of you in our state and intend to support your work and the work of UCEA for many years to come.

The theme of this year’s conference, **Preparing Democratic Leaders to Foster Quality Teaching and Student Success: A Time for Action**, provides a forum for dissemination of research findings that are often considered by state and national policy makers. Now, perhaps more than ever, it is essential that your work be valued as empirical evidence to support education legislation. We must urge policy makers to realize the importance of educational research in directing legislative efforts toward promoting strong educational leadership programs and practices. It is well established that effective educational leadership translates into teacher and student successes in schools.

More importantly, we must convince legislators and other key state participants that sufficient funding is needed to continue to generate educational successes. Florida is currently undergoing the most severe budget cuts to K-20 education institutions in its history. We know we are not alone in this as other states also report similar levels of cutbacks in state budgets and in allocations to education at all levels. However, it is the research of UCEA members and others like you that will help make policy makers aware of the damaging impact these deep budget cuts will have on their state learning institutions in general, but also on the future generations of children whose education will be the product of resource poor K-20 institutions.

With that said, Florida Atlantic University and the College of Education are pleased to serve as hosts of UCEA this year and are optimistic that through our united and focused efforts, trends in current decreases to educational funding will be reversed and policymakers will better understand the impending implications of resource shortfalls on educational leadership preparation and student achievement. This conference will help to advance a brighter future for all children. Please enjoy all Florida has to offer while you are here. Disney World, Epcot, and many other theme parks and entertainment are just minutes away from Lake Buena Vista. We are quite proud of our state and are happy you will be with your UCEA friends and colleagues to enjoy our sunshine, too!

Sincerely,

Valerie J. Bristor, Ph.D
Interim Dean and Professor
Florida Atlantic University
On behalf of the Florida State University College of Education, I am pleased to welcome you to this year’s UCEA annual meeting.

The convention this year focuses on activism and the importance of including more voices in decision-making about educational leadership and public education. The conversation could hardly happen in a better place, as Florida has arguably one of the most politicized education systems in the United States. To meet the needs of an increasingly diverse school population, Florida faces unique challenges in preparing school leaders who can develop high quality programs that practice and promote democracy and diversity. It is critical that university professors and other education leaders find ways for the results of their work to influence education policy and decisions about public education.

We at FSU are excited to have UCEA, its member institutions and its participating professionals in our state to engage in these important discussions. We look forward to meeting with you to exchange information and ideas, and we hope you have a wonderful conference!

Marcy P. Driscoll  
Leslie J. Briggs Professor of Educational Research  
Dean, College of Education  
Florida State University
On behalf of the University of Florida’s College of Education, I welcome everyone to sunny Florida and the bustling city of Orlando, site of this year’s UCEA Annual Conference. While there are many exciting presentations and sessions to keep you busy at the conference, I also hope you take some time to visit some of America’s best known tourist places, including that quintessential icon, Walt Disney World. Florida is an exciting state, especially for education professionals; this state is often a harbinger of future directions for public education at both the preK-12 and higher education levels. Those of us who work here find these conditions challenging but dynamic, since they push us to think outside the box as we all work to improve educational opportunities for our rapidly changing student population.

The theme of this year’s meeting, Preparing Democratic Educational Leaders to Foster Quality Teaching and Student Success: A Time for Action, complements perfectly the urgency educators across the state and nation feel about closing the achievement gap between the students who have always succeeded, and those who have consistently struggled, especially in low-income communities with scarce resources and declining public support. Now more than ever, universities need to take on a more explicitly activist role in creating and disseminating scholarship that addresses significant social issues. Conditions are now favorable for colleges of education to play a leading role in facilitating a transformation on their campuses. Learning, teaching, engaged scholarship, well defined standards for assessment and accountability, and a clear focus on equity and social justice issues have long been stressed in education circles, particularly among colleges known for their strong programs and tradition of preparing outstanding educators. Building a leadership program around the tenets of engaged scholarship and democratic beliefs is about identifying concrete practices that will help teachers, school leaders, community members, parents, and students create a sustainable learning environment that leads to better educational and social outcomes, and gives young people a sense of political agency and urgency that translates into stronger civic engagement and social commitment.

Many faculty and students at our college are already deeply involved in this work, and we welcome the opportunity to meet with colleagues across the country and the world that share this perspective and who are ready to lead back home. Now is the time to build new models to enable our institutions of higher learning to partner more effectively with pre-K-12 schools, community organizations, businesses, and families to create a more sustainable and equitable future for the next generations to come.

Sincerely,
Catherine Emihovich, Dean
College of Education
University of Florida
## 2008 Events at a Glance

### Thursday, October 30
- **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 North Carolina-Chapel Hill
  - and the University of Florida Sponsored Speaker:
  - Dr. Jill Blackmore 5:00- 6:50 p.m.

### Friday, October 31
- **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.
  - Session 4: 9:30 - 10:50 a.m.
- **General Session 2:**
  - Presidential Address: Dr. Stephen L. Jacobson: 11:00 a.m. - 12:20 p.m.
- **General Session 3:**
  - Texas A & M Social Justice Keynote Speaker:
  - Kevin Jennings, GLSEN: 2:00 - 3:20 p.m.
  - Session 6: 3:30 - 4:50 p.m.
  - Session 7: 5:00 - 6:20 p.m.

### Saturday, November 1
- **Registration:** 7:00 a.m. - 5:00 p.m.
- **Session 8 (SIG’s and Board Meetings):** 7:00 - 7:50 a.m.
  - Session 9: 8:00 - 9:20 a.m.
- **General Session 4:**
  - Pennsylvania State University Mitstifer Lecture:
  - Dr. Susan Moore Johnson: 9:30 - 11:00 a.m.
  - Session 10: 11:10 a.m. - 12:30 p.m.
  - Session 11: 12:40 - 2:00 p.m.
  - Session 12: 2:10 - 3:30 p.m.
  - Session 13: 3:40-5:00 p.m.
  - Session 14: 5:10-6:30 p.m.
- **UCEA Annual Banquet: 7:00 - 10:30 p.m.**

### Sunday, November 2
- **Session 15:** 7:00 - 7:50 a.m.
- **Session 16:** 8:00 - 9:20 a.m.
- **General Session 5:**
  - UCEA Featured Speaker Dr. Lisa Delpit: 9:30 - 10:50 a.m.
  - Session 17: 11:00 a.m. - 1:00 p.m.
- **Convention Closes at 1:00 p.m.**
THE 2007-2008 UCEA EXECUTIVE COMMITTEE

Stephen L. Jacobson, President
University at Buffalo/SUNY

Kathleen M. Brown
University of North Carolina-Chapel Hill

James W. Koschoreck, President-Elect
University of Cincinnati

Autumn Tooms
Kent State University

Fenwick English, Past President
University of North Carolina-Chapel Hill

Alan R. Shoho
University of Texas at San Antonio

Michael Dantley
Miami University of Ohio

Colleen Larson
New York University

Andrea K. Rorrer
University of Utah

Ex-officio:

Michelle D. Young
UCEA

James J. Scheurich
Texas A & M University

2008 Convention Committee
James W. Koschoreck, Convention Chair, University of Cincinnati
Floyd D. Beachum, Program Co-Chair, University of Wisconsin-Milwaukee
Jeffrey S. Brooks, Program Co-Chair, Auburn University
Meredith Mountford, Florida Atlantic University
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
Julian Vasquez Heilig, Associate Director, Program Centers
Gerardo Lopez, Associate Director, Publications
Scott McLeod, Associate Director, Communications
Bruce Barnett, Associate Director, International Affairs
Edwin R. Sharpe, Senior Advisor
Ed J. Fuller, Research Associate
Lisa C. Wright, Financial Director
Christopher A. Ruggeri, Events Manager
Pei-Ling Lee, Graduate Research Assistant
Katherine Mansfield, Graduate Research Assistant
Bradley Carpenter, Graduate Research 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.

Enrique Aleman, University of Utah
Thomas Alsbury, North Carolina State University
Pamela A. Angelle, University of Tennessee-Knoxville
Terry Astuto, New York University
Floyd Beachum, University of Wisconsin-Milwaukee
Linda Behar-Horenstein, University of Florida
Allison Borden, University of New Mexico
Christa Boske, Kent State University
C. Cryss Brunner, University of Minnesota
Ellen V. Bueschel, Miami University of Ohio
Walter Bumphus, University of Texas-Austin
Carolyne Carr, Portland State University
Gerald Cattano, Fordham University
Shuangye Chen, The Chinese University of Hong Kong
Dana Christman, New Mexico State University
Arnold Danzig, Arizona State University
Michael F. DiPaola, College of William and Mary
Daniel Duke, University of Virginia
Suzanne Eckes, Indiana University at Bloomington
Susan C. Faircloth, Pennsylvania State University
Janet Finch, Tennessee State University
William Frick, University of Oklahoma
Gordon S. Gates, Washington State University-Spokane
Gene Geisert, St. John's University
Roger D. Goddard, University of Michigan
Mark A. Gooden, University of Cincinnati
Steven Jay Gross, Temple University
Marcus Haack, University of Iowa
Pam Hallam, Brigham Young University
Richard Halverson, University of Wisconsin-Madison
Charles Hausman, University of Kentucky
James E. Henderson, Duquesne University
Patricia E. Holland, University of Houston
William Kyle Ingle, Bowling Green State University
Beverly Irby, Sam Houston State University
Lauri D. Johnson, University at Buffalo, SUNY
John Keedy, University of Louisville
Robert Knoepel, Clemson University
Bernita Krumm, Oklahoma State University
Barbara Y. LaCost, University of Nebraska-Lincoln
Richard W. Lemons, University of Connecticut
Edward Liu, Rutgers University
Catherine G. Loss, Vanderbilt University
Jerry Lowe, University of Texas-Pan American
Linda L. Lyman, Illinois State University
Melinda Mangin, Michigan State University
Hanne B. Mawhinney, University of Maryland
Brendan Maxey, University of Missouri-Columbia
Rhonda McClellen, Texas Woman's University
Carlos McCray, Georgia State University
Philip McCullum, University of Oregon
Sandra McKinley, University of Toledo
Scott McLeod, Iowa State University
Teresa Miller, Kansas State University
Roxanne Mitchell, University of Alabama
Meredith Mountford, Florida Atlantic University
Sarah Nelson, Texas State University-San Marcos
Michael Owens, Wayne State University
April Peters, University of Georgia
Bradley S. Portin, University of Washington
William T. Rebore, Saint Louis University
Cynthia J. Reed, Auburn University
Latish Reed, University of North Carolina-Chapel Hill
Mariela Rodriguez, University of Texas-San Antonio
Edith Rusch, University of Nevada, Las Vegas
Charles J. Russo, University of Dayton
Stacey Rutledge, Florida State University
Argun Saatcioglu, University of Kansas
Carolyn M. Shields, University of Illinois at Urbana-Champaign
Jill Sperandio, Lehigh University
Howard Stevenson, University of Lincoln
Scott R. Sweetland, Ohio State University
John Taylor, University of Arizona
Eustace Thompson, Hofstra University
Charlene Trovato, University of Pittsburgh
Linda Vogel, University of Northern Colorado
Teresa Wasonga, Northern Illinois University
Gwendolyn Webb-Johnson, Texas A&M University
Noelle Witherspoon, Louisiana 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 2008 Convention theme, **Preparing Democratic Educational Leaders To Foster Quality Teaching And Student Success: A Time For Action**, acknowledges the urgency for university professors and educational leaders to engage actively in the discourse around the preparation and development of educational leaders and the role of university-based leadership preparation programs.

As policy makers, business people, and the general public participate more in the discourse about the role of public education in a democratic society, we urge university professors and educational leaders to seek new ways to bring their knowledge and skills to the decision-making process rather than simply letting decisions about leadership and public education to be made without their input.

In this spirit, we invite all members of the UCEA community (1) to share their research and scholarly perspectives on these themes, (2) to offer new suggestions about how research and theory can inform the actual decision-making process at national, state, and local levels, and 3) to discuss insightful ways in which educational leadership can enhance academic excellence, equity and social justice in P-20 educational contexts. We offer the following issues to stimulate the thinking of participants in the 2008 annual conference:

- How is educational leadership defined, developed, enacted and determined effective, and to what ends?

- What should leadership preparation look like over the next decade?

- What are the roles of university leadership preparation programs in preparing and developing democratic educational leaders? How can we advocate for these roles in conversations with national, state, and local policy makers?

- What are the implications of scholar-activism as it relates to educational research?

- As high quality university-based leadership preparation programs face more and more competition from low-quality, preparation options, what can program faculty do to strengthen our commitment to foster quality teaching?

- In what ways can we improve our leadership preparation practices in order to strengthen the promise of leadership’s capacity to support student success?

- How can university leadership preparation programs assist educational leaders in developing P-20 schools and programs that value, promote and practice democracy, high quality, and diversity?

- How can program faculty take their collective voices from the university classrooms outside the world of academia in order to influence the direction of the public discourse on education?

- What should educational leaders be doing to prepare students for a technology-suffused, globally-interconnected future?
CONVENTION SESSION HIGHLIGHTS

THURSDAY, OCTOBER 30
Graduate Student Symposium #1, Scotland B: Graduate Student Orientation, 1:00-2:45 p.m.
Graduate Student Symposium #2, Scotland B: Graduate Student Job Search Seminar, 3:00-4:50 p.m.

FRIDAY, OCTOBER 31
3.5, Ireland B: Scholars of Color: Early Career Mentoring Seminar, 8:00-9:20 a.m.
3.13, Scotland B: Information Session on Membership in UCEA, 8:00-9:20 a.m.
4.5, Westminster: D.J. Willower Center for the Study of Leadership and Ethics of UCEA: The Integration of Moral Literacy Content and Process in Teaching, 9:30-10:50 a.m.
5.2, Emerald: Mapping Backwards to a New Ed.D., 12:30-1:50 p.m.
5.4, Ireland A: UCEA Center for the Advanced Study of Technology Leadership in Education (CASTLE): Leadership 2.0, 12:30-1:50 p.m.
5.6, Scotland A: The Duquesne University International Symposium on the Status of Women in Educational Leadership Worldwide: Update 2008, 12:30-1:50 p.m.
5.12, Ireland C: Handbook of Research on Leadership Education, 12:30-1:50 p.m.
6.13, Ireland C: Studying Ourselves—the Collective Efforts Of Groups Of Leadership Preparation Programs To Assess Their Leadership Preparation Program Effectiveness, 3:30-4:50 p.m.
7.6 Ireland B: Mentoring Graduate Students of Color: The Conversation Cafe, 5:00-6:20 p.m.
7.7, Scotland: UCEA Special Session on P-20 Education, 5:00-6:20 p.m.

SATURDAY, NOVEMBER 1
11.13, Ireland C: UCEA Center for the Study of School Site Leadership: The International Successful School Principalsip Project: Recapping Seven Years of Study and Previewing the Future, 12:40-2:00 p.m.
Graduate Student Symposium #3, Ireland B: Conversation with Senior Scholars, 11:10 a.m.-12:30 p.m.
12.1, Ireland B: New DEEL Town Hall: Leadership for LearningDemocratic Ethical Educational Leadership: Are These Two Educational Movements Compatible or Incompatible?, 2:10-3:30 p.m.
12.2, Diamond: New ELCC Program Reviewers Training Workshop, 2:10-3:30 p.m.
12.3, Sapphire: Social Justice in Our Leadership Programs In Relationship with Social Justice In the Practice of Graduates from Our Leadership Programs, 2:10-3:30 p.m.
12.4, England: Breaking the Mold to Create Effective Leadership Development Programs (Town Hall Meeting), 2:10-3:30 p.m.
13.4, Westminster: Updating the Educational Leadership and Licensure Consortia Standards: A Conversation Regarding the Work of the National Policy Board of Educational Administration, 3:40-5:00 p.m.
13.12, Ireland C: Finding Out About Ourselves: Follow-up Studies Of Our Graduates, Within And Among Leadership Preparation Programs, 3:40-5:00 p.m.
13.15, Scotland BC: Breaking the Mold to Create Effective Leadership Development Programs (Roundtable Discussions), 3:40-5:00 p.m.
Graduate Student Symposium #4, Ireland C: Transitioning from Student to Professor, 5:10-6:30 p.m.

SUNDAY, NOVEMBER 2
15.3, Diamond: NCATE/ELCC Program Report Preparation Technical Assistance Workshop, 7:00-10:00 a.m
17.4, Ireland A: Using Case Studies in Classes, 11:00 a.m. - 1:00 p.m.
HOW TO USE THIS PROGRAM

The 2008 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. UCEA Registration is found at the Hampton Court Registration Booth on the Ground Level, 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 Buena Vista Palace has an executive business center located on the lobby level near the escalators and is accessible 24 hours a day. Pricing includes B/W Copies: 1-100, 8.5x11 or 8.5x14, .20 cents, Color Copies: 1-500, 8.5x1 or 8.5x14, $1.50, PC Usage or Laptop Express Station: .69 cents per min, B/W Prints: $1.00, Color Prints: $1.50 per page. For more info, call 407-827-3361.

EXHIBITS

UCEA is proud to host its book and educational resource exhibitors at this year’s convention. Exhibits can be found in Events Center during the Convention, Thursday, 12 p.m.-5:00 p.m, Friday and Saturday of the Convention, 8 a.m.-5 p.m.

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.
The 2008 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. If you are interested in presenting a workshop next year, please contact UCEA headquarters.

SESSION ON MEMBERSHIP IN UCEA

As we enter our 55th 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 3.13, Executive Committee members, various Plenum members, and President-Elect James W. Koschoreck 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 North Carolina-Chapel Hill and University of Florida sponsored speaker Dr. Jill Blackmore who will give an address entitled, Democratic Leadership: Redesigning Schools For Social Justice. Friday morning, Dr. Stephen Jacobson will give the UCEA Presidential Address, reflecting on UCEA’s Re-Emerging Role In A World Of Independent Nations. Friday afternoon, Texas A&M University Social Justice Lecturer Kevin Jennings will discuss Telling Tales Out of School. Saturday morning’s Pennsylvania State University Mitsrifier Lecturer Dr. Susan Moore Johnson will speak on The Career of Teaching the Capacity of Schools: An Opportunity for Leadership. General Sessions will conclude Sunday morning with the UCEA Featured Speaker Dr. Lisa Delpit and Re-forming Ourselves; Re-imagining the Education of African American Students.

THE UCEA ANNUAL BANQUET

This year’s UCEA Banquet will be held on Saturday evening from 7-10:30 p.m. at the Buena Vista Palace Hotel. As one of our main collective events, we’ve decided to go poolside for a more casual and open environment to relax. Enjoy steel drum music amidst tables that glow! Do dress accordingly; swimming attire is discouraged, but costumes are welcomed for the Halloween weekend! Please purchase tickets early as seating is limited!

UCEA’s 2009 Convention will be at the Anaheim Marriott, Orlando, Florida, November 19-22, 2009.

Visit www.marriottanaheimhotel.com for more information about the convention hotel.
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!
2008 PROPOSAL REVIEWERS

Kay Keiser
Carolyn Kelley
Vanessa Kenon
Lisa Kensler
Seelpa Keshvala
Muhammad
Khalifa
Misty Kirby
Hans Klar
Robert Knoeppe1
Susan Korach
James Koschoreck
Brad Kose
Theodore Knotz
Kowalski
Bernita Krum
Barbara LaCost
Monica Lamar
Carl Lashley
Bruce Law
Kenneth
Leithwood
Gloria Lenoir
Joy Lesnick
Wayne Lewis
Guodong Liang
Jane Clark Lindle
Michael Lindsay
Gerardo Lopez
Karen Louis
Catherine Lugg
Crystal Machado
Jean Madsen
Melinda Mangin
Katherine
Mansfield
Patricia
Marcellino
Catherine
Marshall
Joanne Marshall
Barbara Martin
Mary Mattis
Hanne Mawhinney
Brendan Maxcy
Gerri Maxwell
Judy May
Leslie McClain
Patrice McClellan
Rhonda McClellan
Suzanne McCotter
Carlos McCray
Terry McDaniel
Marla McGhee
Kristin McGraner
Pauline McLean
Michael
McLendon
Scott McLeod
Brenda McMahon
Laura McNeal
Matthew Militello
Peter Miller
Shirley Mills
Daniel Milz
Heinrich Minter
Dymanek
Mitchell
Roxanne Mitchell
Yoko Miura
Thomas Monahan
Kareem Moncree-Moffett
Betty Monk
Connie Moss
Carol Mullen
Angus Mungal
Ava Munoz
Marla Mutis
Mary Catherine
Nino
Grayson Noley
Scott Norman
Anthony Normore
Teresa Nowlin
Michael O’Malley
Matthew Ohlson
Allan Okech
Joseph Oluwole
Margaret Orr
LaTara Osborne-Lampkin
Karen Osterman
Martha Ovando
Anita Pankake
Derek Pasisz
Lynne Perez
April Peters
Joy Phillips
John Pijanowski
Kristina Pineau
Bradley Portin
Sumner Price
Sarah Raines
R Chace Ramey
Lauren Ray
Thomas Reed
Latish Reed
Cynthia Reed
Ulrich (Rick)
Reitzug
J Theodore Repa
Janeil Rey
Holly Richard
Jayson Richardson
Carolyn Riehl
James Rinehart
Thelma Roberson
Dwan Robinson
Malila Robinson
Mariela Rodriguez
Andrea Rorrer
Anthony Rosilez
William Ruff
Charles Russo
Stacey Rutledge
Mike Sacken
Pamela Salazar
Felicia Sanders
Marla Sanders
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Martin Scanlan
Jim Scheurich
Gail Schneider
Jay Scribner
Sonja Sentencik
Whitney Sherman
Carolyn Shields
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S. Lynn Shollen
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Allan D. Walker
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Terri Watson
Robert Watson
Sheldon Watson
Allyson Watson
Karen Watt
John Weathers
Gwendolyn Webb-Johnson
Mark Weber
Deborah West
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Roger Wiemers
Tirza Wilbon White
Sharon Wilbur
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David Wilson
Noelle Witherspoon
Rachelle Wolosoff
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Each year, the UCEA Annual Convention is hosted by one or more member universities. In the past 22 years that UCEA has held the convention, many 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 Florida Atlantic University as co-hosts of the Annual Convention.

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

• Auburn University: UCEA Awards Program
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• University of Cincinnati: Sunday Breakfast
• University of Florida: Lanyards and Dr. Jill Blackmore
• University of North Carolina-Chapel Hill: Dr. Jill Blackmore
• University of Utah: Barbara Jackson Scholar Events
• University of Illinois-Urbana Champaign: Convention Program
• University of South Florida: Plenary Session Luncheon
Plenum Meeting, Thursday, 7:30 a.m. - 4:30 p.m.
Ireland A & B
Annual Meeting of the UCEA Plenary Session Representatives (PSR)

Closed Pre-Session, Thursday, 1:00 p.m. - 4:30 p.m.
Westminster
Pre-Session 1: Taskforce to Evaluate Educational Leadership Preparation Effectiveness Closed Seminar, Planning, and Data Analysis Session
Co-Organizers: Margaret Terry Orr, Bank Street College, Diana G. Pounder, University of Utah
Taskforce Working Members: Arnold Danzig, Arizona State University, Judy A. Alston, Ashland University, Frances K. Kochan and Cynthia Reed, Auburn University, Julie Edmister, Bowling Green State University, Jenny Tripses, Bradley University, George Petersen, California Polytechnic State University, Marilyn J. Bartlett, Cambridge College, Jane Clark Lindle, Clemson University, Ruth Silverberg, College of Staten Island, Joy Phillips, East Carolina University, Carol Kochhar-Bryant and Virginia Roach, George Washington University, Karen Osterman, Eustace Thompson, Monica Byrne-Jimenez, and Robert Kottkamp, Hofstra University, Martha McCarthy, Indiana University, Sandy Harris, Lamar University, Maggie Barber, Lehigh University, Robert Watson, Missouri State University, Karen Crum, Old Dominion University, Brenda Le'Tendre and Brenda Roberts, Pittsburg State University, Gini Doolittle, Rowan University, Bruce D. Baker, Rutgers University, Stephen L. Jacobson, University at Buffalo/SUNY, Julia Ballenger, Stephen F. Austin State University, Danna Beatty, Tarleton State University, JoAnn Barbour, Texas Women's University, Susan Korach, University of Denver, Donald Hackmann, University of Illinois-Urbana-Champaign, Liz Hollingworth, University of Iowa, Tricia Browne-Ferrigno and Justin Bathom, University of Kentucky, 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, 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.

Closed Pre-Session, Thursday, 1:00 p.m. - 4:30 p.m.
Scotland A
Pre-Session 2: Reinventing the Educational Doctorate: Convening a Network of Critical Friends
Organizers: James Henderson and Rick McCown, Duquesne University

Emanating from the work begun in the Carnegie Project on the Education Doctorate, Duquesne University convened a group of senior scholars in educational leadership in May 2008 for the first Duquesne Educational Leadership Symposium (DELS). This pre-session will allow the inaugural DELS attendees to focus on the outcomes of that symposium, plans for the 2nd Annual DELS, and opportunities to expand this network of critical friends.

Pre-Session, Thursday, 1:00 p.m. - 2:45 p.m.
Scotland B
Pre-Session #3: Graduate Student Symposium #1: Graduate Student Orientation
Organizer: Linda C. 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.**

*Scotland B*

Pre-Session #4: Graduate Student Symposium #2: Graduate Student Job Search Seminar  
Organizer: Scott McLeod, Iowa State University  
This 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.

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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.

---

**General Session 1: Opening Session**

*Session 1, Thursday, 5:00 p.m. - 6:50 p.m.*

*England*

Welcome and Introductions:  
Stephen L. Jacobson, University at Buffalo/SUNY  
and Michelle D. Young, UCEA

Roald F. Campbell Lifetime Achievement Award Presentation:  
Fenwick English, University of North Carolina-Chapel Hill

Featured Speaker:  
Dr. Jill Blackmore,  
sponsored by the University of North Carolina-Chapel Hill  
and the University of Florida  
Introduced by Catherine Marshall, University of North Carolina-Chapel Hill

*Democratic Leadership: Redesigning Schools For Social Justice*

There is now significant evidence that school and leadership redesign is necessary in order to achieve more socially just educational futures for all students and a productive and professionally rewarding environment for teachers. Redesign requires some fundamental shifts in how schools work; engagement with and through learning communities based on systematic critical inquiry; and inclusive leadership practices that address the complexities of the relationships between diversity, culture, gender and race in schooling. Dr. Blackmore argues that democratic leadership is most conducive to initiating and sustaining equitable outcomes. The lecture concludes with consideration of principles that could sustain leadership for social justice.

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**UCEA Convention Welcome Reception In Honor of UCEA’s Past Presidents**

*Thursday, 7:00 - 9:00 p.m.*

*Hotel Poolside*

Stephen L. Jacobson, Immediate Past President of UCEA, welcomes all UCEA participants to the 22nd Annual Convention and extends a special welcome to those faculty from new UCEA member institutions. This reception was established in honor of the contributions made to the field by UCEA’s past presidents.
<table>
<thead>
<tr>
<th>Name</th>
<th>University</th>
<th>Years</th>
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<tbody>
<tr>
<td>Virgil Rogers</td>
<td>Syracuse University</td>
<td>1956-58</td>
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<tr>
<td>Walter Anderson</td>
<td>New York University</td>
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<td>Truman Pierce</td>
<td>Auburn University</td>
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<td>Van Miller</td>
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<td>Kenneth E. McIntyre</td>
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<td>Willard R. Lane</td>
<td>University of Iowa</td>
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<td>J. Alan Thomas</td>
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<td>Samuel Goldman</td>
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<td>E. Wailand Bessent</td>
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<td>Donald J. Willower</td>
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<td>Loren Downey</td>
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<td>Troy V. McKelvey</td>
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<td>Peter J. Cistone</td>
<td>OISE/University of Toronto</td>
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<td>Wayne K. Hoy</td>
<td>Rutgers University</td>
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<td>Larry W. Hillman</td>
<td>Wayne State University</td>
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<td>Carl R. Ashbaugh</td>
<td>University of Texas at Austin</td>
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<td>Eugene Ratsoy</td>
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<td>James H. Maxey</td>
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<td>Dennis W. Spuck</td>
<td>University of Houston</td>
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<td>Michael J. Murphy</td>
<td>University of Utah</td>
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<td>Richard A. Rossmiller</td>
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<td>Bryce M. Fogarty</td>
<td>New York University</td>
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<td>Martha M. McCarthy</td>
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<td>Richard V. Hatley</td>
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<td>Paula M. Silver</td>
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<td>John T. Greer</td>
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<td>Robert T. Stout</td>
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<td>Jay D. Scribner</td>
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<td>Gail T. Schneider</td>
<td>University of Wisconsin-Milwaukee</td>
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<td>Terry A. Astuto</td>
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<td>Pedro Reyes</td>
<td>University of Texas at Austin</td>
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<td>Nancy A. Evers</td>
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<td>Paula M. Short</td>
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<td>Daniel L. Duke</td>
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<td>Paula A. Cordeiro</td>
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<td>Diana G. Pounder</td>
<td>University of Utah</td>
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<td>Mary E. Driscoll</td>
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<td>Maria Luisa González</td>
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<td>Gail Furman</td>
<td>Washington State University</td>
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<td>Frances K. Kochan</td>
<td>Auburn University</td>
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<td>Margaret Grogan</td>
<td>University of Missouri-Columbia</td>
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<td>Gary Crow</td>
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<td>Michael Dantley</td>
<td>Miami University of Ohio</td>
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<td>Fenwick English</td>
<td>University of North Carolina-Chapel Hill</td>
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<tr>
<td>Stephen L. Jacobson</td>
<td>University at Buffalo/SUNY</td>
<td>2007-08</td>
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The UCEA Master Professor award is given 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 include:

- They have 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.

- They are outstanding advisors and mentors of students as evidenced by mentoring students in research projects that address the needs of K-12 educational systems. They play a key role in the advancement of students into leadership positions in PK-12 systems. In summary, they promote and support the academic, career goals, and placement of students into educational administration programs.

- They have 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. They have accomplished this through participation in regional and national activities as well as in publications in appropriate journals that have impacted the practice of educational leadership/administration in PK-12 systems.

- They have provided outstanding leadership in promoting and supporting diversity in faculty, students, staff, programs, and curriculum in the field of educational leadership/administration.

They have 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.

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* Sample for Fall
Friday

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

2.1, Sapphire
Meeting: Educational Administration Quarterly Editorial Board
Organizer: Diana G. Pounder, University of Utah
(Continued through Session 3.1)

2.2, Diamond
Meeting: UCEA Program Centers Advisory Board
Organizer: Julian Vasquez Heilig, University of Texas at Austin
Participants: James Davis, Temple University; Charlene Trovato, University of Pittsburgh; Kathleen Brown, University of North Carolina at Chapel Hill; Teresa Wasonga, Northern Illinois University; Gary Crow, Indiana University; Scott McLeod, Iowa State University; Nancy Evers, University of Cincinnati, Michelle D. Young, UCEA

2.3, Scotland C
Meeting: International Scholarship Breakfast Symposium: Exploring International Collaborations in Research, Preparation, and Practice
Organizers: Betty Merchant and Bruce Barnett, University of Texas at San Antonio
Participants: Trevor Male, University of Hull; Stephen L. Jacobson, University at Buffalo/SUNY; Olof Johansson, Umeå University; Carolyn Shields, University of Illinois-Urbana Champaign; Tim Goddard, University of Calgary; John Burger, Alberta Learning; Elizabeth Murakami-Ramalho and Encarnacion Garza, University of Texas at San Antonio; Margaret Grogan, Claremont Graduate University, Maria Luisa Gonzalez, University of Texas at El Paso
(Continued through Session 3.3)

2.4, Senate/Gallery
Meeting: UCEA Publications Committee
Organizer: Gerardo Lopez, Indiana University
Participants: Theresa Wasonga, Northern Illinois University; Brendan Maxcy, University of Missouri-Columbia; Stephen L. Jacobson, University at Buffalo/SUNY; James Koschoreck, University of Cincinnati

2.5, Scribe
Meeting: Women in Educational Leadership SIG
Organizer: Helen Sobehart, Cardinal Stritch University

2.6, Yeoman
Meeting: Gay/Straight Alliance SIG
Organizer: Colleen A. Capper, University of Wisconsin-Madison

2.7, Scotland A
Conversation: Using Metaphors and Metaphorical Analysis to Better Understand Leadership Theory and Practice: A Guided Conversation and Dialogue
Arnold Danzig and Nicholas Appleton, Arizona State University; Kathryn Borman and Bruce Jones, University of South Florida
There are many metaphors for educational leadership in the current literature on schools: captain of the ship, CEO, Master Chef, Orchestra Leader, Coach, to name a few. This Dialogue will bring together four professors with different backgrounds and perspectives, to talk about their own experiences as education researchers, as well as their own experiences in leadership positions. This Conversation/Dialogue will provide opportunities for each to explore and share their own leadership metaphors, and invite the audience to do the same.
2.8, Captain
Meeting: Df Willower Center for the Study of Leadership and Ethics of UCEA
Organizer: Paul Begley, Pennsylvania State University
Participants: Carly Ackley, Marilyn Begley, Jacqueline Stefkovich, Hollie Mackey, Mark Murphy, Joseph Polizzi, and Dipali Puri, Pennsylvania State University; Paul Bredeson, University of Wisconsin – Madison; Eric Bredo, University of Virginia, Margaret Grogan, Claremont Graduate University; Olof Johansson and Katarina Norberg, Umeå University; Lyse Langlois, Laval University; Pauline Leonard, Louisiana Tech University; Anthony H. Normore, California State University-Dominguez Hills; Patrick Pauken, Bowling Green University; Joan Poliner-Shapiro, Temple University; Robert Sarratt, Boston College; Leif Moos, Royal Danish School of Education; Allan D. Walker, Chinese University of Hong Kong; William Frick and Katherine Gutierrez, University of Oklahoma; Lindy Zaretsky, Simcoe County District School Board (Canada)

2.9, Scotland B
Meeting: AERA Leadership for School Improvement SIG 101
Sue Lasky, University of Louisville; William Frick, University of Oklahoma; Susan Korach, University of Denver; Tricia Browne-Ferrigno, University of Kentucky; Bonnie Fusarelli, North Carolina State University; Karen Crum, Old Dominion University; Jason Margolis, Washington State University; Scott Bauer, George Mason University; Anthony H. Normore, California State University-Dominguez Hills

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

3.1, Sapphire
Meeting: Educational Administration Quarterly Editorial Board
(Continued from Session 2.1)

3.2, Emerald
Paper Session: Teacher Quality and Student Success
Chair: LaTara Osborne-Lampkin, Florida State University
Discussant: Charles L. Slater, California State University-Long Beach

How Formative Assessment Products Can Be Used to Improve Teaching Quality and Student Outcomes
Matthew Militello, North Carolina State University; Jason Schweid, University of Massachusetts at Amherst
The press to improve student achievement with data-based decision-making has given rise to a new boon industry: formative assessments. This study reports findings from research in three school districts using formative assessment products. We elucidate the implementation and use of each product. The multi-level case studies provides examples of how organizational issues of readiness, fit, and coherence affect the utility and value of formative assessment products in school settings.

Are School Leaders Effectively prepared to Identify Teacher Quality?
Tracy L Brisson, New York University
This literature review explores the concept of teacher quality and how it manifests itself in hiring decisions through a job market signaling framework. If the quality of the teacher applicant pool increased and current barriers in the hiring process were eliminated, would it result in the hiring of better teachers by principals? An extensive discussion section about next steps for inquiry and implications for policy and practice concludes this paper.

A Template Analysis of the Agentic Behavior Reported by Dual Language Teachers at Bienvenidos Elementary
Juliet Marie Ray, University of Texas at San Antonio
Substantial evidence exists to support dual language (DL) education as a viable and enriching method of supporting academic learning for English language learners. This study explored the role of teacher agency in successful DL program. Specifically, the researcher used the lens of social cognitive theory to examine teacher agency as it was employed to maintain continuity and stability despite an unsupportive political climate. A concept model is rendered that illustrates teacher agency at this school.
Character and Critique: District Constructions of Teacher Quality
Laurence Boggess, Pennsylvania State University

Urban districts face a “teacher quality gap” due, in part, to high teacher turnover and the inequitable distribution of credentialed teachers. In response, Chicago and Boston are training their own new teachers through partnerships with urban teacher residencies, hoping to build a teacher pipeline directed to low-achieving classrooms. This study looks at how district reformers construct notions of “teacher quality” and how these constructions impact alternative teacher education.

Superintendents, School Boards and District Performance: Promoting Quality Teaching and Student Success
Jan Hungate, Cindy Edwards, and Don M. Beach, Tarleton State University

The purpose of this paper is to provide the results of two studies that examined superintendent instructional leadership skills, board training and the impact of each on district performance and student academic achievement. The data indicate that superintendents have minimal impact on the district performance and although board members believe training helps them impact student achievement or district performance, the results do not confirm their belief.

3.3, Scotland C
Meeting: International Scholarship Breakfast Symposium
(Continued from Session 2.3)

3.4, Westminster
Paper Session: School District Leadership
Chair: Jacqueline Jennifer Gale, University of Vermont
Discussant: Thomas Alsbury, North Carolina State University

Philadelphia’s Diverse Provider Model: From Distinct Educational Programs to Variations on a Theme
Katrina Bulkley, Montclair State University; Eva Travers, Swarthmore College

In 2001, Philadelphia began implementation of a diverse provider model, with the hope of introducing innovative and effective practices into low-performing district schools. By 2007, most of the providers were using programs and practices similar to regular district schools. This paper describes this shift, and draws on institutional theory to analyze the pressures that led to it.

Mandatory Community-Based Learning in a Large Urban School District: Policy Design and Implementation Realities
Jeffrey Von Bennett, University of Arizona

This mixed method study explores the divergence between the policy designs and implementation of mandatory community-based learning policy (e.g., community service, work-based internships) and high school student compliance in a large, urban school district. Some demographic characteristics were significantly related to compliance level differences (i.e., parent’s education, high school attended). Many institutional factors associated with equitable access to caring, supportive adults and mentors caused students to experience community-based learning differently.

A Quantitative Description of Literacy Coach Development in Twenty Districts
Melinda Mangin, Kenne Dibner, and Ben Botwinski, Michigan State University

This study builds on Mangin’s (2008) qualitative study of district contextual factors influencing literacy coach development in 20 diverse districts. Building on Mangin’s analyses, this paper seeks to provide descriptive statistical information on the districts under observation in order to further our understanding of each district’s context. This paper asks: What does a quantitative description of these districts and their literacy coaching roles add to Mangin’s qualitative analysis?

Delimiting the Constitutional Boundaries of State Takeovers of Minority School Districts
Joseph Oluwole, Montclair State University

This paper examines various instances and forms of state takeovers of minority school districts and analyzes various laws and documents in order to determine whether state takeovers of minority school districts violate the Substantive Due Process Clause and the Equal Protection Clause of the Fourteenth Amendment to the United States Constitution. Using a critical analysis
of existing precedents, the paper presents principles that delimit the constitutional boundaries of
state takeovers of minority school districts.

3.5, Ireland B
Symposium: Scholars of Color: Early Career Mentoring Seminar
Organizers: Alan Shoho, University of Texas at San Antonio and Linda C. Tillman, University of North Carolina-Chapel Hill
Participants: Autumn Tooms, Kent State University; Gerardo Lopez, Indiana University; Eustace Thompson, Hofstra University; Marcus Haack, University of Iowa; Mark Gooden, University of Cincinnati; Dana Christman, New Mexico State University; David Horton, University of Florida
The purpose of this session is to provide mentoring for pre-tenure faculty of color in educational leadership programs. Facilitators will cover topics that are critical to building a successful career as a faculty member, particularly with respect to teaching, research and scholarship, and service. Participants will have the opportunity to network with senior scholars including members of the UCEA Diversity Committee.

3.6, Scotland A
Paper Session: Social Capital, Cultural Capital, and Leadership
Chair: Monica Diane Lamar, Duquesne University
Discussant: Carolyn M. Shields, University of Illinois Urbana-Champaign

Capitalizing on Educational Leadership: Examining the Dynamics of Social and Symbolic Capital as Exemplars
RoSusan D. Bartee, University of Mississippi
Dynamics of social and symbolic capital within diverse school settings affect how stakeholders (i.e. administrators, teachers, parents, students) influence, interpret, and/or implement the complex demands of education leadership. The transferability of capital provides the venue for K-12 administration to ‘teach effectively’ and ‘lead responsibly.’ The intersection of the theoretical (teaching) and applied (leading) functions of educational leadership lends a democratic model for managing the effects of social and symbolic capital.

Validating Social and Cultural Capital of Hyperghettoized At-Risk Students
Muhammad Khalifa, Michigan State University
At-risk Black students often dropout of school because they do not feel valued by the school. Traditional school leaders do not validate the social and cultural capitals of these students. This study, however, looks at an effective school leader of an at-risk, Black, alternative school who actually recognizes their capital. Here, the school leader organizes the school structure and resources in a way that, at least accommodates, but usually validates, the cultural and social capital of the student population and the communities from which they come.

A Test of a Social Capital Model with Economically Disadvantaged Adolescents
Sceelpa H. Keshvala, University of Iowa
Using secondary data from the first wave of the Education Longitudinal Study of 2002, this study tested and examined Nan Lin’s social capital theory with economically disadvantaged adolescents to determine if various forms of social support can help to facilitate these students’ success in school. Structural equation modeling procedures were used to explore the theoretical relations that exist among the constructs, and the Mplus 5 statistical software program was used to conduct the analyses.

The Role of School Board Social Capital: Examining the Effects on Spending and Student Performance
Argun Saatcioglu, University of Kansas; Suzanne Moore, Westchester Area School District (PA)
The effect of school board social capital on district financial and academic outcomes is examined. Data from Pennsylvania were used to test a model where board social capital—both internal and external—is hypothesized to influence per pupil spending and average performance. These outcomes were not affected by internal social capital. External social capital, particularly the board’s “ unofficial ties” to outside actors, had a moderate positive effect on student performance.
3.7, Senate/Gallery
Innovative Session: *Teaching to Lead Through a Contextual Change Model*
Christa Boske, Kent State University

In recent years, educational leadership programs have been criticized for their lack of rigor and preparing school leaders to meet the demands of the 21st century. During this session, participants will discuss the relevance of the Contextual Change Model, which was designed in response to meeting the needs of 189 aspiring school leaders who contemplated how to promote and deliver social justice in Illinois, Wisconsin, and Texas.

3.8, Knave
Paper Session: *Leadership and Technology in Schools*
Chair: Sharon Wilbur, University of Oklahoma
Discussant: James R. Crawford, University of Nevada-Las Vegas

*Are We There Yet?: A Study of Technology Leadership*
Jayson Richardson, University of North Carolina-Wilmington; Scott McLeod, Iowa State University

This study focuses on exploring the extent to which technology leadership issues are being discussed in professional outlets commonly available to school leaders and trainers of school leaders. By selecting appropriate journals, professional organizations, and databases, the researchers counted the number of articles, conference presentations, and dissertations published/presented between the years 1997-2005 and then conducted a content analysis to determine the extent to which technology leadership issues are being covered.

*Sources of Teacher Influence in a Technology-driven Urban High School Reform:*
Samantha Bartholomew and Jill Bradley-Levine, Indiana University - IUPUI

The literature on the sources of teacher leadership (defined as influence), and the subsequent impact on professional communities is limited. This paper presents a qualitative study on the sources of teacher influence in two urban “small schools” engaged in a technology-driven project-based-learning reform designed to develop “21st Century Skills.” Employing new cultural theory, researchers identified sources of teacher influence across three themes: value of content specialization; gendered leadership; and tenure.

*Leading Difference: Multiple Case Studies of Leaders of Technologically Innovative Schools*
Rachel Wolosoff; Jonathan D. Becker, Virginia Commonwealth University

The main purpose of this multiple case study research is to describe the leadership of three technologically innovative schools located in western and eastern United States. Data collection includes in-depth interviews, direct field visits, an online questionnaire, group emails, and archival data. This study reveals personal and professional attributes held in common by these leaders. The findings of this study have important implications for educators, researchers, and practitioners.

*Ready, Set, Action!: Administrators Fostering Innovative Teaching with Technology: Results from a Pilot Study*
Glenne Whisenhunt and Scott Wilson, University of Oklahoma - K20 Center

This case study details administrative supports that foster innovative technology use. A purposeful sample of teachers participated in focus groups and corresponding principals were interviewed regarding supports provided during the study. Data sets include interviews, focus groups, game data logs, and facilitator field notes and observations. Findings show the leader's role is critical in times of change. Implications for preparation programs will be discussed as part of the study results.

*The Impact of Technology-Enriched Learning Communities on Equity and School Culture: A Mixed Methods Study*
Perri J Applegate, Linda C. Atkinson, Leslie A. Williams, Brenda Craige, Gayla Mears, and Mary John O’Hair, University of Oklahoma - K20 Center

This study provides empirical evidence of the positive impact created by a school reform model that emphasizes the development of a technology-enriched learning community. This mixed methods investigation utilizes a sample of 95 schools ranging from preK-12th grade in a variety of locales. The impact of year-long professional development is measured both quantitatively & qualitatively to determine how it has changed schools' culture and achievement.
3.9, Scribe
Fireside Chat: Women in Educational Leadership
Session Organizer: Helen Sobehart, Cardinal Stritch University
Presenter: Jill Blackmore, Deakin University
Participants: Anjale Welton, Pei-Ling Lee, and Katherine Mansfield, University of Texas at Austin

This is an opportunity for senior scholars, junior scholars and doctoral students to informally talk about the opportunities, barriers and strategies which make an impact on women in educational leadership, both individually and collectively. The atmosphere will be small where no question is unimportant.

3.10, Captain
Conversation: A Discursive Deconstruction of White Racism in the Twenty-First Century: Let's Not be Afraid to Talk about the Real Issues
Bradley Carpenter and Sarah L. Diem, University of Texas at Austin

Although the United States has made great strides in regards to confronting racism, there still exists a critical need to further deconstruct the current realities of race relations, racism and discriminatory practices. Participants will engage in a stimulating and scholarly dialogue addressing questions concerning our society’s willingness to address racialized topics and the implicit complexity of white graduate student scholars who wish to discuss racialized issues, racial positionality, and the dichotomizing of white scholars into “good” and “bad.”

3.11, Yeoman
Symposium: Developing Equity-Centered Environments: Promising Practices for Educational Leaders in Diverse Contexts
Erica Yamamura, Jennifer Jacobs, Gabi Nino, and Chandra Lovelace, Texas State University-San Marcos

Nationwide accountability systems are in full force to identify and address educational inequality. In this climate, creating an equity-centered environment is important to effectively translate policy into successful outcomes. This symposium will share promising practices from educational leaders who are working to develop equity-focused environments in multiple contexts. Specifically, presenters will examine what equity means, what working through dissonance and resistance looks like within this work, and promising practices.

3.12, Ireland C
International Community Building Session: Developing Democratic Teacher Leadership Through Social Justice Unionism - Perspectives from the USA, Canada and England
Howard Stevenson, University of Lincoln; Lauri Johnson, University at Buffalo/SUNY; Carol Karpinski, Fairleigh Dickinson University; Cindy Rottmann, OISE/University of Toronto

This symposium draws on 4 papers from the US, Canada and England to explore the concept of ‘social justice unionism’. It offers historical and contemporary analyses of how teacher leadership, within and beyond the classroom, has been developed through teacher unionism, and how teacher unionists have sought to connect campaigns for better working conditions with wider concerns for the achievement and success of all students.

3.13, Scotland B
Meeting: Information Session on Membership in UCEA
Fenwick English and Kathleen Brown, University of North Carolina-Chapel Hill, James Koschoreck, University of Cincinnati, Colleen Larson, New York University

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

3.14, Ireland A
Paper Session: Special Education Administration/Leadership
Chair: Valerie Anne Storey, Lynn University
Discussant: Cynthia Reed, Auburn University

Preparing Leadership in Special Education
RC Saravanabhavan and Aimee Pressley, Howard University

This paper addresses leadership preparation in the next decade; role of universities in preparing democratic educational leaders, and the need for us to advocate these roles. Based
on these, the authors posit that current educational leadership preparation programs ought to include sufficient aspects of special education administration. A sound preparation in this area will eliminate a number of administrative bottlenecks and social injustices in the area of legal compliance and the quality of services provided.

School Leadership and Special Education: A Critical Review of the Literature
Catherine A. O’Brien, Brendan D. Maxcy, and Jay P. Scribner, University of Missouri

This conceptual paper calls for sustained study and development of leadership in special education with particular attention to the preparation of school leaders. By using and updating an existing framework of leadership functions for special education programming proposed by Bank Street College (1982), the paper reviews the limited literature on school leadership and special education for shortcomings. The paper concludes by outlining an agenda for research on and reform of school leadership preparation and development with regard to special education.

Leading from the Center: Social Justice Leadership in the District Office
George Theoharis, Syracuse University; Elise Frattura, University of Wisconsin-Milwaukee

After decades of failing many students, a group of educators have demonstrated success not only with white middle-class and affluent students, but students from varied racial, socio-economic, linguistic, ability/disability, and cultural situations. This paper describes the advances in equity and justice that central office administrators fostered in their districts. Coming from a critical qualitative study, central office administrator who were driven to enact social justice for marginalized students were examined.

Culturally Responsive Leadership and the Disproportionate Representation of African Americans in Special Education: A 15-Year Review
Gwendolyn C. Webb-Johnson, Texas A&M University

The state of education for African American learners disproportionately represented in special education programs and services has not significantly been reduced in the past 15 years. In fact, the referral, placement, and practice trends continue to worsen as leaders and teachers fail to embrace the cultural integrity of these youth. This paper examines 15 years of data from the Annual Report to Congress and challenges leadership in public schools to develop an equity consciousness that insures culturally responsive service delivery guided by a comprehensive social justice agenda.

3.15, Diamond
Paper: Principalship: Early Career and Induction
Chair: Bruce Law, Lewis University
Discussant: Lew Smith, National Principals Leadership Institute

An Analysis of Early Career Principals’ Experience with Induction Programs and Job Satisfaction
Craig Alan Correll, Kansas University

This study will provide an overview of individual state policies regarding induction programs and whether such programs have a positive impact on the satisfaction levels of early career principals. The emphasis will be placed on mentoring programs but will also feature several types of induction components including university programs, collaboration, research projects, net working and attendance/presentations at workshops and conferences.

Induction of New Principals in Tennessee: No Principal Left Behind
Dennis A. Bunch, The University of Mississippi

Each year, several new administrators choose to participate in the Beginning Principals’ Academy (BPA), an induction-level professional development opportunity to attain the mandated professional development while others new to the principalship in Tennessee public schools opt for assorted methods to fulfill their requirements. Armed with the understanding of the significance conveyed in the accountability of NCLB and the internalized valuation of the practitioners, the importance of training effectiveness intensifies.

Principal Induction Programs: What the Teacher Induction Literature Can (and Cannot) Tell Us
Nona Prestine, Pennsylvania State University

This review of the literature on teacher induction is undertaken to inform research efforts in principal induction/mentoring programs. There is a paucity of conceptually-grounded research
that delves deeply into issues associated with novice principal induction/mentoring. This paper attempts to begin to address that gap. Conclusions are addressed in terms of what the teacher induction literature can and cannot tell us about the design of and research into principal induction programs.

Frequency and Severity of Problems Identified by Novice High School Principals
Sarah B. Woodruff, Ohio Department of Education; Theodore Kowalski, University of Dayton

Research reported in this paper examined the perceptions of novice high school principals regarding the frequency and severity of problems they encountered during their first year of practice in this challenging position. The study also examined possible associations between problem frequency and selected individual and school demographic variables. Findings indicate that previous teaching and assistant principal experiences are associated with a principal’s willingness and ability to identify recurring difficulties.

3.16, Events Center Breakout Room EF
Poster Session #1

The Effects of the Manager's Behavior on the Retention of High Potential Employees from Different Generations: What Educational Leaders Can Learn from Business Research
James Henderson, Duquesne University

Recent groundbreaking research has identified the managerial behavior that affects the retention of high potential individuals within organizations. The implication of this research focuses school leaders (and those who prepare those leadership aspirants) on the need to identify, attract, develop, and retain talented teachers and school administrators. The research also points to a fruitful field of research in educational leadership.

Effective Leaders Impacting Schools: An Overview of Principal Preparation Programs in Texas
Elizabeth Murakami-Ramalho, Encarnacion Garza, David Thompson, June Byng, and Wendy E. Hernandez, University of Texas at San Antonio

This study provides a landscape on the changes in standards for principal certification required by the Texas State Board of Educator Certification (SBEC) since its establishment in 1995, followed by an examination of current SBEC endorsed principal preparation programs throughout the state. An examination of programs was developed through UTCCERP efforts. The emerging trends identified in the programs considered whether the changes were significant in terms of SBEC intended impact to improve the preparation of principals for the workforce.

Community Service as Discipline: An Evaluation of Seven Alternative-to-Suspension Demonstration Projects in Arizona
Kris Bosworth, University of Arizona

This paper describes an evaluation of 8 alternatives to suspension projects that incorporated an average of 33 hours of community service into their design. Findings demonstrated that in such programs, students who participated in community service demonstrated a significantly lower rate of discipline referral, absences and tardies while showing a statistically significant increase in GPA.

Knowledge, Power, and Heteronormativity: A Conceptual Study
Heather Hickman, Lewis University

This poster presentation will discuss research in progress on the confluence of knowledge, power, and heteronormativity in schools. Heteronormativity will be unpacked for the ways it renders lesbian, gay, bisexual, transgender, transsexual, and queer (LGBTQ) students and faculty invisible. Discursive power will be considered as it elucidates knowledge production in curricula. Finally, through an analysis of literature textbooks, textbooks as curricula will be reconceptualized inclusive of LGBTQ issues.

P-20 Educational Leadership Mentoring Program
Matthew Ohlson, Russell Froman, and David Quinn, University of Florida

“There is a dire need for school principals and leaders not only in the state of Florida, but also in school districts throughout the nation.” To address this problem, P-20 service leadership program has been developed that introduces the field of education and
educational leadership to groups of college students often underrepresented in the field of educational administration. The CAMP Gator (Collegiate Athlete Mentoring Program)/Service Leadership Program at the University of Florida has selected collegiate student-leaders and student-athletes from a variety of academic majors and gives them the opportunity to partake in comprehensive educational leadership training. In addition, these student-athletes have served as leadership mentors to at-risk students in the K-12 University research and development school.

**Session 4, Friday, 9:30 a.m. – 10:50 a.m.**

**4.1, Sapphire**
Symposium: *Preparing Democratic Leaders: An Invitation and Discussion Surrounded Innovative Approaches to Leadership Preparation*
Organizers: Gerardo R. Lopez and Samantha Bartholomew, Indiana University
This is a open invitation dialogue session to maximize interaction and exchange amongst participants and provide the organizers with opportunities to exchange theoretical and practical perspectives surrounding, and discuss innovative approaches to, leadership preparation.

**4.2, Diamond**
Symposium: *Sexuality Matters: Paradigms and Policies for Educational Leaders*
Organizer: Autumn Tooms, Kent State University; Discussant: Christa Boske, Kent State University; Chair: James W. Koschoreck, University of Cincinnati
Participants: Mary J. Denton, University of Minnesota-Twin Cities; C. Cryss Brunner, University of Minnesota-Minneapolis; James Allen, Antioch University-McGregor; Robert E Harper and Michael Sharp, University of Cincinnati; Colleen A. Capper, University of Wisconsin-Madison; Karen Schulte, Janesville School District (WI); Frank Hernandez, Hamline University; Brianne Reck, University of South Florida-Saint Peterburg; Catherine A Lugg, Rutgers University; Andrea Rorrer, University of Utah
This symposium provides an arena for both established and emerging scholars in the field who are thinking and researching within the line of inquiry focused on the intersectionality of LGBTQ issues, activism, and educational leadership. There are three main themes: Policy and Activism, Curriculum and Pedagogy, and Identity and Lived Experiences.

**4.3, Emerald**
Symposium: *Statewide Planning and Research to Strengthen School Leadership in New Mexico*
Organizer: Allison M. Borden, University of New Mexico
Participants: Peter N. Winograd and Scott D. Hughes, New Mexico Office of Education Accountability; Amalia Humada-Ludeke, New Mexico State University; Mary Render, Albuquerque Public Schools (NM); Patricia Cruz, Rio Rancho Public Schools (NM)
In response to February 2008 legislation, New Mexico entered a challenging, but potentially fruitful policy climate in which stakeholders who do not always work in concert must do so to address the critical issue of strengthening school leadership across the state. This symposium presents the development of a statewide plan to respond to the legislation, research on leadership preparation and principals’ working conditions, and the perspectives of successful school leaders.

**4.4, Ireland A**
Conversation: *Leading Change in Special Education: A Multivocal Synthesis*
Mary Lynn Boscardin, University of Massachusetts-Amhurst; Jean Crockett, University of Florida; Bonnie S Billingsley, Virginia Tech
In this session, change in special education and the role leadership plays in fostering quality teaching and student success will be explored. The presenters will encourage the participants to consider how the ELCC and the CEC administrator standards contribute to the understanding of leadership roles, change, and how advocacy, policy development and implementation, ethical and moral leadership, instruction, and collaboration shape educational programs for students with exceptionalities and their families.

Visit our website at www.ucea.org
4.5, Westminster
Symposium: The Integration of Moral Literacy Content and Process in Teaching
Organizer: Paul Thomas Begley, Penn State University; Discussant: Allan David Walker, The Chinese University of Hong Kong
Participants: Joan Poliner Shapiro, Temple University; Mark Murphy, Penn State University; Olof Johansson and Katerina Norberg, Umeå University
Sponsored by The D. J. Willover Center for the Study of Leadership and Ethics of UCEA, this symposium is an opportunity to continue and advance a conversation that began within UCEA in 2005. In that year, a committee with representation from several UCEA member organizations, began working through a process of revising and rewriting the existing UCEA Values Statement of 2002. The four papers presented this symposium include: A case illustration of a UCEA member organization’s efforts to place ethics at the core of its strategic planning priorities; A report on a newly created web-based compilation of narrative case studies illustrating educational leadership practice among UCEA affiliated personnel; and two papers presenting cross-cultural perspectives on the conceptual underpinnings and social justifications for the UCEA priority of situating ethics at the core of the field of educational leadership—one domestic (North American) and the second European (Scandinavian).

4.6, Ireland B
Symposium: The Role of Trust in Fostering School Improvement
Organizer: Michelle D. Young, UCEA; Discussant: Megan Tschannen-Moran, College of William & Mary, Chair: Cristobal Rodriguez, University of Texas at Austin
Participants: Edward J. Fuller, Katherine C. Mansfield, and Bradley W. Carpenter, University of Texas at Austin; Michael Owens, Wayne State University; Bob L. Johnson, Jr., University of Utah, Pamela Hallam and Joseph L. Matthews, Brigham Young University
In the field of education, trust has been advanced in recent decades as critical for increasing school quality, cultivating a positive school climate, building human learning, augmenting student achievement, and fostering student discipline. This symposium explores conceptions of trust in public education and seeks to build a richer understanding of the role of trust in supporting school improvement.

4.7, Scotland A
Conversation: One Year Later: Effects of a District-Wide Evaluation of Data Use
Jeffrey C. Wayman, Vincent Cho, and Mary T. Johnston, University of Texas at Austin; Trevor Mahlum, Michael Flicek and Joel Dvorak, Natrona County Schools (WY)
Despite the burgeoning knowledge base on educational data use, using data in effective ways is still difficult in educational settings. The Natrona County School District shares these struggles with many districts, but took a unique step in 2007 by enlisting the services of an evaluation team from the University of Texas at Austin to conduct a thorough evaluation of NCSD data use and make recommendations about how NCSD could become a data-informed district. This report was delivered to NCSD personnel in August 2007 and released to the public in November 2007. In this symposium, we bring together NCSD leadership and the research team to discuss the report and resulting actions.

4.8, Senate/Gallery
Paper Session: School Principals: Preparation and Practice
Chair: Cynthia Uline, San Diego State University
Discussant: George P. White, Lehigh University
Obtaining Validation from Graduates on a Restructured Principal Preparation Program
Julia Nell Ballenger, Betty Alford, Sandra McCune, and Donice McCune, Stephen F. Austin State University
This study uses a within-program, comparison of follow-up survey responses from two groups of graduates. One-way multivariate analysis of variance was performed to investigate the null hypothesis of no difference between Group 1 (prior graduates) and Group 2 (recent graduates) on each of the program features and graduate outcome measures.

Principals’ Perspectives on Empowered Schools: Implications for Education Leadership Preparation Programs
Patti Chance, University of Nevada-Las Vegas
Empowered schools are an attempt to provide some autonomy from central office regulations
and to place more authority for decision making in the hands of principals, teachers, and parents. What does this mean for the leaders of these empowered schools? This paper presents principal perceptions of the implementation and reorganization process of empowered schools in a large urban district. Implications for educational leadership preparation programs are offered.

**No More Silos: A New Vision for Principal Preparation**
Frederick C Buskey and Kathleen Topolka Jorissen, Western Carolina University

Preparation programs in educational administration are coming under increasing pressure to redesign. Faculty at a regional comprehensive university have used different catalysts to create a different kind of licensure program by rejecting content silos. The new program is built around the themes of the visible, the hidden, and the possible. The program actively challenges participant to lead courageously and engage in life long learning.

**Emergent Design: Principal Preparation for Today and Tomorrow**
Virginia Phillips Foley, Pam Scott, and Eric Glover, East Tennessee State University

East Tennessee State University, Southern Regional Educational Board, Greeneville City Schools, and Kingsport City Schools formed the Greene-King Partnership to redesign principal preparation in Tennessee. This paper tells the story of that redesign and implications for the future of principal preparation.

**Assessment of the Principalship Program at the University of Texas at Austin**
Jamie Lynn Stone, University of Texas at Austin

Considering the changing demographics of Texas and the University of Texas at Austin's role as a public flagship institution and its claim in preparing educators who adhere to the tenets of social justice, it is essential to assess this program's effectiveness in staying true to its promise. Preliminary results indicate a considerable amount of difference across not only current and former students, but also between first- and second-year students. Initial conclusions suggest that this shift could be due to a number of factors, from actual program experience to the shift from a teaching to an administrative role. Further investigation will ensue.

**4.9, Knave**
Innovative Session: **Second Life in Distance Learning Programs**
Daniel Joseph Milz, University of Cincinnati

Second Life, SL, is an internet-based, user defined, virtual world. Developed by Linden Research, Inc., and launched in 2003, its users (“Residents”), interact with each other through motional avatars, providing a social network. This presentation will provide attendees with a demonstration of SL as piloted in a Planned Field Experience course in a two year on line M.Ed. graduate program in Educational Leadership at the University of Cincinnati.

**4.10, Scribe**
Innovative Session: **Systemic Racism in US Schools and Society—An Innovative Presentation of Data and Discussion**
Jim Scheurich and Kristin Shawn Huggins, Texas A&M University, Maria Luisa Gonzalez, University of Texas at El Paso; Michael Dantley, Miami University of Ohio

Preparation of school leaders who serve all students well requires indepth understanding of racism in schools and society. This innovative session, in the style of Al Gore’s *An Inconvenient Truth*, will present data and research on racism in six major social systems, including educational and health systems. The session will be filmed and will become part of several tools, including a website, film, and book, on racism in schools and society.

**4.11, Captain**
Paper Session: **Teacher Collaboration and Empowerment**
Chair: Dorothy Vasquez-Levy, Southern Connecticut State University
Discussant: William Kyle Ingle, Bowling Green State University

*Deepening Teacher Content Knowledge Through Collaborative Inquiry—A Vertical Discussion*
Monica Byrne-Jimenez, Hofstra University; Margaret Orr, Bank Street College

This paper reports a school-wide professional development model in one urban elementary school. The professional development had three objectives: (1) to foster cross-grade
communication of curriculum expectations and instructional projects within four content areas, (2) to address possible curriculum gaps/overlaps, and (3) to deepen teachers’ learning through school-wide collaboration. The results of this innovative model in terms of organizational change, distributive leadership, and teacher knowledge are explored in this paper.

**Improving Teaching with Formal Teacher Collaboration: Leadership Practices that Support Joint Work**

Kristi Holmstrom, University of Michigan

This paper examines instructional leadership practices that shaped teachers’ formal collaborative work and analyzes the effect that different teams’ work had on improving comprehension instruction in a Title 1 elementary school. The paper will analyze the relationship between teachers’ opportunities to learn collaboratively and the improvement of their practice and how leadership practices may have influenced these outcomes.

**The Importance of Teachers’ Perceived Organizational Support to Job Satisfaction: What’s Empowerment Got To Do With It?**

Ronit Bogler, The Open University of Israel; Adam E Nir, The Hebrew University of Jerusalem

Teachers’ perceptions toward their school support and recognition of their work is hypothesized to affect job satisfaction, both intrinsically and extrinsically. We examined the mediating effect of teacher empowerment on this relationship using six subscales of empowerment, which represent various facets of the teacher’s working and personal characteristics. Both teachers’ perceived organizational support and empowerment were found to have a unique contribution to explaining teachers’ intrinsic and extrinsic satisfaction.

**Transformative Professional Learning: Impact on Teachers’ Beliefs, Perceived Expertise, and Teaching**

Brad Kose, University of Illinois

Although professional development is widely considered an essential aspect of improving teaching, there is a dearth of empirical research on transformative teacher professional learning or professional development for social justice. The purpose of this quantitative study is to understand the extent to which various professional learning opportunities impact teacher beliefs, perceived expertise, and teaching pertaining to teaching for social justice.

**4.12, Yeoman**

**Paper Session: Leadership Online: Learning and Community**

Chair: Robert C. Knoeppe, Clemson University

**Discussant: Floyd Beachum, University of Wisconsin-Milwaukee**

**Creating Civic Literacy in a Global Context: Cosmopolitan Civic Education Within Technospaces of Imagined Communities**

Hanne B. Mawhinney, University of Maryland

Considered in this paper are the relationships of local and global influences arising from wide array of socio-cultural changes that demand a rethinking of citizenship and the nature of supporting civic education at the most fundamental level of our understanding of democracy. Changes include the intensification of migration flows; the associated growth of multi-ethnic polities; the rise of new social movements for political participation; and the emergence of cyber spaces creating social networking opportunities that cross borders.

**Native American Educational Leader Preparation: An Online Interdisciplinary Project Addressing Culturally Responsive Considerations**

Linda R. Vogel and Harvey Rude, University of Northern Colorado

This description of the online delivery of an interdisciplinary Masters program leading to principal and special education director licensure for Native American educators illustrates the cultural responsiveness of course content and delivery. The advantage of accessibility for reservation teachers is balanced with technological resource and relationship building challenges in online delivery. Course content focused on preparing Native American leaders who could integrate cultural to increase student achievement and community involvement.

**Doctoral Students’ Perceptions of Engagement in Online Leadership Learning Activities**

Michelle Elizabeth Bartlett and Frankie Keels Williams, Clemson University; James E. Bartlett, II, North Carolina State University

Doctoral students’ perceptions of engagement activities in an online core course are
Friday

examined. Findings outline the most and least engaging activities as reported by students in an online survey. Furthermore, this study will examine if students’ perceive engagement in doctoral level course similar or different from other online experiences and traditional doctoral level courses. Moore’s (1997) Theory of Transactional Distance, Schanks (1997) Script Theory, and Zhao & Kuh’s (2004) Theory of Student Engagement provide the theoretical foundation for this study.

4.13, Ireland C
Symposium: Differentiated Learning-Focused Leadership: Conditions and Contexts to Support Teacher Leaders
Organizer: Bradley Portin, University of Washington; Discussant: Jianping Shen, Western Michigan University; Chair: Michael A. Copland, University of Washington
Participants: Christopher Alejano, Felice Atesgolu, Chrysan Gallucci, Michael S. Knapp, Cate Samuelson, and Sue Feldman, University of Washington

This symposium presents four papers from a large-scale, ethnographic study of learning focused leadership in schools. Using data from four urban districts around the US, the papers explore emerging roles for members of instructional leadership teams. Expanding on some aspects of distributed instructional leadership practice (Spillane, Halverson, & Diamond, 2001), the papers suggest new ways that non-supervisor teacher leaders may support and shape instructional practice.

4.14, Scotland B
Symposium: Principals’ Perceptions of School Crisis
Organizer: Renee M Waters, New York University

Although crisis plans and scenarios exist to help schools plan for crises, we know little about the ways in which principals recognize, define, and mobilize resources in a crisis event. This study seeks to understand how principals perceive their role and responsibilities. A framework informed by Karl Weick’s High Reliability Organizations and the article Fighting Fires in Educational Administration was developed to facilitate a new way of thinking about this topic rather than the traditional managerial practices often represented in school safety and security studies.

4.15, Scotland C
Paper Session: Leadership and Policy in Schools
Chair: Carla Edlefson, Ashland University
Discussant: Tirza Wilbon White, Emory University

Turning Around Failing Schools: Policy Insights from the Corporate, Government, and Non-Profit Sectors
Joseph Murphy and Coby Meyers, Vanderbilt University

This is the first systematic effort to mine research in the corporate, not-for-profit, and public sectors to develop policy insights for shaping efforts to turn around failing schools. We employ a comprehensive process to unpack and make sense of the turnaround literature from the organizational sciences. The authors rely on strategies appropriate for document analysis, and borrow analytic strategies employed with interview data and capture insights from the five major research pathways for studying organizational turnaround, blending the findings into three policy dimensions: leadership, efficiency, and focus.

Exploring the Link between Principal and Teacher Influence over School Policy and Teacher Turnover: Whose Influence Matters?
Karen M. Jackson, University of Utah

This paper uses data from the 1999-2000 Schools and Staffing Survey to explore the relationship between teacher and principal influence over school policy and teachers’ turnover decisions. The study found that high levels of teacher influence over school policy are associated with an increased likelihood that teachers will remain in teaching, whereas high levels of principal influence are associated with an increased likelihood that teachers will leave teaching.

Interpreting the Policy Past: The Relationship Between Education and Antipoverty Policy During the Carter Administration
Curtis Anthony Brewer, Clemson University

This paper offers a historical treatment of the socio-political forces that constituted how people from 1975-1981 explained the relationship between federal education and anti-poverty policies. My study shows that while we normally look to the Reagan years as an important
transition point in education policy it is actually the Carter years in which our domestic policy priorities changed.

*The Impact of Accountability Policies on Principal’s Pre-service Preparation and In-service Skills*

Matthew Militello, North Carolina State University; Alex J Bowers, The University of Texas at San Antonio; Rebecca Gajda, University of Massachusetts at Amherst

This study reports on findings from a statewide survey of school principals that examined the nature and quality of certification programs. Results indicate that when participants were certified (pre/post NCLB) and where they were certified (public/private/alternative) has a significant influence on the content and quality of their preparation. Implications include the development of essential skills and specific courses that match the new accountability demands on school leaders.

**General Session 2: UCEA Presidential Address**

**Friday, 11:00 a.m. - 12:20 p.m.**

**England**

Welcomes and Introductions:
Michelle D. Young, UCEA

Jay D. Scribner Mentoring Award Presentation:
Stephen L. Jacobson, University at Buffalo/SUNY

UCEA Presidential Address: Dr. Stephen L. Jacobson
Introduced by Michelle D. Young, UCEA

UCEA’s Re-Emerging Role In A World Of Interdependent Nations

Stephen Jacobson’s Presidential Address provides a brief review of UCEA’s past activities on the international front as prologue to thoughts and recommendations about new initiatives for our Council.

Dr. Stephen L. Jacobson is Professor of Educational Administration and the Associate Dean of Academic Affairs for the Graduate School of Education at the University at Buffalo (UB) / State University of New York. He is a past President of the American Education Finance Association and has received the Jack Culbertson Award. He is currently co-director of the UCEA Center for the Study of School-Site Leadership with Ken Leithwood, and co-editor of Leadership and Policy in Schools, also with Leithwood. For the past seven years he has been involved in the International Successful School Principalship Project, focusing specifically on successful leadership in high need schools.

**Session 5, Friday, 12:30 p.m. - 1:50 p.m.**

5.1 **Sapphire**

Innovative Session: *Responding to the Education Debt Through Community Focused Leadership*

Miguel Guajardo, University of Texas - Pan American; Sarah W. Nelson, Jason Aleman, Monica Valadez, and Genise Henry, Texas State University

This innovative session will focus on the story of one public university that has accepted the challenge of creating a course of study that develops a new kind of educational leader, one who understands and responds to the education debt (Ladson-Billings, 2006). Through interactive dialog among presenters and participants, issues surrounding the development of such programs will be explored. Artifacts such as videos, photographs, personal narratives, and interactive community maps will be shared throughout the presentation for the purpose of informing the conversation.

5.2 **Emerald**

Conversation: *Mapping Backwards to a New Ed.D.*

Jill A. Perry and David Imig, University of Maryland

This presentation will report out on the progress of an initiative that seeks to strengthen the Ed.D. to succeed in today’s policy environment and engage participants in the broader discussion of reasons for and ways to improve doctoral education.
Friday

5.3, Ireland A
Innovative Session: Leadership 2.0
Jonathan D. Becker, Virginia Commonwealth University, David Quinn, University of Florida, Justin Bathon, University of Kentucky

The world is flat, everything is miscellaneous and here comes everybody! If that sentence means nothing to you, this session is for you. In this interactive session, sponsored by the UCEA Center for the Advanced Study of Technology Leadership in Education (CASTLE), participants will gain insight into how blogs, social networking, streaming video and learning instruments that you have probably never heard of are rapidly changing our world as the Internet transitions from a static to an interactive media. Not only has the Web 2.0 revolution changed learning for today’s school children, it can also be used to benefit school leader learning and as preparation program distance education technology. A panel of educational leadership professors will demonstrate and discuss various Web 2.0 tools and their applications for school leadership and the preparation of school leaders in the twenty-first century.

5.4, Westminster
Innovative Session: Leadership Preparation in a Post-National Era of Standards: Counterinsurgent Professional Strategies
Ira Bogotch, James Burnham, Patricia Maslin-Ostrowski, Meredith Mountford, John Pisapia, Daniel Reyes-Guerra, Robert Shockley, Jennifer Sughrue, Tony Townsend, and Dianne Wright, Florida Atlantic University; Michele Acker-Hocevar, Washington State University

In this Innovative Session for program faculties, we describe tensions created by changes [e.g., knowledge base, partnerships, pedagogies, etc.] in this era of accountability. Our premise is that as school leaders/professors, we do not see these tensions as mutually exclusive. We will present provocative questions and interesting vignettes such as “the Matrix of Standards and Accreditation” - a choice between taking the Blue or the Red Pill and hold a lively discussion.

5.5, Ireland B
Paper Session: School and District Relations and the Law
Chair: Mario Torres, Texas A&M University
Discussant: Philip T. K. Daniel, The Ohio State University

Grievance and Arbitration Provisions in Collective Bargaining Agreements: Setting the Foundation for Improved School Relations
LaTara Osborne-Lampkin, Florida State University

Some suggest that grievance procedures and the arbitration process are effective tools that encourage careful decision making by school districts and administrative staff in the handling of personnel decisions (Shipley, 1974). While others contend that grievance procedures, which typically include arbitration as the final stage of the process, may be a hindrance in administrators’ ability to exercise discretion in school management operations (Hess & Kelly, 2006; Johnson & Donaldson, 2006). Little recent research has examined grievance arbitration in education. By analyzing collective bargaining agreements between teachers unions and school districts in Florida, the following questions are addressed: How do the agreements outline the grievance and arbitration process? Do some agreements incorporate more mechanisms for resolution than others, and if so, what are the varying mechanisms?

Religion, Advocacy Coalitions and the Politics of US Public Schooling
Malilla N. Robinson and Catherine Lugg, Rutgers University

This paper focuses on the macro political environment, which shapes the day-to-day practices of educational leaders working in U.S. public schools. From political battles over “Intelligent Design” as science curriculum, to vocal school-prayer, to abstinence-only sexuality curricula, the Protestant Right has played a prominent role in shaping educational policy and practices at the federal, state and local level.

Barriers Faced by Women: A Study of Female Superintendents
Holly Galloway, Round Rock Independent School District (TX); Steve P. Gordon, Texas State University

Although women hold approximately three of four teaching positions in the U.S., only about one in five superintendents is a woman. This study identified barriers women face when striving to become school superintendents, and strategies they employ to overcome those barriers. The
Friday

The First Amendment and Modern Schools: Emerging Democratic Responses to Student Off-Campus Internet Speech
Jesulon S. R. Gibbs, South Carolina State University

Public schools are faced with challenges resulting from off-campus student speech, particularly speech via the Internet. As such, the revolution of technology presents new legal and disciplinary issues for educators. Democratic educational leaders must be prepared to address novel legal disputes surrounding the constitutional rights afforded students. An analysis of the constitutional rationales used in court proceedings to resolve such issues will be discussed as a springboard for how democratic educational leaders should address student off-campus Internet speech dilemmas.

5.6, Scotland A
Organizer: Helen Sobehart, Cardinal Stritch University
Participants: Margaret Grogan, Claremont Graduate University; Charol Shakeshaft, Virginia Commonwealth University; Linda Lyman, Illinois State University; Alice Kagoda, Makerere University; Jill Sperandio, Lehigh University; Jill Blackmore, Deakin University; Pamela Lenz, Iroquois School District (PA)

This symposium is an update on research being conducted internationally regarding women and educational leadership, including discussion of processes, movers and barriers.

5.7, Senate/Gallery
Paper Session: Change and Leadership
Chair: Betty Jo Monk, Tarleton State University
Discussant: Lisa A. Kensler, Auburn University

School Change and Principal Influence: The Impact of Leadership
Sean Kearney and Page Smith, University of Texas at San Antonio

Deciding what changes need to be made and how to constructively incorporate them into schools pose serious challenges for principals. This study explores the relationships between principal influence and three important aspects of change. The general hypothesis of this study is that principal influence will be positively related to campus orientations to change. Specifically, the research addresses how principal influence best predicts three important aspects of campus orientation to change.

Principals Promoting Change from Preparation to Practice
Susan Korach, University of Denver

This study utilizes case study research methodology to examine the leadership actions and school performance of five urban school principals who are graduates from an aspiring principal program that promotes a Model II orientation (Argyris and Schön, 1996). This paper presents the findings of this study and discusses the implications for school leadership for school improvement and principal preparation.

Preparing Leaders to Foster Student Success: Learning by Leading Change
Scott C Bauer and David Brazer, George Mason University

Fostering student success in an age of accountability demands that leaders understand and use data and research knowledge to inform decision making. Our program has integrated an educational research course with a capstone internship project to improve instruction, creating authentic leadership experiences for students. This paper explores the learning impact of the project, and to discuss the impact on the schools in which the projects were implemented.

Principal Turnover and In-School Enabling Conditions for Change
Joy Kristen Lesnick, University of Chicago and Ellen Goldring, Vanderbilt University

The majority of research on educator turnover is focused at the teacher level. In this paper, we examine whether principal turnover can influence school conditions related to school
improvement. We use teacher and principal survey responses and hierarchical linear modeling to hypothesize that principal turnover impedes the principal’s ability to facilitate relationships and create enabling processes at the organizational level that are necessary for implementing change and improving student achievement.

Principals’ Implicit Theories of Educational Change in post-Katrina New Orleans
Brian Robert Beabout, The University of New Orleans

This exploratory study of urban school principals’ implicit theories of educational change describes the diversity of change theories held by ten individuals in the context of one urban district’s experience with rapid, unplanned structural change. Broad theories that emerged from data analysis describe the change process as: 1) creating a collaborative culture, 2) connecting the school to its community, 3) generating public support for the school, 4) meeting student needs, 5) setting goals and meeting them, and 6) improving teaching. Notably, most principals espoused each of these theories at different times, even when the theories contradicted each other. This establishes the need to create a nuanced, more inclusive debate about implicit theories of change and how multiple theories are enacted simultaneously.

5.8, Knave
Paper Session: Latino/a Issues and Educational Leadership
Chair: Cristobal Rodriguez, University of Texas at Austin
Discussant: Gerardo R. Lopez, Indiana University

Educational Handicaps, Twenty-First Century Oppression and Latino Student Performance
Leslie Ann Locke and Terah Talei Venzant Chambers, Texas A&M University

The purpose of this paper is to provide a synthesis of recent empirical research on educational achievement and attainment of Latino youth in the United States. It is based on critical investigation and analysis of scholarly work from a variety of perspectives within diverse academic fields including education, sociology, anthropology, public affairs, and governmental affairs, as it pertains to the schooling of Latino students. The intent is to provide a concise, direct, and interdisciplinary summary of the issues the authors feel most severely impact the educational upward mobility of Latino public school students.

A Legacy of Democracy in Educational Leadership: Equity in the Superintendency of Latinas
Karen Carrillo Couch, Moriarity Public School District (NM); Maria Luisa Gonzalez, University of Texas at El Paso

Through exploration of the perceptions and lived experiences of Latina superintendents and administrators who were not appointed to the superintendency, this paper investigates the constraints and barriers preventing Latinas from accessing the superintendency which raises major questions about democratic practices.

Becoming a Hispanic Serving Institution (HSI): Considerations for Educational Leadership Programs
Erica Yamamura, Texas State University-San Marcos

While colleges are seeking HSI status there is little attention to what this means for educational leadership programs. Using a community cultural wealth framework (Yosso, 2005, 2006), this paper will explore what becoming an HSI means for an educational leadership program and share student perspectives of Latino/a educational leaders at an emerging HSI. These findings will add to the dialogue on educational leadership programs and inform stakeholders seeking HSI status.

5.9, Scribe
Paper Session: Leadership Preparation: Listening to Student Voices
Chair: Jean Cate, University of Oklahoma
Discussant: Allyson L. Watson, Northeastern State University

Understanding the Nature of Student Expectations for Doctoral Education
Craig Anne Heffinger, Robert Todd Benson, and Timothy Christian Caboni, Vanderbilt University

Understanding expectations about doctoral programs is a critical component to assisting students in selecting an appropriate graduate program and reducing doctoral student attrition. This study used interviews, focus groups, and document review to understand what students
expect from a doctoral program and how students develop these expectations. Further, the study examines the differences between expectations of Ph.D. and Ed.D. students. Finally, it makes recommendations for clarifying expectations in the future.

**Motivation for Pursuing a Degree in Educational Administration**
Rose McNeese and Thelma J Roberson, The University of Southern Mississippi

This paper presents findings from a study that sought to identify what motivated students to pursue a degree in the field of educational administration. Graduate students at 3 state-funded universities participated. Conclusions: Clearly, pay raise is a motivating factor, but less important than intrinsic factors such as students. Statistically significant differences were found among responses from Black and White participants which may lead to further studies.

“I Need to Make Myself Available and Open”: Change in Aspiring Administrators’ Reflections about Difference
Joanne M. Marshall, Iowa State University; Frank Hernandez, Hamline University

We present findings from a study 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. We comment upon what these reflections teach us about our students and about our teaching as well as upon the conference theme of how to prepare leaders to foster student success.

5.10, Captain
Paper Session: Elementary School Principalship
Chair: Thomas C. Monahan, Rowan University
Discussant: Jimmy Byrd, University of North Texas

**Perceptions of Elementary School Principals on their Role in a Decentralized School District**
Augustina (Tina) Reyes, University of Houston; Christopher Povich, Conroe Independent School District (TX)

The purpose of this study was to determine the effects of budget decentralization on the elementary school principal in an urban school district. The significance of this study was to define the characteristics and responsibilities of the principal in a decentralized urban school district to: 1. recognize professional development needs for current school administrators and 2. to identify decentralized budget skill development for principal preparation programs.

**The Elementary Principal’s Workday: A Comparative Analysis of Performance Standards and Principal Practice**
Holly B. Richard, James Stronge, and Megan Tschannen-Moran, College of William & Mary

This national study explored the tasks performed by elementary principals in schools with varying socioeconomic levels and the congruence of these tasks with the Educational Leadership Policy Standards: ISLLC 2008. Quantitative and qualitative methodologies were used and revealed the high number of hours spent on the job by all participants. While the “communication” task category occurred most often, this is not addressed in the ISLLC 2008 standards and functions.

**Reflections on Best Practices of Successful Elementary School Principals**
Karen Sanzo Crum and Steve Myran, Old Dominion University; Whitney Sherman, Virginia Commonwealth University

The purpose of this study was to identify how successful elementary principals serve in a leadership capacity to promote and sustain student success. This study, second in a series of studies, explores best practices of principals employing a grounded theory analysis of conversations with exemplary school leaders. The twelve principals interviewed provided valuable insights into their daily practices that foster an environment which is supportive of high student achievement.

**A Chaos Theory Perspective On How Elementary School Principals Manage Chaotic Events—Stories From Four Midwestern Elementary Schools**
Yi-Hwa Liou, University of Wisconsin-Madison

This study aims to understand how elementary school principals manage chaotic events happened in their daily activities through the lens of Chaos Theory (Lorenz, 1972). This study was conducted at four Midwestern elementary schools. Data was collected by in-depth semi-structured interviews from which a chaotic circumstance was given to the principals so as to
understand what a chaotic situation looks like and in what way a principal manages the situation. The ways that school principals address these chaotic challenges are through strategic problem solving, critical thinking, reflective learning, and mental rehearsing. The last two methods are identified by school principals as the most effective ways to tackle the chaotic situations they confront.

5.11, Yeoman
Paper Session: Using Data For Evidence Based Leadership
Chair: Allison M. Borden, University of New Mexico
Discussant: Alan Shoho, University of Texas at San Antonio

Data Use in Title I Schools
Jeffrey C. Wayman and Kerry Moll, The University of Texas at Austin

There is a growing research base about the use of data for educational improvement. Much of this knowledge is encouraging for educating students in high-poverty situations, but nearly no data use research has been conducted in high-poverty settings. Consequently, it is necessary to provide a study that not only examines the effective use of data in high-poverty areas but provides a comparison between schools that achieve well in this context and those that do not. The present study responds to these needs by providing a mixed-methods, comparative study on the data use practices of high- and low-achieving Title I schools.

Learning to Learn from Data: The Role of School Leaders in Low-Performing Schools in Philadelphia
Katrina Bulkley, Montclair State University; Jolley Bruce Christman, Research for Action

In recent years, especially with the increasing focus on testing enhanced by NCLB, schools and districts have sought to use data and analysis of data as a means to improve student learning and achievement. In Philadelphia, those at the district and school level have worked in a number of ways to effectively utilize data. This study examines the role of school leaders - including principals and teacher leaders - in working with school staff to analyze data with the goal of improving instructional practices.

Margaret E Barber and Tiedan Huang, Lehigh University

The purpose of this proposed paper to is to examine the landscape of empirical evidence on leadership preparation and subsequent school-level effectiveness in the People’s Republic of China. Reviewing the extent literature base on Chinese leadership preparation and development and considering it within a framework established by western evaluative efforts, this paper proposes to add to the knowledge base of the pathway between preparation and practice and to promote a broader consideration by the field of leadership preparation of the international dynamics of cultural and political context.

Merit of Evidence-Based Practice in Educational Leadership
Theodore Kowalski and Thomas Lasley, University of Dayton

This paper examines the need to evaluate evidence-based practice (EBP) in educational leadership. The decision-making paradigm is defined and examined in the context of practice in other professions. Then four pertinent issues (external accountability, social merit, political relevance to the education profession, and barriers to normalization) are analyzed. Last, a proposal is made for forging an agenda to evaluate whether EBP should become a normative standard for administrators and teachers.

5.12, Ireland C
Symposium: Handbook of Research on Leadership Education
Organizers: Joseph Murphy, Vanderbilt University, Michelle Young, UCEA
Participants: Diana G. Pounder, University of Utah; Jacky G. Lumby, University of Southampton; Karen Osterman, Hofstra University; Bruce Barnett, University of Texas at San Antonio, Margaret (Terry) Orr, Bank Street College, Dianne L Taylor, Louisiana State University

In this interactive symposium, a group of editors and contributors to the Handbook of Research on the Development of School Leaders will discuss the content and implications of the Handbook, giving specific attention to the developing knowledge base on leadership preparation and development, remaining gaps in our knowledge, and plans for future research.
Implementing Diversity Plans: Lessons for Demographically Diverse Districts
Billy Lee Young and Jean Madsen, Texas A&M University; Mary Ann Young, Texas School for the Deaf

Traditionally, schools in the past were more homogenous, but with demographic shifts schools are becoming more ethnically diverse, disadvantaged, and multilingual. In contrast, the teaching population is overwhelmingly white and principally female (Grant, 1990). Given the incongruence between changing demographics and a homogeneous teaching population, districts must develop a systematic organizational plan to address these differences. This exploratory study examined administrators’ perceptions of how their district developed and implemented a diversity plan to address their demographically diverse students.

Disrupting Injustice: Principals Narrate the Strategies They Use to Advance Social Justice
George Theoharis and Julie Causton-Theoharis, Syracuse University

This paper comes from a qualitative study grounded in theoretical perspectives of “breaking the silence” (Fine, 1994) and critical race theory, (Bell, 1993; Delgado & Stafanic, 1999) and uses voices from principals who defy the “traditional” understanding of school leadership to narrate their work to disrupt injustice and advance social justice. These leaders describe the strategies they utilized to disrupt four kinds of school injustice.

Educational Leaders and Aspiring Leaders Addressing Issues of Diversity and Social Justice
Darlene Y. Bruner, University of South Florida

This was a qualitative, exploratory study of student self-reflective essays on issues of diversity and social justice using the movie Crash (Schulman, Cheadle, Yari, Harris, Moresco, & Haggis, 2004) as a vehicle to explore, examine, and reflect on personal experiences and address diversity and social justice issues in schools from a leadership perspective. The purpose of this paper was two-fold. One was to examine the beliefs and perceptions of aspiring and current leaders and to analyze the findings in light of educational leadership preparation programs.

Transforming Social Justice: How Disability Studies Can Reshape Social Justice in Educational Leadership
Sarah A. McKinney, University of Wisconsin-Madison

This paper challenges conceptions of social justice in educational leadership through the theoretical lens of Disability Studies, calling for a transformed conception that rethinks the concepts of dis/ability, normalcy, and difference. The author describes dominant themes in Disability Studies, critiques social justice discourse from this perspective, identifies questions to reshape social justice in educational leadership, and discusses the implications of Disability Studies for practitioners, researchers, and leadership preparation.

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Comparison of Two Models for Middle School Mathematics Coaching in Two Large Urban Districts
Lynsey Gibbons, Vanderbilt University

Mathematics coaches are becoming a staple of reform initiatives in large, urban districts. An in-depth understanding of various models can eventually lead to selection and anticipation of effects in a given school system. Understanding the models and the variance when embedded within different settings, will help inform decisions about the role of coaches. This proposal describes a comparative study of coaching models in two urban districts attempting improvement in mathematics.

Educational Leadership Preparation for Serving Students with Disabilities
Megan M Cusson, The University of Texas at Austin

A recent literature synthesis identified twelve competencies needed by general and special education administrators to appropriately lead programs that serve students with disabilities and their families. A question of importance is whether, and to what extent, these twelve competencies are included in pre-service programs that prepare educational administrators. The study surveyed professors in UCEA institutions that have a responsibility in the preparation of public school educational leadership personnel. Through a structured questionnaire that used the author’s identified competencies as conceptual cues, information was derived that described the existence and extensiveness of these competencies in the preparation of educational leadership personnel.

The Impact Of Tacit Knowledge In Leadership Preparation
Teresa Akinyi Wasonga, Northern Illinois University

This study explored how tacit knowledge becomes explicit during internship experience in an education administration program. This qualitative study was based on the premise that interns working closely with mentors (experienced principals) would learn from both their internship roles and the school context through observation, participation, and leadership. The study found that tacit knowledge was both contextual and released spontaneously to capture the nuances of the task/issue/problem at hand.

A Qualitative Case Study of the Key Characteristics of Culturally Proficient Middle School Administrators
Tsuru Bailey-Jones, University of Arizona

Embracing a critical race theory perspective, this qualitative case study describes the characteristics of culturally proficient middle school site administrators in an urban K-12 school district. Using a snowball sample, participants were referred by three district level administrators. Coding the data transcribed from interviews to generalize themes evincing the characteristics of cultural proficiency, the researcher posits six key characteristics that may be generalizable to administrators at all levels.

Leadership For Innovative Omani Schools In The 21st Century: Transforming Principal Identity
Jan M. Westrick, Valparaiso University

The Principal Leadership Training project in Oman aimed to increase leadership capacity of principals. The conceptual model of the training design placed the interconnectedness of school leadership and educational change within the context of the demands of the 21st century. Labeled a resounding success by the external program evaluator, subsequent qualitative research by one workshop presenter provided insights into the critical elements of the training that influenced significant identity transformation.

Randomized Trial Study: An Example at the Pre-K Level
Beverly J. Irby, Sam Houston State University

The purpose of this study was to ascertain the effectiveness of an enhanced curriculum intervention on the English oral language development of pre-kindergarten English language learners using the Pre-IPT-Oral English Language Proficiency Test and the Pre-School Language Scale, 4th edition. This randomized trial study included experimental and control groups consisting of 176 bilingual children with limited English proficiency in eight randomly assigned classrooms. Results indicated that children in the experimental group outperformed children in the control group in oral language skills.
Disengagement to Success: What Educational Leaders Need to Prepare Students for the Global Economy
Danielle C. Hayes, The University of Texas at Austin

In line with the 2008 UCEA convention theme, this session offers a space to obtain diverse input and create a framework that will advance the feedback from discourse to praxis. Furthermore, by the nature of addressing leadership preparation at the university level and its impact on student success at the pk-12 level, this dialogue takes on a pk-21 perspective on educating for student success in the global economy.

General Session 3: Texas A&M University Social Justice Lecture
Friday, 2:00 p.m. - 3:20 p.m.
England
Welcomes and Introductions:
James W. Koschoreck, University of Cincinnati

Jack A. Culbertson Award Presentation:
Walter G. Bumphus, University of Texas at Austin
and Lance D. Fusarelli, North Carolina State University

Texas A&M University Social Justice Lecture:
Kevin Jennings, Founder of GLSEN
Introduced by James W. Koschoreck, University of Cincinnati

Telling Tales Out of School

Kevin Jennings is a leader in the education and civil rights communities and is founder and Executive Director of GLSEN, the Gay, Lesbian and Straight Education Network. In 1988, Mr. Jennings helped establish the nation’s first Gay-Straight Alliance and became a well-known spokesperson on lesbian, gay, bisexual and transgender issues in schools. In 1990, he founded GLSEN as an all-volunteer group bringing together teachers, parents and community members to address anti-LGBT bias in K-12 schools. Mr. Jennings has led GLSEN’s rapid growth to a national education organization with 35 chapters and a national staff of 40. Mr. Jennings is the author of several books including his memoir, Mama’s Boy, Preacher’s Son.

Session 6, Friday, 3:30 p.m - 4:50 p.m.

6.1, Sapphire
Paper Session: Organizational Leadership, Structure, and Educational Leadership
Chair: Sarah Diem, University of Texas at Austin
Discussant: Patricia First, Clemson University

Review of the Empirical Research on Organizational Learning: Implications for Educational Organizations
John M. Weathers, Jim Smith, Eric Owen, and Barry Savage, University of Colorado at Colorado Springs

In this paper, we outline our methods and findings from a systematic review of the organizational learning literature. This review is focused on examining quantitative research that uses an instrument to measure OL or its related constructs, and test its effects on a dimension of organizational performance or its predictors/antecedents using a quasi-experimental design or causal/correlational modeling. We address the following questions in the review: 1) How is OL being measured and what are the primary theories underlying current measurement efforts?; 2) To what degree are the measures of OL transferable to educational settings?

Enabling Structure, Mindfulness, and Collective Efficacy: A Catholic Schools Study
George Boszilkov and C.J Tarter, University of Alabama

Research on the interactions of structure, mindfulness, and collective efficacy is extended from the public schools setting and theories arguing that structure provides less affect on collective efficacy than mindfulness are tested. A sample of 112 schools was the setting. Mindfulness was found to be a stronger predictor of collective efficacy than was enabling structure. The theoretical significance was replication of some earlier research and extending the theory into private schools, which have important structural differences from public schools. Practical applications support structural changes that would elicit mindfulness
which, in turn, may lead to an increased in collective efficacy. A substantial research history suggest the relationship of collective efficacy to school performance.

Adaptive Leadership And Non-rational Organizational Choice In School Reform: An Ethnographic Study
Gordon Gates, Washington State University; Sharon Becker, Spokane Public Schools

The paper presents findings from a qualitative study of two high schools implementing reform to address the following questions: how do administrators and teachers respond to the challenges of reform to their beliefs, values, and practices? and what were the difficulties and obstacles to leadership that accompanied school reform efforts? A leadership typology emerged that merges rational and non-rational processes to describe and explain the ways participants implemented reform.

Turnaround Insights from the Organizational Sciences: A Review of the Empirical Evidence and the Development of a Staged Model of Recovery with Potential Implications for the PK-12 Education Sector
Joseph Murphy and Coby Meyers, Vanderbilt University

We review research from the organizational sciences to develop lessons for educators and policy makers. The approach is an integrative review of the literature, employing a comprehensive process to unpack and make sense of the turnaround literature from the organizational sciences and relying on strategies appropriate for document analysis. We capture insights from the five major research pathways for studying organizational turnaround and blend research findings into seven dimensions within the two-stage model of retrenchment and recovery. We then outline more explicitly four macro level conclusions for educators and policy makers and posit that the literature on turning around failing organizations in sectors outside of education provides blueprints for recovery activity in failing schools. This is the first systematic effort to mine research in the corporate, not-for-profit, and public sectors to develop a staged framework for shaping efforts to turn around failing schools.

A Bridge Between Two Worlds: Understanding Leadership Network Structure to Understand Change Strategy
Alan J. Daly, University of California, San Diego

A number of scholars are exploring the district context in which schools are embedded. These studies suggest the importance of the district office as a support or constraint to the work of schools and offer strategies for building relations between sites and districts. While this is an important task what is frequently overlooked is that organizational change efforts are often socially constructed. Therefore, prior to engaging change strategies an analysis of social networks may serve to determine the appropriate change effort. This case study uses Social Network Analysis and interviews to explore the underlying knowledge and communication patterns in a network of district and site leaders in a district poised to enact significant change.

6.2, Diamond
Paper Session: Programs and Processes
Chair: Katrina Bulkley, Montclair State University
Discussant: Ulrich (Rick) C. Reitzug, University of North Carolina at Greensboro

From the Front Lines: How Leaders Define Their Roles in an Educational Opportunities Program
Michael Owens, Wayne State University

The proposed paper describes how administrators of Upward Bound, one of the Federal TRiO educational opportunities programs, at a university in the western United States described their leadership roles in the program. This proposal responds to the question: “How is educational leadership defined, developed, enacted and determined effective, and to what ends?” The presentation describes findings from a grounded theory study examining how members of educational organizations participate in educational leadership. The following principal research question guides the broader study: How do administrators in an educational opportunities program define their leadership roles in the program?

Action Learning in Educational Leadership Programs: Benefits and Challenges of Quality Teaching and Learning Experiences
Judith T. Garrard, Joyce Krzemienski, Meredith Mountford, and Pat Maslin-Ostrowski, Florida Atlantic University; Michele Acker-Hoevar, Washington State University

This qualitative case study analyzed students’ written reflections about their learning experiences while participating in a required action learning course for a Ph.D. in educational
leadership. Emergent themes suggested benefits and barriers to learning which are discussed in relation to how the principles and practices of andragogy involved when teaching action learning, as opposed to action research, can enhance knowledge and skill acquisition of students, promoting quality action learning courses.

**The Movement Model of Leadership: Excavating Community Wisdom**
Joan Therese Wynne, Florida International University

Many ancient cultures have operated within the context of Lao Tsu’s wisdom about leadership. However, the model most evocative of this wisdom that we’ve witnessed is found in the African American community, a model crystallized in the Southern Freedom Movement (Harding, 1997). The grassroots leadership piece of that movement was defined as radical by Ella Baker, mentor and advisor to many in the Movement (Ransby, 2003).

**The Bologna Process: Impacts for US Student Mobility**
Michael Lindsay and Max Savashinsky, University of Washington

As globalization reshapes international landscape, the European Union (EU) is instituting a series of reforms known as the Bologna Process. This paper will outline the essential elements of the Bologna Process and its impacts on student mobility. Details of research undertaken at the University of Washington (UW) highlight the current state of awareness and preparedness.

**6.3, Emerald**

Paper Session: Sustainability, Capacity, and Leadership
Chair: Renee M. Waters, New York University
Discussant: Anthony H. Normore, California State University-Dominguez Hills

**An Exploratory Study Focused Upon The Deliberative Capacity Of Educational Leaders**
Bradley Carpenter, University of Texas at Austin; Curtis Brewer, Clemson University

We present an exploratory survey that attempts to highlight the degree to which educational leaders consider themselves engaged in deliberative decision making at the state level. This study provides implications for preparation programs as they conceptualize how to best prepare educational leaders to influence the political, social, economic, legal and cultural context in which their schools are located.

**Effects of Instructional Coaching and Extended Training as it Pertains to Sustainability of Professional Development**
Sumner S. Price, New Mexico Highlands University

This case study of teachers in one elementary school assessed the affect of coaching on professional development. Data show teachers’ incorporation of new strategies three times during the final phase of a three-year professional development model. Target practices grew, and teachers indicated concerted efforts to incorporate strategies, had a greater awareness of learning differences and differentiated instruction, and intended to use the strategies in the future.

**Creating and Maintaining a Culture of Sustainability**
Pauline Audrey McLean, Florida Atlantic University

The intent of this paper is to engage educators in the critical examination of the interdependence of the social, the economic and the environmental sectors for achieving sustainable development. Since sustainable development is about the harmony between people and the use of our natural resources, it is possible to assess quality teaching and student success on the capacity of learners to recognize the moral and regulatory imperatives for creating a culture of sustainability. An assessment of the effect of adult education on sustainable development in a developing nation was conducted using survey research.

**Educational Leadership Enacted: One School District’s Sustained Efforts to Build Capacity and Improve Student Achievement**
Marilyn Begley, Penn State University; Lindy Zaretsky, Simcoe County District School Board

Improving student achievement, building Principal and teacher capacity and fostering learning communities in schools require educational leaders’ sustained efforts. Three research projects and a comprehensive program of leadership development conducted since 2005 in one medium-sized school district illustrate the district leaders’ commitment to improving classroom
Increasing Capacity to Improve Instruction. Are National Board Certified Teachers the Answer?
Robert C Knoeppel, Clemson University

This study presents research from a study on threshold effects of National Board Certified Teachers (NBCT). The variable NBCT is used as a proxy for teacher quality; specifically teacher practice. Rather than examining the effectiveness of NBCT in increasing student achievement, this study examines capacity. Using an ANCOVA, findings from this study suggest that the percentage of NBCT must be increased in order to obtain significant increases in student achievement.

6.4, Ireland A
Paper: Supporting and Servicing Students
Chair: Fergus James O'Sullivan, Institute of Education, University of London
Discussant: Stacey A.Rutledge, Florida State University

Supporting Immigrant Students in High School Completion: Texas District Leaders’ Perspectives
Alicia G. Olvera and Encarnacion Garza, University of Texas at San Antonio

This study explored the role of district leaders in supporting Mexican immigrant students in completion of high school in a Texas district. Participants included the superintendent, bilingual education director, secondary education executive director, and two high school principals. Findings indicated a highly cohesive and highly human relations-oriented (Bolman & Deal, 2003) leadership. Continuous assessment of unique district factors (Scott, 987; Senge, 990) resulted in an English learner-centered program.

Spanning Boundaries in Service of Students who are Homeless: Examining a Faculty Leadership Role
Peter Michael Miller, Duquesne University

The purpose of this paper is to examine the boundary spanning role that civically-engaged university faculty members can play in the education of students who are homeless. The paper draws from recent research on interagency leadership in service of homeless students (Author, 2007a; 2008) and is situated within relevant elements of boundary-spanning leadership theory (Author, 2007b; 2007c; in press). To further illuminate the discussion of the roles that faculty can play, the paper provides examples of lessons learned in a faculty pilot leadership project in one urban region. By gaining a deeper understanding of this work and contextualizing it within the wider field of educational leadership, I aspire to inform other leaders about how they might better address the needs of this ever-expanding population of students.

How Middle School Principals Support Adolescent Resilience
Lynette Busceme, Humble Independent School District (TX); Patricia E. Holland, University of Houston

This study examines the thoughts and actions of highly effective middle school principals who consciously endeavor to meet the needs of adolescents by fostering resilience-promoting practices. The study is valuable because it not only provides a data-derived matrix describing the attitudes and behaviors of successful middle-school principals, but also illustrates the use of an under-used methodology, namely domain analysis.

Cultivating A Sense Of Belonging In At-risk Boys
Christopher Griffin, Katonah-Lewisboro School District (NY); Karen Osterman, Hofstra University

This action research study, conducted as part of a doctoral leadership program, was designed to foster a greater sense of belonging among at-risk male high school students. The study, grounded in research on boys and belonging, explored students’ experience in school, and generated positive effects in students’ sense of belonging, academic performance, attendance, discipline, and emotional well-being. The project was also a powerful professional development activity supporting student success.
6.5, Westminster

Symposium: Democartising School Leadership and Organisation: Perspectives, Challenges and Prospects
Organizer: Philip Woods, University of Gloucestershire
Participants: Peter Gronn, University of Glasgow; Olof Johansson and Jonas Höög, Umeå University; Mary John O’Hair, Leslie A. Williams, and Perri J Applegate, University of Oklahoma, Jim Ryan, OISE/University of Toronto; Michael Fielding, Institute of Education, University of London; Dana Mitra and Steven J. Gross, Temple University

This symposium draws together a collection of international papers (Canada, Sweden, UK, US) which address key issues concerning the theory and practice of democratic schools. Papers include reporting of empirical research and accounts of the development of more democratic, participative educational contexts, as well as theoretical analysis of the potential for nurturing democracy in school organisations. Concise presentations will be followed by opportunity for discussion, questions and sharing of perspectives.

6.6, Ireland B

Closed Session: Julie Laible Memorial Session: Barbara L. Jackson New Mentor and Scholar Orientation
Organizers: Linda C. Tillman, University of North Carolina - Chapel Hill; Emanda Thomas, University of Minnesota

This session will serve as the introduction and orientation for new mentors and the 2008-2009 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.

6.7, Scotland A

Paper Session: Leadership Preparation: International and Global Perspectives
Chair: Suzanne McCotter, Montclair State University
Discussant: Heekwon Sohn, Myongji University

In-Depth Investigation of Educational Leadership Preparation Programs in Korean Higher Education - Examination from the US Perspective
Young Ha Cho, Kyung Hee University; Hyun-Jun Joo, Seoul National University

This study makes an in-depth investigation into the educational leadership preparation programs (ELPPs) in Korean higher education from the US academic perspective. To do so, the authors overview the structural and operational system and examine the strengths and weaknesses of the ELPPs of Korean higher education. In addition, several suggestions were made based on the research findings for building up effective educational leadership preparation system for quality education in Korean higher education.

Leadership Development: Comparative Case Analysis of Victoria, Australia and Florida, U.S.A.
Ira Bogotch and Tony Townsend, Florida Atlantic University

The comparative cases of Victoria, Australia and Florida, USA contrast the “what and how” of leadership development. In Victoria, there is a dual focus on both the “what” of leadership development along with a commitment to improving the capacity of school leaders, i.e., the “how.” Conversely, in Florida, leadership knowledge and skills narrowly focus on the “what” of accountability, with scant attention paid to the “how” of developing school leaders.

Developing School Leaders with Global Perspectives: A New Pedagogy for Holistic Engagement
Janis Fine, Loyola University

In times of increased global interdependence, producing inter-culturally competent school leaders who engage in informed, ethical decision-making when confronted with problems that involve a diversity of perspectives is becoming an urgent leadership priority. Educating for this outcome requires a more comprehensive approach than suggested by training for knowledge or skills alone. This paper proposes a new model for the holistic development of cognitive, intrapersonal, and interpersonal dimensions of global perspectives in administrator preparation programs.

Planning for Educational Leadership Training in South India
Roger William Wiemers, Tennessee State University

Under a Fulbright Research Award, a qualitative method of interviewing principals was utilized to determine the duties and responsibilities of administrators in south India. Using
triangulation analysis, the data revealed that financial/legal aspects of administration, leadership qualities, instructional improvement skills, and parental/community relationship development were needed elements for future principals to learn. A master’s degree in educational leadership was created for the province, Andhra Pradesh, based on the research outcomes.

6.8, Senate/Gallery
Paper Session: Politics of Educational Leadership
Chair: April Peters, University of Georgia
Discussant: David A. Wilson, Rutgers University

Social Networking in School Elections: How Voters Assess Character and Context
Gregg Garn and Gary Copeland, University of Oklahoma
This exploratory paper relies on data generated from observations and focus group interviews to investigate what motivates citizens to vote in school board elections and how they chose among candidates. We begin this paper by reviewing alternative theoretical frameworks and found strong evidence that voters care about candidate character more than anything else we explored. We also find that voters tend to seek character information via word-of-mouth through social networks.

The Political Advantages of Structural Holes: Linking Disconnected Groups to Gain Influence in Educational Policymaking
Tamara Viola Young and Wayne D Lewis, North Carolina State University; Marla S Sanders, Francis Marion University
Drawing on data from 111 policy actors from four states, this study uses social network analysis to determine if there are political advantages associated with Burt's (1992) concept of spanning structural holes—living at the intersection of discrete groups. Our findings suggest that educational associations wishing to impact policy must overcome their tendency to form closed networks with actors with similar ideas and become brokers that link disparate groups.

The Role of Politics in Instructional Leadership
Rose Ylimaki, University of Arizona
This paper draws on the literature and findings from a qualitative study of principals to examine the role of politics in contemporary instructional leadership.

The Politics of Problem Definition in State Educational Policy: Governors’ Policy Discourse
Tamara Viola Young, Wayne D Lewis, C. Patrick Grant, and Shayla Thomas, North Carolina State University; Nicole Tate, RTI International, Education Studies Division
We analyzed 314 governors’ State of the State Addresses (SSAs) from 2000-2006 from all 50 states to investigate the characteristics of the problem definitions state governors present to promote their educational agendas. Generally, governors use problem definitions that tend to have multiple causal explanations, ambiguous goals, disparate and debatable problem indicators, shifting solutions, and a rationale for reform that relies heavily on fear of falling short in the global economy. We also discuss some of the political advantages associated with these characteristics associated with governors’ problem definitions and utilize our findings to make suggestions on how educational associations can impact the policy process.

6.9, Knave
Paper Session: Leadership Preparation: Bridging Theory and Practice
Chair: RC Saravanabhavan, Howard University
Discussant: Ann O’Doherty, University of Texas at Austin

Linking Theory and Practice in Leadership Preparation Programs: Best Practice or Informed Practice?
Renee Kuchapski and Coral Mitchell, Brock University
Debates on the role of theory in administrative practice must move away from a focus on best practice to one of informed practice in which administrators analyze specific decision contexts and incorporate appropriate theory. By analyzing actual scenarios from the perspective of selected theories, we illustrate ways in which administrative praxis can emerge through a reciprocal process in which theory and practice mutually inform and transform one other.
The Research Journal Club: Pedagogy of Research in the Preparation of Students in Educational Leadership
Alex J Bowers and Elizabeth Murakami-Ramalho, University of Texas at San Antonio

Following calls to increase the professional community of practice around high-quality research in educational leadership graduate programs, this study describes the implementation of a research journal club in a graduate department of educational leadership. Through involving doctoral and masters students with faculty in bi-monthly conversations centered on recent research articles, participants were encouraged to engage in intellectual risk-taking, and modeling and discussing the norms of conducting high quality research.

Transfer of Learning from Preparation Program to Practice
Francine Newman, Hofstra University

Literature shows that effective leadership does make a difference in the school setting and preparation programs are designed to make a difference in the field however, there is little evidence to support this connection. The purpose of this paper is to review the literature regarding transfer of learning and present preliminary findings from a pilot study designed to determine the effects of participation in an educational leadership preparation program on the actual practice of administrators.

A Self-Study on Preparing Future School Leaders
William Charles Frick and Ann Riley, The University of Oklahoma

A self-study project as disciplined professional development practice, lends important insights as a research genre into school leadership preparation. The study examines the teaching of a PK-12 school leader educator and systematically relates one professor’s intrapersonal struggle and professional challenge to address his lived contradiction of teaching aspiring school leaders. Results address salient issues pertaining to the scholarship of teaching and learning.

Practitioners’ Voices in Leadership Preparation: Increasing Authenticity and Improving Student Achievement
Ann Zweber Werner, Amy Garrett Dikkers, and Kyla Wahlstrom, University of Minnesota

Traditional resources in leadership preparation often identify frameworks for thinking about the work of the leader as discrete events. To address this, a study was conducted analyzing the work of PK-Adult educational administrators using weblogs. The view accessible through these weblogs reveals the work as comprised of inter-related and unrelated events which the leader must juggle. The use of practitioners’ voices provides opportunities for analysis and dialogue in leadership preparation.

6.10, Scribe

Paper Educational Leadership: Cross-Cultural, International, and Comparative Perspectives
Chair: Jayson Richardson, University of North Carolina-Wilmington
Discussant: Bruce Barnett, University of Texas at San Antonio

What Are We Training Educational Leaders For? A Cross-National Analysis of School Principals’ Activities by School Type and Context
Alexander W. Wiseman, Lehigh University

A key factor in developing and assessing educational leadership preparation programs is what school leaders do with their training in the real world. At the same time, as nations, societies, and economies around the world continue to feel the effects of globalization, the role of educational leaders in other countries becomes more relevant to US educators. This paper combines these two key considerations to ask what educational leaders are being trained for both in the US and around the world, and then looks at global trends and differences in the activities of principals by school type and context.

An Examination of the Cross-Cultural Fit of the Learning-Centered Leadership Framework and Assessment for Principals in Urban Chinese Schools
Xiu Cravens, Vanderbilt University

The purpose of this dissertation study is threefold: First, to empirically test the theoretical fit of the Learning-Centered Leadership Framework (Porter et al., 2006; Murphy et al., 2007), a conceptual framework that is aligned with professional standards and current practices in the United States (Goldring et al., 2007), with leadership in urban Chinese schools. Second, to examine cross-cultural evidence for the validity and reliability of the Vanderbilt Assessment
of Leadership in Education (the VAL-ED) scores. Third, to explore possible modifications to the theoretical framework and the assessment instrument that will enhance the cross-cultural relevance and utility of the VAL-ED.

Working Conditions of Middle School Mathematics Teachers: A Comparison of the United States, Australia, and Japan
Motoko Akiba, University of Missouri

This study compared teacher policy and the working conditions of middle school mathematics teachers in the United States, Australia, and Japan using the 2003 data from the Trends in International Mathematics and Science Study (TIMSS). The study found that U.S. teachers have heavier teaching load and non-instructional duties than Australia and Japan. In addition, out-of-field teaching was more prevalent in the U.S. than Japan.

6.11, Captain
Paper Session: Alternative Views of School Policy
Chair: Ronit Bogler, The Open University of Israel
Discussant: Faith Crampton, University of Wisconsin-Milwaukee

Critical Analysis of “At-Risk” Policy Discourse: Implications for Administrators
Lynn Michelle Hemmer, Jean Madsen, and Mario Sergio Torres, Texas A&M University

The essence of understanding contradiction between policy intent and outcome must include studying the discourse surrounding the policy. Therefore, this exploratory study examined the discourse of how administrators 1) designed programs for at-risk populations, and 2) interpret/implement NCLB policy. A critical analysis revealed administrator’s assumptions and motivations of responsibility in which themes of disassociation, success and equity emerged. Thus shaping how these administrators perceived and countered the NCLB policy intent.

Identity, Economics and Schooling: A New Intersectionality.
Janelle Scott, Adriana Villavicencio, and Gary Anderson, New York University

The purpose of this conceptual paper is to examine the complex interplay of race, gender, and economics on schooling through a review of recent educational research that has begun to examine issues of intersectionality and education. The authors argue that while intersectionality of analytic categories like race, gender, class, sexual orientation and disability has become a common goal, there seems to be little attention to how these categories intersect with a ‘new’ economy based on Neo-liberalism and neo-conservatism. The paper will provide exemplars of literature that takes this level of intersectionality seriously.

Spur for Improvement or Push into Tailspin? The Impacts of Choice Competition on Traditional Public Schools
David Arsen, Michigan State University; Yongmei Ni, University of Utah

A central and unresolved issue in the school choice policy debate turns on whether administrators in traditional public schools (TPS) improve school performance in response to increased competition. This paper clarifies the impact of competition on TPSs by examining (a) whether choice participation is greatest where prior TPS performance is poorest, (b) how TPS resource allocation changes in response to competition, and (c) variations in districts’ ability to respond effectively.

Latino Critical Race Theory: An Alternative Lens for Understanding Texas School Finance Policy
Erin Atwood, University of Texas at Austin

In Texas school finance, “recapture” is the method of equalizing school funding. In this policy analysis paper, the development of recapture through the court system and the Texas Legislature is looked at and critiques this development process through the lens of Latino Critical Race Theory. Using storytelling methods, this paper challenges the traditional reliance on incremental changes through the judiciary and articulates the problematic racial aspects of a school finance system based on property wealth.

6.12, Yeoman
Paper Session: Gender and Leadership Development
Chair: Ellen Reames, Auburn University
Discussant: Mariela A. Rodriguez, University of Texas at San Antonio
Gender and K-12 Leadership Development
Adrienne E. Hyle, University of Texas at Arlington; Bernita Krumm, Oklahoma State University; Edith Rusch, University of Nevada/Las Vegas

Using the Feminist Phase Theory (FPT; Tetreault, 1985) evaluative classification schema, researchers examined leadership as reflected in articles in three US and three international research-based leadership journals; cast that information in terms of FPT’s five developmental awareness levels; and generated advice for leadership development. Articles show progress toward a multifocal, FPT Phase 5. At the same time, it was clear that leadership practice is still concerned about gender differences.

Rethinking Leadership Preparation: Including Women’s Voices in Course Design
Susan J. Katz, Roosevelt University

The underrepresentation of women in the superintendent’s position is a problem needing attention from the educational leadership community. Future school leaders need to know that leadership is inclusive of all voices and perspectives from their training programs to their school houses. Based on results of research with women superintendents reported in this paper and related literature, the researcher make a strong call for educational leadership professors to include voices of women leaders when designing coursework in educational leadership preparation programs.

Gender and Leadership Emergence in Virtual Preparation: Self-Reports and Others’ Assumptions
S. Lynn Shollen and C. Cryss Brunner, University of Minnesota

We examine the intersection of self-reported and other-assumed gender and leadership emergence during computer-mediated leadership preparation. Results indicate that gender is identifiable through text-based, computer-mediated communication and could potentially affect perceptions of leader emergence in conditions assumed to be anonymous. Further, quantitative findings show that self-reported and other-assumed gender of participants affect perceptions of those participants emerging as leaders, but qualitative findings indicate the effects may not be consciously recognized.

Gender Differences in Bilingual Education: What Should Educational Administrators Know?
Fuhui Tong and Rafael Lara-Alecio, Texas A&M University, Beverly J. Irby, Sam Houston State University

The purpose of this study is two-fold. First, we aim to explore gender differences among 40 Spanish-English bilingual students placed in developmental bilingual programs regarding their English and Spanish oral and reading development from kindergarten to 2nd grade. Second, we propose to investigate the extent to which a three-year longitudinal (k-2) randomized English language/literacy intervention can address gender differences in first and second language acquisition.

6.13, Ireland C
Innovative Session: Evaluation Strand: Studying Ourselves—the Collective Efforts Of Groups Of Leadership Preparation Programs To Assess Their Leadership Preparation Program Effectiveness
Organizer: Margaret Terry Orr, Bank Street College of Education; Chair: Tricia Browne-Ferrigno, University of Kentucky
Participants: Bill Black, University of South Florida; Gini Doolittle, Rowan University; Pamela Tucker, University of Virginia; Robert Lewis Watson, Missouri State University; Diana Pounder, University of Utah; Joy C. Phillips, East Carolina University; Megan Tschannen-Moran, College of William & Mary; Julia Nell Ballenger, Stephen F. Austin State University; Frances Kochan, Auburn University; Jenny Tripses, Bradley University

This innovative session is designed as a fishbowl discussion among faculty representatives of groups of programs or state professional associations that are engaging in collaborative survey research on program graduates. These representatives from 8-10 states will discuss key organizational and political considerations to their survey research: forums to gain collaborative interest; state policy and mandates; funding; university competition; logistics of fielding and analyzing data collectively; use of findings and next steps. Participants will be invited to raise issues and explore solutions.

Visit our website at www.ucea.org
Recent public schools have undertaken changes to meet federal and state accountability mandates. However, teachers are oftentimes resistant to change (Mellencamp, 1992). Indeed, educators often resist changes because they require modifications of personal beliefs (Eichholz, 1963). Moreover, failure to understand a school’s culture prior to implementing changes may also result in participant resistance. Hence, school climate may influence a faculty’s orientation to change. Thus, this study explores the relationships between four dimensions of organizational climate and three aspects of change in elementary schools. The general hypothesis of this study, that climate will be positively related to campus orientation to change, was supported. However, certain aspects of climate were better predictors than others. The school was the unit of analysis.

Standards Based Evidence of Aspiring School and District Leaders’ Dispositions to Promoting School, Family, and Community Partnerships

Hanne B. Mawhinney, University of Maryland

Paper reports on an analysis of dispositions reported by 40 aspiring school and district leaders toward school, family and community engagement in a web-based performance assessment system used by a graduate school education to meet the requirements for accreditation by the Education Leadership Constituent Council. Five of the seven ELCC standards common to both aspiring school and district leaders focus attention on the engagement of schools with communities.

Business and Community School Partnerships: What are the Issues?
Peggy Gill, Wesley Hickey, and Genie Linn, University of Texas at Tyler

The purpose of this study was to explore the significant issues identified by leaders of public schools and businesses or community organizations as they seek to develop and manage partnerships that contribute to practices that value, promote and practice democracy, high quality and diversity.

Collaborative Partnerships Between Parents and Educational Leaders: Reversing The School Home Divide

Dwan V Robinson, Ohio State University

This research examines collaboration between parents and educational leaders in schools to assess how educators facilitate opportunities to engage low income and minority parents to support student advancement and school improvement. Implications for successful school and home partnerships between underrepresented parent populations and schools are explored.

Principal Perspectives toward Parental Involvement in Pennsylvania Public High Schools

Hollis R Batista, Duquesne University

The intent of this study will be to examine the perspectives of high school principals and assistant principals in the state of Pennsylvania toward parental involvement, and identify potential barriers to parental involvement from the perspective of the school administrator. This study will also seek to determine if perspectives are different based on principals’ gender, race, professional title, years of experience, size of school, school setting and educational attainment.

6.15, Scotland C

Symposium: The Politics of Education and the Importance of Negotiating Religious Identity in Educational Contexts of Democratic-Secular Societies

Organizer: Katherine C Mansfield, University of Texas at Austin

Participants: Charles J. Russo, University of Dayton, Melanie Brooks, Florida State University; Janis Fine, Loyola University, Bettie Bertram, Duquesne University

When considering the convention theme, it is imperative to examine the importance of religious identity to student, family, teacher, and administrators’ lives. Living and working in democratic-secular societies where “separation of church and state” is an important ideal makes
this effort complex but no less important, especially when religious fundamentalism is increasing worldwide. This symposium explores these multifaceted issues with the aim of seeking to understand the connections between individual religious identity, school policies, and various educational stakeholders in the US and abroad.

Session 7, Friday, 5:00 p.m. - 6:20 p.m.

7.1, Sapphire
Paper Session: State-Level Policy and Leadership
Chair: Jennifer Goldstein, City University of New York, Baruch College
Discussant: Andrea Rorrer, University of Utah

Charter School Expenditures in North Carolina: An Analysis of Spending Autonomy
Wayne D Lewis and Tamara Viola Young, North Carolina State University; Marla S Sanders, Francis Marion University

Research has shown that charter school autonomy often leads to charter school spending patterns that deviate from the spending patterns of their host districts (Clover, Jones, Bailey, and Griffin, 2004). This exploratory study examines the expenditures of 97 charter schools in North Carolina. North Carolina charter schools appear to spend the same proportion of their budgets on instruction and support services as their host districts, but a significantly smaller proportion on salaries than their host districts. Also, significant within host district variation in charter school spending patterns are found in Wake (Raleigh) and Mecklenburg (Charlotte) counties. Further research should address the spending decision-making process of charter school administrators.

Mapping the Changing North Carolina Policy Context for School Leadership: Implications for Principal Preparation
Joy C. Phillips, and Lynn K. Bradshaw, East Carolina University; Kathleen Topolka Jorissen, Western Carolina University

This paper begins the process of mapping the North Carolina (NC) policy context for school leadership as it has evolved over the last 2 decades. Shaped by strong state-level control, this policy context has yielded numerous sets of administrator and preparation program standards. The current wave of policy sets forth new evaluation standards for principals and superintendents and new preparation program standards. This paper explores various policy levers including problem identification and framing, state mandates, and stakeholder value-orientation and considers ways in which these levers have helped influence the (NC) educational leadership context.

Understanding the Origins of P-16 Policy: An Event History Analysis of Adoption of Dual Enrollment Programs in the American States
Michael McLendon, Vanderbilt University; Christine Mohker, CNA Corporation

This paper reports the findings of an event history analysis of the drivers of dual enrollment policies adopted by states between 1976 and 2005. We identify a number of interesting findings about the sources of influence in the adoption of this form of P-16 policy, including the academic performance of students, the presence of a large two-year sector of higher education, Republican control of legislatures, and certain policy conditions of states.

Belief Structures of North Carolina School Choice and Traditional Public School Advocacy Coalitions
Wayne D Lewis and Tamara Viola Young, North Carolina State University; Marla S Sanders, Francis Marion University

This study seeks to understand two processes that undergird the charter school movement in North Carolina: (a) cooperation amongst diverse and oftentimes conflicting policy actors—coalitions; and (b) competition between advocacy coalitions. We use the advocacy coalition (Sabater, 1995) to examine the ideologies and belief structures of policy actors cooperating and competing to achieve their political aims as it related to the issue of school choice.

Where Does Florida Stand Now? Buoyed or Bogged Down in Standards?
Michele Anne Acker-Hocevar, Washington State University; Meredith Mountford and Patricia Maslin-Ostrowski, Florida Atlantic University

The findings from a study are reported in which all educational leadership faculty in
the state of Florida, including private and public universities, were surveyed regarding the impact of a new state statute that mandated incorporating 41 competencies and 91 skills for educational leadership student preparation. Faculty members in educational leadership departments across the state reported the level and extent of the changes to their curricula and programming, the emotional impact of these changes on their professional identities, and whether restructured programs were driven by improvement efforts and/or compliance attempts to meet basic requirements of the new state law.

7.2, Diamond
Paper Session: Democracy and Leadership in Context
Chair: Steve P. Gordon, Texas State University
Discussant: Lauri Johnson, University at Buffalo/SUNY

The Effects of Democratic Leadership on Achievement and Satisfaction with School
Joon-Yong Eum, Hyun Seok Shin and Bo Yoon Choi; Korea University; Sungkwan Yang, Konkuk University; Sang Hoon Jeon, Inheon Elementary School; Pedro Reyes, University of Texas at Austin

This study examines how democratic leadership of principal give an influence on the satisfaction of parents and teachers and on achievement of students. This study was designed as a state-level case study, employing quantitative and qualitative methods to develop descriptive findings and analytic interpretations. Structural Equation Modeling for democratic leadership-school effect relationship is used by analysis. Major findings from the analysis as follows; 1) Democratic leadership of principal had an influence on the Job Enrichment of Teachers, 2) More academic, Class climate had and influence on achievement positively, and 3) Democratic leadership of principal was not related with achievement of students significantly.

Unconsciously Indigenous Leadership: The Role of Cognitive Disequilibrium in Preparing Democratic Educational Leaders
Tod Allen Farmer, Tarleton State University

This paper focuses on the role of cognitive disequilibrium in preparing democratic educational leaders. Followers emerge into leaders with what are many times unconsciously socialized norms and values indigenous to their local culture. One of the roles of a democratic leadership preparation program is to challenge these unconsciously accepted norms through systematically planned activities and experiences. Such activities and experiences coupled with dialogue specifically designed to create cognitive disequilibrium facilitate the removal of self imposed barriers in the learning process and help students exercise internalized fallacies. The emancipation from such self imposed barriers facilitated by the cognitive disequilibrium process ameliorates students’ global view and enhances their promise as democratic educational leaders.

The Significance of Democratic Leadership in Successful High-Poverty Rural High Schools
Perri J Applegate, University of Oklahoma

This transformative mixed methods research analyzes the differences between high-poverty rural high schools that have high levels of student achievement and those that are struggling. The hope is that this research may provide guidance for struggling rural high schools so that they may improve. Rural schools cannot be ignored. We cannot write off nearly one-quarter of the children in our country.

Exploring The Parameters Of Student Rights And Responsibilities In Public School
R Chace Ramey, University of Iowa

This paper summarizes the current parameters of student rights and legal responsibilities in public school as defined by the U.S. Supreme Court. While many studies have focused on the development of student rights, this analysis utilizes a student responsibility lens and examines the legal responsibilities student should exhibit while on school grounds and discusses where student rights stop and student responsibility begins.

7.3, Emerald
Paper Session: Organizational Theory and Social Justice
Chair: Susan J. Katz, Roosevelt University
Discussant: Fenwick English, University of North Carolina at Chapel Hill
Fitting In And The Price Of Activism: A Look At Identity, Hegemony, And Social Constructionism
Autumn Tooms, Kent State University; Catherine A Lugg, The Rutgers University; Ira Bogotch, Florida Atlantic University
This paper updates a traditional administrative concept called “Fit,” re-configuring it in light of larger postmodern developments in social theory. “Fit” considers how leaders’ multiple identities play out in terms of efforts to act as a leader within the school communities define the role/identity of school administrator because of societal structures. An extensive literature review in social science, social theory and education is offered in support of this reconfigured concept along with considerations of micropolitics, school leadership history, and policy and practice.

Organizational Justice in High Schools: A Study of Its Relationship to School Climate and Faculty Trust
Stephanie Guy, York County Public Schools (VA); Michael DiPaola, College of William & Mary
Organizational Justice has been studied over the past 40 years in the private sector, yet is almost non-existent in educational research. We hypothesized that in educational organizations, justice would have the same correlation with trust as has been found in the private sector. Additionally, we hypothesized that perceptions of justice would positively influence school climate. Both climate and trust have been linked to student achievement. The findings of this study confirm the significant relationships between organizational justice and school climate, and organizational justice and faculty trust in the high school studied.

Organizational Socialization in the Entry Year for Social Justice Leaders
Sarah A. McKinney and Rebecca Lowenhaupt, University of Wisconsin-Madison; Deborah Hoffman, Madison Metropolitan School District (WI); Nancy Caldwell, JF Kennedy Elementary School (WI)
This paper presents the cases of two social justice leaders in their entry year as principals. This paper describes how a commitment to social justice informs school leaders’ organizational socialization. Findings suggest that social justice leaders act immediately on some equity issues during their initial stage of socialization; adjust their timeline and implementation strategies, but not their goals, during the second stage; and resist stabilization in the third stage.

The American High School: Are Learning Communities An Answer To Solving Inequities?
Victoria June Maslow, University of Wisconsin-Madison
The purpose of this case study is to examine the implementation of small learning communities in a large urban comprehensive high school as a mechanism to reduce a significant gap in student performance based on race. The study looks at the extent to which teacher responsibility for student learning, a factor present in small schools, can be replicated in a large high school that has implemented small learning communities. The study also seeks to examine professional learning communities which were developed as a result of the small learning communities.

7.4, Ireland A
Paper Session: African-Americans and Education
Chair: Mack Hines, Sam Houston State University
Discussant: Gwendolyn Carol Webb-Johnson, Texas A&M University
African American Students and College Choice: A Consideration of the Role of School Counselors
Crystal Renee Gafford Muhammad and Patrice Banks-Rogers, East Carolina University
Counseling from a trustworthy, supportive school counselor can make a difference in stemming African American talent loss, especially from among young black men. Using the National Educational Longitudinal Survey of 1988 (NELS: 88/00) the authors find that African American students’ understanding of their counselors’ expectations for their future education positively influences college predisposition, at a magnitude comparable to fatherly support. Implications for principals and school counselor assignments are addressed.

Mammy and Sapphire: Images of African American Women Administrators in the Academy
Crystal Renee Gafford Muhammad and April Abbott, East Carolina University
Women compose more than half of college and university administrations. Yet, their numerical presence does not reflect matters of climate within these institutions. In this paper we use critical discourse analysis to examine the stories of women in Our Stories: The Experiences

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Friday


From Policy to Practice: African American History in Philadelphia
Felicia Sanders, The Pennsylvania State University

This study seeks to understand the teachers’ perceptions about the course and the level of support they are receiving from the district through interviews with Philadelphia high school social studies teachers. More specifically, through qualitative inquiry, this study is an examination of the implementation of a newly developed African American history course in regards to teachers’ will and capacity to implement the mandate.

Tracking Myself: African American High School Students Talk About the Role of Curricular Differentiation
Terah Talei Venzant Chambers, Texas A&M University

Research on the merit of school tracking policies has long been at the center of heated educational debate. Unfortunately, while the trend in studies looking at tracking in schools has continued, the student perspective has been underutilized in much of this previous research. A strong movement has focused on the benefits student-centered research (Cook-Sather, 2002; Dahl, 1995; Fielding, 2001, 2002; Fine et al, 1997; Mitra, 2004; Raymond, 2001; Rubin & Silva, 2003; Shultz & Cook-Sather, 2001). Fortunately, this trend has been reversing and momentum is growing in the field of research that recognizes the legitimacy of student perspectives in reform efforts. This paper focuses on the student-perspectives in a qualitative project with seven black students to understand the insights and contributions they have for school leaders.

7.5, Westminster

Paper Session: Leadership Preparation: Issues of Curriculum and Instruction
Chair: Shana Goldwyn, University of Cincinnati
Discussant: Connie Lee Fulmer, University of Colorado-Denver

Effectiveness of ETIPS Cases as an Innovative Instructional Tool for Leadership Preparation
Pamela Tucker and Sara Dexter, University of Virginia

This paper presentation will report on the preliminary findings about an alternative delivery model for case methods, the Educational Theory into Practice Software (ETIPS), which has been designed to provide learners with a case-based, online learning environment. ETIPS offers opportunities to practice decision making within virtual yet realistic school settings as a means of developing the critical leadership skills of principal candidates in ways that better bridge theory and practice.

Gini Doolittle and Evelyn Browne, Rowan University

Leadership preparation program remain under harsh criticism for failing to produce school leaders capable of improving learning. Despite the proliferation of reform strategies, there is little evidence supporting that much change has actually taken place. The findings from this study point to the absence of an effective and enacted curriculum in three school districts designated as Districts In Need of Improvement (DINI) across one Mid-Atlantic state. The authors posit that leadership prepatation programs should take heed of such finding as they restructure their program.

Teaching to Lead Through Problem-Based Learning
Christa Boske, Kent State University

In recent years, educational leadership programs have been criticized for their lack of rigor and preparing school leaders to meet the demands of the 21st century. This article examines how 78 aspiring school leaders responded to problem-based learning in a curriculum and instruction course. Students gained a deeper understanding and application of theory. The author makes recommendations regarding the significance of implementing problem-based learning opportunities throughout leadership preparation programs.

Teaching and Learning Contemporary School Leadership in “Real-Time”
Kevin Patrick Brady and Thomas Alsbury, North Carolina State University

As high-speed, Internet access becomes increasingly more affordable and available to a wider audience of people, synchronous, or live distance education instruction is quickly becoming
This research examines the results of a year long, online survey of students enrolled in blended learning school leadership graduate courses where a majority of the online instruction was provided synchronously, or in real-time. Presently, the efficacy of synchronous learning and teaching has not yet received significant research attention (Veerman, et al., 2000). This study intends to provide some useful information on student learners’ attitudes and perspectives related to synchronous learning offered in several graduate-level, school leadership courses.

7.6 Ireland B
Conversation: Mentoring Graduate Students of Color: A Conversation Cafe
Floyd Beachum, University of Wisconsin-Milwaukee; Mariela Rodriguez and Elizabeth Murakami-Ramalho, University of Texas at San Antonio; Carlos R. McCray, Georgia State University; María Luisa González, New Mexico State University, Grayson Noley, University of Oklahoma

This session will have a diverse collection of faculty members stationed at a number of round tables. Cohort groups of graduate students move around from table to table every so often to engage faculty in different conversations of interest. Each faculty member at the tables will address a different issue regarding the doctoral experience.

7.7, Scotland A
Conversation: UCEA Special Session on P-20 Education
Edwin Sharpe, Danielle C. Hayes, Bradley W. Carpenter, Sarah Diem, Lisa Goodnow, and Jamie Stone, University of Texas at Austin; Catherine Emihovich, University of Florida; Linda Skrla, Texas A&M University; Curt M. Adams, Oklahoma State University, Khaula Murtadha, Indiana University

This UCEA Special Session engages scholars and graduate researchers in a discussion of P-20 education by: (1) sharing information about P-20 initiatives across the country, (2) identifying P-20 research, and (3) developing ideas for the advancement of P-20 initiatives.

7.8, Senate/Gallery
Paper Session: School Leadership: Identifying and Overcoming Obstacles in Practice
Chair: Danna M. Beaty, Tarleton State University
Discussant: Karen Sanzo Crum, Old Dominion University

The First-year Principal’s Difficulties And Their Effective Solutions In The Republic Of Korea
Jun Hee Lee, Kyong Wan Kang and Min Jung Kim, Korea University; Heekwon Sohn, Myongji University; Kyun Yeal Park, Cheongu Elementary School
Presenters: Jun Hee Lee, Heekwon Sohn, Kyong Wan Kang

The main purpose of the study is to examine the first-year principal’s pitfalls and their effective solutions. Six research questions are analyzed: (1) what are the pitfalls s/he encountered during the first-year of the principalship? (2) how are such pitfalls different by school level; (3) how are such pitfalls different by the principal’s gender; (4) what are the solutions for overcoming such pitfalls s/he used? (5) how are such solutions different by school level; and (6) how are such solutions different by the principal’s gender? The subject of the study is the first-year principal in Seoul. After considering school level and the principal’s gender, twelve principals are sampled. The Instrument of the study is the self-made semistructured interview. The interview focuses on the principal’s roles and skills.

Holding The Reins Of The Professional Learning Community: 8 Themes From Research On Principals’ Perceptions Of The Normative Imperative To Create Schools As Professional Learning Communities
Jerome Cranston, University of Manitoba

This study compared the literature concerning schools as professional learning communities (Toole and Louis, 2002) with the perceptions of twelve Manitoba school principals regarding the normative imperative to develop schools as professional learning communities. Grounded theory served as both the theoretical structure and the research design (Strauss & Corbin, 1998). Using open, axial, and selective coding, eight themes were identified based on the responses to the research questions (Johnson & Christensen, 2004). The findings revealed limited consistency between Toole and Louis’ definition and principals’ perceptions of professional learning communities.
Comparing Outputs of Successful and Unsuccessful Schools: Can Leaders Overcome Deficit Thinking?
Robert C Knoeppel, Clemson University; James S. Rinehart, Eastern Kentucky University

How do successful schools differ from unsuccessful schools in outputs to schooling? Extant literature identifies the leader as responsible for setting school goals. This study reports results of an examination of the relative importance of measures of student achievement. Using canonical analysis, findings indicate that successful high schools emphasized academic performance while unsuccessful schools emphasized high school completion. Conclusions focus on goal prioritization, implementing change, and belief systems.

7.9, Knave
Paper Session: Ethics and School Leadership
Chair: Fuhui Tong, Texas A&M University
Discussant: Michael Dantley, Miami University of Ohio

Declaring Bankruptcy on the Education Debt: The Need to Place Children at the Center of School Reform
Lisa Bass, University of Oklahoma-Tulsa

In this article, we consider Ladson-Billings (200) charge to researchers and educators to reframe the way we look at the ‘achievement gap,’ and instead acknowledge the education debt owed to disadvantaged children. The term ‘gap’ places the burden of responsibility on children born into disadvantaged situations. We argue that acknowledging this ‘debt’ and valuing children should be the central theme and the motivation behind the development of any educational policy.

Bridging Kohlberg and Gilligan: A Neo-Kohlbergian Approach to Analyzing Levels of Moral Decision Making Among Elementary School Leaders
Charles J. Vitton and Teresa Akinyi Wasongo, Northern Illinois University

This research investigated levels of moral judgment among public elementary school principals as measured by the Defining Issues Test Version 2 for occupationally relevant and other moral dilemmas. The participants scored lower (38.7) than the predicted average Postconventional thinking score for individuals who have attained graduate level education (53.3) or general adults (40). Political views had significant impact on moral judgment. Women, younger participants, and those with higher academic degrees scored higher.

What’s the Best Interest of the Student? Superintendents Apply the Ethic of the Profession
Joanne M. Marshall, Iowa State University

Among the ethical frameworks for educational leadership, Shapiro and Stefkovich have developed an ethic of the profession, which focuses on the best interest of the student. This paper explores how superintendents define and determine the best interest of the student and then how they act. As UCEA considers this year how to prepare leaders who foster student success, this research provides real examples of ethics in the superintendency.

Bringing Back the Spirit: One University’s Story of Building Spiritual Leaders who Foster Spirituality
Duane Covrig and Gary D. Gifford, Andrews University

This paper outlines the often overlooked area of spiritual capital development and spiritual leadership. We outline constructs of spiritual capital and characteristics of spiritual leadership necessary for school leaders to understand. We then show how our Christian-based educational program attempts to nurture candidate’s development in those areas through holistic spiritual experiences common to many religious and non-religious groups as well as practices unique to the Christian clientele we serve.

7.10, Scribe
Paper Session: Building Leadership Capacity in Schools
Chair: John M. Weathers, University of Colorado at Colorado Springs
Discussant: Carl Lashley, University of North Carolina-Greensboro

Next Generation Leadership Academy: Building Succession Capacity In Schools
Thomas Shields, University of Richmond

The Next Generation Leadership Academy (NGLA) is a partnership between the University of Richmond and four school divisions in the greater Richmond, Virginia area. As a response to the need for succession planning aspiring school leaders enroll in a non-traditional educational
leadership program. The NGLA provides professional development with a focus on creating leadership from within schools. The study examines the program and the leadership competency of the participants.

**Quality Leaders and Effective Leadership for Beginning Teachers’ Development**

Belinda G Gimbert and David Fultz, The Ohio State University

A comprehensive review of the professional and popular literature resulted in four (4) overarching themes that categorize how quality principals can assist novice teachers’ professional growth and development. From these themes, and associated sub-themes (7), specific actions (26) were identified that define how quality principals can effectively facilitate novice teacher success. The purpose of this study was to assess if feedback from novice teachers confirmed, or otherwise, themes and actions as important determinants of how school leaders can shape both the quality and quantity of beginning teacher success. The findings provide informative feedback for school leaders with regards to both general supports for needs for novice teachers and specific supervisory strategies that can be afforded new teachers at particular grade-levels.

**Site-level School Business Managers: looking beyond the traditional view of educational leadership**

Fergus James O’Sullivan and Elizabeth Mary Wood, Institute of Education, University of London

This national UK research-based paper explores the significant contribution buildings-level school business managers have in education workforce reform. Bursars, at a senior level, have a role in developing an effective school workforce: releasing senior leaders from a wide range of school management and administrative tasks, enabling them to focus on the transformation of teaching and learning, using their resource management expertise to support the wider remodeling of staff deployment.

**Sustaining a Professional Learning Community Through Leadership Changes**

Chuey Abrego, Jr., The University of Texas - Brownsville; Anita Pankake, The University of Texas - Pan American

According to Hargreaves and Fink (2003), change is “rarely easy, always hard to justify, and almost impossible to sustain” (p. 693). The purpose was to determine if a school district has been able to sustain a professional learning community (PLC) and identify factors that enhance, inhibit, and promote this sustainability of a PLC with particular focus on how a change in leadership, i.e., a new superintendent, affected the PLC attributes.

**7.11, Captain**

Paper Session: *Decision Making in Schools: Distributed Leadership and Governance*

Chair: Catherine C. DiMartino, New York University

Discussant: Don M. Beach, Tarleton State University:

**Distributed Leadership as a Strategy for School Improvement: A Case Study**

Sonja Sentocnik and Margaret E Barber, Lehigh University

Although current educational literature suggests that distributing leadership in schools can leverage individual and organizational development, the model is far from the dominant structure in most schools. This paper will present a case study of implementation efforts to develop distributed leadership as a planned strategy for instructional improvement in high schools in Slovenia. Using a recently developed framework designed to study distributed leadership development and implementation in schools, this study will report whether an in-service program that focused on promoting distributed leadership practices supported or constrained school leadership capacity development.

**Mandating the Distribution of Leadership Practice: An Analysis of the McKinney-Vento Homeless Assistance Act**

Peter Michael Miller, Duquesne University

The purpose of this policy analysis is to learn about how the McKinney-Vento Homeless Assistance Act influences the leadership practice of administrators in public schools and homeless shelters as they attempt to serve the educational needs of students who experience homelessness. By providing a theoretically-grounded interrogation of this policy - which appears to be only vaguely understood by many researchers and practitioners - it is asserted that leaders will be able to more effectively meet the needs of students who are homeless.
**Responsibility and School Governance**

Ann Allen, The Ohio State University; Michael Mintrom, University of Auckland

With growing awareness of the importance of effective schooling to individual and collective wellbeing, wide-scale attempts have recently been made to reform school governance in the United States and internationally. We show how use of a responsibility framework can generate important insights into such reform efforts by applying our framework to interpret two distinctive reform strategies: (1) mayoral control over urban schools and (2) the creation of charter schools.

**Implementing a Strategic Decision: From Collaboration to Mandate**

David Brazer, George Mason University

This paper explores the implementation of a district-wide effort to improve student performance in English/language arts. The Barloma School District (a pseudonym) collaboratively determined to create a new English Language Development program, then mandated implementation procedures. A conceptual framework based on multiple stakeholder decision making helps to explain why implementation has fallen short of expectations. The Barloma School District continues to struggle to achieve Adequate Yearly Progress.

**Leadership and Liminality: An Exploration of Khwampenthai (Thainess) and School Governance in Thailand’s Restive South**

Brendan David Maxcy and Thu Suong Thi Nguyen, University of Missouri; Ekkarin Sungtong, Prince of Songkla University

The paper discusses school leadership in southern Thailand, a region coping with a renewed separatist movement. Operating on shifting social, political and cultural terrain, educators are seeking new grounds for leadership. Findings offer insights into emergent leadership. The context is unique, but tensions around freedom and order, unity and plurality, legitimate sovereignty and democracy are not. The study offers insights into the nature and ends of educational leadership and governance.

**7.12, Yeoman**

Paper Session: Rethinking the Purposes of Leadership

Chair: Kristi Holmstrom, University of Michigan

Discussant: Hans Klar, University of Wisconsin-Madison

**Education Leadership is Special: Refocusing School Leadership on the Goals, Values and Purposes of Education**

Paul Thomas Begley, Penn State University

This paper explores the notion that renewed attention to, and a balanced attendance to, three fundamental purposes of education is critical to renewing the quality of educational leadership process in the United States. Three broad and relatively transcending purposes have been traditionally associated with education. Although various terms may be used to describe these purposes, the purposes of education generally focus on three areas - aesthetic purposes, economic purposes and ideological purposes (Hodgkinson 99). They represent the special purposes of education. In that sense they constitute the meta-values of educational leadership, or at least they should. Four objectives structure this paper. Firstly it is argued that the primary focus of education leadership ought to be the purposes of education. These are, or ought to be, the guiding meta-values of educational leadership. All professions have their meta-values and education is no different. The other influences on educational practice are best thought of as context of leadership or particular means to the ends that must be accommodated. Then research findings and seminal literature on educational leadership is used to demonstrate and remind us that the purposes of leadership are the outcome of influences from multiple arenas or social domains. From this context, the case is then made for avoiding the perennial traps associated with adopting other non-educational purposes as lenses to guide educational leadership. These include the inappropriate use of corporate meta-values, focusing on financial efficiency as the priority, zero tolerance policies as a substitute for thinking, and a narrow reliance on standardized test scores.

**Educational Leadership Praxis: Connecting Thoughts, Words, and Deeds**

Brenda Judith McMahon, Florida State University; Denise E Armstrong, Brock University

This paper examines the roles of educators, school districts, and administrator preparation programs in developing inclusionary practices with diverse communities in the
creation of democratic schools. Specifically, this paper addresses the following questions: To what extent is the discourse about equity, inclusion, and student success coherent at individual, institutional, and system levels? How do educational leaders feel they are prepared for, and supported in, developing equitable and inclusive school communities?

**Breaking the Cycle of Functionalist Leadership**  
Karen Hammel, University of Minnesota

Through an Experiential Simulation (Author, 2003), prospective leaders can come face to face with deeply held personal beliefs and behaviors which perpetuate status quo in public education. This study is of significant importance due to the radical nature of the leadership preparation method and the foundational personal change that can result. Such authentic and deeply personal changes hold great promise for advancing the ideas of social justice through educational leadership.

**Constructing a New Common Sense: Choice, Discourse and Ideology**  
Angus Shiva Mungal, New York University

In our present reform-driven society, commissioned reports and policy texts play a pivotal role in influencing and altering the course of education policies. This paper seeks to provide insights into the formation of a new educational common sense as seen in commissioned reports and other policy texts. The intention here is to establish that the above are a significant part of commissioned reports and are carriers of ideology.

**7.13, Ireland C**  
Paper Session: Linguistic Diversity, Student Success, and Federal Policy  
Chair: Sylvia Mendez-Morse, Texas Tech University  
Discussant: Encarnación Garza, University of Texas at San Antonio

**A LatCrit Analysis of Federal Trio and GEAR-UP Programs**  
Trina M. Valdez, University of Utah; Catherine Lugg, Rutgers University

This study examines both the TRIO (including Upward Bound and Talent Search) and GEAR UP (Gaining Early Awareness & Readiness for Undergraduate Programs) programs by employing a Latina/o Critical Race Theory (LatCrit) analysis. By examining the “intent” of these programs through the language of the actual legislation as well as the federal congressional debates, a LatCrit analysis will deconstruct embedded assumptions regarding Latino/Chicano students, their potentialities, and their political/social status within the United States. Furthermore, the authors will address the paradoxes built into these programs, as well as some possible reforms/reconstructions of the TRIO and GEAR UP federal programs as they relate to Latino/Chicano students.

**Making a Difference with Hispanic, High-Poverty, English-Language-Learners: One Principal’s Story**  
Augustina (Tina) Reyes, University of Houston; Linda M. Rodriguez, Houston Independent School District

The purpose of this research was to explore the leadership practices of a principal in a high performing elementary school with an enrollment of high poverty, Hispanic, English-Language-Learners (ELL). The significance of this study was to produce new knowledge on the leadership practices of a principal in a high performing elementary school with high poverty, Hispanic, ELLs in a large, urban school setting and how those practices impacted student achievement.

**Los Principios y los Líderes Escolares del Cambio Democrático: The Principles and the Principals of Democratic Change for Culturally and Linguistically Diverse Students**  
Betty Alford and Mary Catherine Nino, Stephen F. Austin State University

This qualitative case study focuses on six innovative and active principals participating in a P-20 partnership designed to foster effective instruction for English language learners (ELLs). The role of the principal as “lead teacher” and “lead learner” is critical in creating positive instructional change to meet the needs of ELLs. Teacher preparation programs are reforming pedagogical and curricular practices to ensure that teacher candidates are adequately prepared to effectively meet the needs and abilities of ELLs; however, the principal, as instructional leader on campus, is charged with the task of leading for instructional reform to foster quality teaching for a student population that inservice teachers may or may not have been adequately prepared to teach.
Friday

**7.14, Scotland B**

Conversation: *The Superintendent as a Developer of Principals: New Roles and Relationships for Superintendents and Principal*

Betty Jo Monk, Mark Littleton and Mark Weber, Tarleton State University; Tiffany Littleton, Texas Christian University

The relationship between superintendents and principals is perceived to be a critical factor in the improvement of public education. Without question, the effectiveness of campus-level leadership is tied to the support principals receive from their superintendents. This interactive session will highlight research with Texas superintendents and principals to clarify perceptions held by the two parties related to the role of the superintendent as a developer of principals.

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**7.15, Scotland C**

Paper Session: *Leadership and Efficacy: Individual and Collective Dynamics*

Chair: Pamela S. Angelle, University of Tennessee
Discussant: Karen Seashore Louis, University of Minnesota

**Preparation And Perceptions Of Efficacy Among Teachers Of ELLs**

Juliet Marie Ray, University of Texas at San Antonio

As the nation struggles with a pervasive achievement gap, extensive research supports the idea that teacher efficacy is significantly related to positive educational outcomes. Focusing on teachers who work with English language learners (ELLs), statistically significant differences in teacher efficacy were found among groups based on type and amount of teacher preparation (i.e. type of certification, hours of professional development, and educational level). Data were collected from 257 teachers of ELLs in 43 schools in three major urban school districts in South Texas.

**Multicultural Efficacy and Student Achievement**

Willette Andreen Nash, NCA&T State University

This is a quantitative analysis of principal leadership, teacher multicultural efficacy and student achievement. In addition, the study hypothesizes that transformational principals operate out of levels of moral authority to achieve social justice and effect achievement for marginalized groups of students. The study also looks at the importance of organizational learning to the development and sustainability of multicultural efficacy and student achievement.

**Enhancing Educational Equity And Collective Teacher Efficacy: The Role Of School Leaders**

Andrea Elaine Evans, Northern Illinois University

School leaders in challenging school contexts must convey to teachers a sense of certainty in and salience of their capacity and effort to improve student performance despite the “evidence” of past performance and commonly-held beliefs about race, class and achievement. This paper will discuss the role of school leaders in shaping and influencing teacher collective efficacy beliefs towards a productive response to the equity mandate of NCLB.

**Leading With Force: The Significance of Collective Efficacy and Faculty Trust in Middle School Environments**

Page Smith and Karen Petersen, University of Texas at San Antonio

This quantitative research investigates two important social processes in 31 public middle schools and how they are related to effective educational processes and identifies faculty perceptions of collective efficacy and three important aspects of trust school leaders can employ at the organizational level. The general hypothesis that organizational trust would be positively related to collective efficacy was supported; however, different dimensions of trust were more or less important in predicting collective efficacy.

**Leading High Reliability Schools: The Effects of Organizational Mindfulness on Collective Efficacy**

Page Smith and Michaela Steele, University of Texas at San Antonio

Mindful actions and collective efficacy are both important components of healthy school climates but little research exits concerning the influence of Weickian principles of mindfulness on developing collective. This study explores the relationships between two important aspects of school mindfulness and collective efficacy in a sample of Texas elementary schools. The research addresses what dimensions of mindfulness best predict collective efficacy and targets the school as the unit of analysis.
Leadership In Career Centers Examined: A Dissonance Between Preparation And The Leadership Needs Of The Directors
Oscar Carter, Columbia 93 Public Schools (MO); Barbara Nell Martin, University of Central Missouri
This on-going study yielded implications for leadership in area career centers by examining the leadership style of center directors in effective career centers vs in effective career centers. Data for this quantitative study were gathered from the Multifactor Leadership Questionnaire version 5X. Initial quantitative findings indicate that when career center directors understand and practice the tenets of transformational leadership, student outcomes increased. Qualitative data on how preparatory programs influenced the leadership styles of the directors is still being collected.

Recruiting Non-Traditional Math and Science Teachers - What Educational Administrators Need to Know
Christina Hart, Vanderbilt University
How can educational administrators strategically utilize specific, differentiated fiscal incentives to recruit non-traditional teachers to critical shortage areas of math and science? Multiple regression analysis uses data from the 2003-2004 Schools and Staffing Survey to examine which types of alternative compensation increase the likelihood of recruiting non-traditional math and science teacher candidates to the profession and how much of an alternative compensation administrators would have to offer to attract these teacher candidates to the profession.

Reasons Students Choose to Pursue Degrees in Educational Administration
Thelma J Roberson and Rose McNeese, The University of Southern Mississippi
Poster will present findings from a study of why students pursue a degree in the field of educational administration. Graduate students at 3 state-funded universities participated. Clearly, pay raise was a motivating factor, but was less important than intrinsic factors such as students. Statistically significant differences were found among responses from Black and White participants which may lead to further studies. Tables will be included.

American Culture War: The Policies, Practices and Rhetoric of Religion in Education
Scott William Norman, Florida State University
Education is the conduit for the propagation of the dominate culture in a society. Beliefs and ideas are transmitted through schools. One of the most contentious cultural issues is the entanglement of religion and education. The literature review will look at the intertwining of culture and religion, how education is the catalyst for the transmission of culture. A Discourse Analysis will be used to study historical writings, speeches, and policies.

The P-20 Pipeline: An Unequal Flow System
Darryle Todd, Dan Gianoutsos, and Edith Rusch, University of Nevada/Las Vegas
The purpose of this poster session is to use data from ongoing case studies of six Nevada middle schools involved in the state’s GEAR UP program to explore the connections and disconnections among interpretations of academic success. Our intent is to develop a more articulated and connected concept of academic success that supports “an equal shot” for under represented and first-generation college attendees.

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Session 8, Saturday, 7:00 a.m. - 7:50 a.m.

8.1, Sapphire
Meeting: Journal of Research on Leadership Education Editorial Board Meeting
Organizer: Edith Rusch, University of Nevada-Las Vegas
Participants: James Crawford and Sonya Horsford, University of Nevada-Las Vegas; Bruce Barnett, University of Texas at San Antonio; Joanne Cooper, University of Hawaii at Manoa; Lenoar Foster, Washington State University; Phillip Hallinger, Mahidol University of Thailand; Bradley Portin, Universiyt of Washington, Nelda Cambron McCabe, Miami University of Ohio, Khuala Murtadha and Gerardo Lopez, Indiana University, Terry Orr, Bankstreet College; Allan David Walker, Chinese University of Hong Kong, Maenette Benham, Michigan State University; Lars Björk, University of Kentucky; Tim Goddard, University of Calgary; Adrienne Hyle, University of Texas at Arlington; Adrianna Kezar, University of Southern California; James Earl Davis, Temple University, Autumn Tooms, Kent State University
(Continued through Session 9.1)

8.2, Diamond
Meeting: UCEA Ethics Committee
Organizer: Joan Poliner Shapiro, Temple University
Participants: Adrienne Hyle, University of Texas at Arlington; Marla Israel, Loyola University; Paul Begley and Jacqueline Stefkovich , Pennsylvania State University; Kathleen Sernak, Rowan University; Joseph Murphy, Vanderbilt University; Paul Bredeson, University of Wisconsin-Madison, Steve Gross, Temple University; Jerry Starrat, Boston College; James Crawford, University of Nevada-Las Vegas, Sean Hughes, University of Pittsburgh; Lyse Langlois, Laval University; Karen Evans Stout, Lehigh University; Patricia Ehrensal, George Washington University; Phillip Woods, University of Gloucestershire

8.3, Ireland A
Meeting: Voices 3 Meeting
Organizers: Gary Ivory, New Mexico State University, Michele Acker-Hocevar, Washington State University
Saturday

8.4, Scotland A
Closed Meeting: *Learning and Teaching in Educational Leadership (LTEL) SIG Board Meeting*
Organizer: Tricia Browne-Ferrigno, University of Kentucky
Participants: Margaret Terry Orr, Bank Street College; Sandra Harris, Lamar University; Pamela Tucker, University of Virginia; Edith Rusch, University of Nevada-Las Vegas; Bill Black, University of South Florida; Allison Borden, University of New Mexico; Stacey Edmonson, Sam Houston State University; Judy A. Alston, Ashland University; Arnold Danzig, Arizona State University; Donald Hackmann, University of Illinois at Urbana-Champaign; Scott Bauer, George Mason University, Daniel Reyes-Guerra, Florida Atlantic University

8.5, Knave
Meeting: *School Law SIG*
Organizer: Charles Russo, University of Dayton
Participants: Martha McCarthy and Suzanne Eckes, Indiana University; Nelda Cambron McCabe, Miami University of Ohio; Frank Brown, University of North Carolina-Chapel Hill

8.6, Captain
Meeting: *Leadership for Social Justice SIG*
Organizer: Jeffrey Brooks, Auburn University
Participants: Madeline Hafner, University of Wisconsin-Madison; Catherine Lugg, Rutgers University; George Theoharis, Syracuse University; Gaetane Jean-Marie, University of Oklahoma; Sue Mutchler; Audrey Dentith, University of Wisconsin-Milwaukee; Ernestine Enomoto, University of Hawaii

8.7, Yeoman
Meeting: *Politics of Education Association SIG*
Speaker: Catherine Lugg, Rutgers University, Skipping Towards Gomorrah: US Public Schooling at the End of the Conservative Era
Lora Cohen-Vogel, Florida State University, Stacey Rutledge, Florida State University, Tamara Young, North Carolina State University, Dana Mitra, Pennsylvania State University, Dorothy Shipps, Baruch College, CUNY

8.8, Senate/Gallery
Meeting: *Latina/o Research Issues SIG*
Organizer: Gerardo Lopez, Indiana University
Participants: Maria Luisa Gonzalez, University of Texas at El Paso; Monica Byrne-Jimenez, Hofstra University; Sylvia Mendez-Morse, Texas Tech University; Augustina Reyes, University of Houston; Pedro Reyes, University of Texas at Austin; Elizabeth Murakami-Ramalho, Mariela Rodriguez, and Marcia Oliva, University of Texas at San Antonio; Frank Hernandez, Hamline University; Enrique Aleman, University of Utah; Samantha Bartholomew, Indiana University; Miguel Guajardo, Texas State University

8.9, Emerald
Meeting: *School Technology Leadership SIG*
Organizers: Jon Becker, Virginia Commonwealth University, David Quinn, University of Florida

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

9.1, Sapphire
Meeting: *Journal of Research on Leadership Education Editorial Board Meeting*
(Continued from Session 8.1)

If you are interested in becoming a host institution or sponsor for future conventions, please contact our office at (512) 475-8592 or e-mail us at ucea@austin.utexas.edu
**9.2, Diamond**

**Paper Session: Teacher Activism, Optimism, and Autonomy**

Chair: Melinda Skrade, Pius XI High School (WI)

Discussant: Colleen A. Capper, University of Wisconsin-Madison

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*The Objects of Teacher Champions' Commitments: The Emergence of Socio-Educational Entrepreneurship in Schools*

Ori Eyal, The Hebrew University of Jerusalem

This study seeks to identify the objects of the teacher champions' commitments. Semi-structured interviews were conducted with fourteen Israeli teacher champions. Using grounded theory, six objects of commitments were identified: students; teachers willing to adopt the initiative or the entrepreneurial team; oneself; another school or the system; the community and society; and the entrepreneurial endeavor. The theoretical and practical implications of adopting a multi-commitment perspective for studying champions are discussed.

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*The Place Of Autonomy In School Community: A Study Of Teacher Collaboration And Shared Decision Making*

Gordon Gates, Washington State University; Mildred Watkins, Orondo School District (WA)

Tensions between the autonomy of teachers and the expectations for their practice articulated in district, state, and federal mandates are common and troubling in this era of accountability. The paper reports findings from a study of two schools known for possessing exemplary faculty collaboration and shared decision making. Description and interpretation explain a typology of practice present in these school communities that encompass both individual and collective perspectives.

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*Changing School From Inside Out: Sustaining School Change Brought By Teacher Activism Over Time*

Baul “Paul” Chung, Boston College

Amidst the erosion of teaching and learning driven by top-down reforms, scholars increasingly invoke the idea of social movements as a viable bottom-up alternative. Social movement perspectives are also believed to provide promising implications for sustaining change. Despite these potentials, social movement theory has yet been fully incorporated into education. This study fills this gap by empirically examining a school change brought by teacher activism in South Korea. I discuss the school change in terms of three analytical angles: Alliances and net work, leadership, and collective identity and emotions.

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*Academic Optimism and Student Achievement*

Misty M Kirby and Michael DiPaola, College of William & Mary

America's public educators are striving to improve the academic achievement of all students in response to mandated accountability measures from NCLB (2002). This paper uses data from a study of the relationship between academic optimism of high school teachers and student achievement, as measured by state standardized tests. The study found that academic optimism had a significant positive effect on student achievement when controlling for socioeconomic status.

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**9.3, Emerald**

**Paper Session: Principalship: Rethinking Roles, Reflection, and Responsibilities**

Chair: Latish Reed, University of North Carolina-Chapel Hill

Discussant: DwanV. Robinson, Ohio State University

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*Reflection as a Form of Professional Learning for School Principals*

Lisa L Wright, University of Alberta

Reflective practice is receiving great attention in recent public K-12 educational discourse. However, relatively few studies seek the informative voice of principals regarding their conceptualizations of reflective practice in relation to their roles as defined by legislation and policy. This session will report on principals’ experiences and understandings of reflective practice and will elucidate the conditions that principals perceive as supporting and constraining reflection as a form of professional learning.

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*A Comparison of Principal Evaluation Instruments to ISLLC Standards and Responsibilities Correlated with Student Achievement*

Terry Paul McDaniel, Indiana State University
Considerable attention has been directed toward standards for building level administrators. Studies have indicated lists of skills and responsibilities required for school reform and student achievement. Yet, surprisingly little research has been conducted to assess the performance of building level administrators in terms of successfully demonstrating these skills and responsibilities or meeting the standards. This study looks at several building level administrator evaluation instruments in Indiana and compares how well these instruments assess the administrator performance in relation to the nationally accepted ISLLC standards. The study also compares these instruments in terms of the research of leadership responsibilities that correlate with student achievement. The disturbing conclusions find little connection with neither the standards nor the research.

**Principals Centers In The U.S.: Their Roles, Locations, And Services For School Leaders**
Ronda W. Tighe and Anissa Lokey-Vega, Georgia State University

Since the 1970s, principals centers have been a source of on-going professional learning and networking for principals. In this study the authors investigated principals centers, their roles in leadership development, services provided, and affiliations. An analysis of the data suggests that principals centers are mostly non-profit centers established by universities, professional education associations, or state boards of education dedicated to professional development for the purpose of improving schools and increasing student achievement. In this qualitative study, data were collected through web searches using online databases and search engines and through an analysis of documents and artifacts.

**Rethinking School Leadership: Preparing Principals in the 21st Century**
Sheneka Williams and Mitsunori Misawa, University of Georgia

This paper intends to critically examine the literature concerning principal preparation programs and democratic learning environments. The literature on effective leadership focuses mainly on school management and technical knowledge, while there is a paucity of topics such as race, gender, and sexual orientation. We will explore the literature on the aforementioned areas to enlighten educational researchers, school leaders, and policy makers on the importance of designing democratic principal preparation programs.

**Principals’ Perceptions of School Crisis**
Renee M Waters, New York University

Columbine have influenced how administrators at the school level have managed crisis events in the school. Crises can be man-made events such as humans causing severe disruption of a normal school day by causing injuries or the physical destruction of the buildings, or may be natural origins in the case of severe weather conditions or catastrophic events such as Hurricanes Katrina. Although crisis plans and scenarios exist to help school prepare for such occurrences, we know little about the ways in which principals recognize, define, and mobilize resources in a crisis event. This study seeks to understand how principals perceive their role and responsibilities. A framework informed by Karl Weick’s High Reliability Organizations and the five conditions from the article “Fighting Fires in Educational Administration” was developed to facilitate a new way of thinking about this topic rather than the traditional managerial practices often represented in school safety and security studies.

**9.4, Ireland A**
Paper Session: **Principalship in Practice**
Chair: Sandra Harris, Lamar University
Discussant: Zorka Karanxha, University of South Florida

**Classroom Walkthroughs: What Principals Do and Why it Matters**
Cynthia L Carver, Michigan State University

Classroom walkthroughs are widely promoted for their ability to help principals make informed decisions about the quality of teaching in their building. Despite their appeal, however, there is little empirical evidence of their effectiveness. How do principals appropriate the walkthrough strategy as a part of their leadership practice? This exploratory study follows seven elementary principals to observe their use of walkthroughs to both monitor instruction and support teacher learning.
“It’s like not having a car for a road trip”: Principal Disempowerment and Stress
Deborah L. West and Ulrich (Rick) C. Reitzug, UNC - Greensboro

This paper is an exploration of the daily work of principals since NCLB. Data from thirty-two principal interviews in two southeastern school districts were collected and compared to determine how contextual conditions impacts principal work lives, including their stress levels. The purpose of this paper is to help administrators, and local, state and federal policy makers, better understand factors that influence the work-life of principals and impact their performance.

Collective Learning from Success: Fostering and Inhibiting Conditions Perceived by School Principals
Chen Schechter, Bar-Ilan University, Israel

This study represents an initial attempt to explore principals’ perceptions with regard to fostering and inhibiting conditions of collective learning from success. 50 Israeli principals were interviewed. Three main themes emerged: necessary time required for collective learning, need to for quick and measurable end-results, and the learning values-culture needed to enable productive collective learning from success. Implications for principals interested in learning from success as a collective learning strategy will be discussed.

Educational Leaders’ Domain Knowledge of Reading: The Relationship Between Educational Leaders, Teachers, and Student Achievement
Shana Goldwyn, University of Cincinnati; Laura Hassler Lang and Carol Connor, Florida State University

This mixed method study is an attempt to glean a clearer understanding of educational leaders’ content knowledge of reading relative to instruction. It employs a comprehensive approach to understanding principals’ reading content knowledge, and how it relates to the concept of instructional leadership by looking at its relationship to both teacher knowledge and student achievement. Preliminary findings reveal that principals have varying views on how their levels of knowledge influence their teacher performance. Additionally, there are large differences in the level and perceived use of principal domain knowledge of reading based on socioeconomic status.

The Developmental Model of Intercultural Sensitivity: A Tool for Understanding Principals’ Cultural Competence
Brad Kose, University of Illinois; Frank Hernandez, Hamline University

Although educational leadership scholars and researchers have theorized about exemplary leadership for diversity, a developmental perspective on principals’ cultural competence remains absent. This conceptual paper argues that the Developmental Model of Intercultural Sensitivity (DMIS) offers a powerful theory for understanding how principals may experience and interpret issues of difference and diversity in schools. After highlighting key aspects of the DMIS through example, implications for principal preparation and practice are discussed.

9.5, Westminster
Conversation: Research Utilization: Influencing Educational Policy and Policy Makers
Organizer: Andrea K Rorrer, University of Utah
Participants: Andrea K. Rorrer, University of Utah; Ben Levin, Ontario Institute for Studies in Education; Cori Groth, University of Utah; Michelle Young, UCEA; Mary Kay Stein, University of Pittsburgh; David Plank, PACE

The purpose of this conversation session is to engage UCEA colleagues in a discussion of how our research is being utilized by policy makers at the school, district, state, and federal/national levels with an emphasis on the steps researchers and their organizations could take to strengthen the role of research in these processes. The session is organized to address the following issues: current efforts to engage policy makers; conceptual, theoretical, and methodological orientations of current efforts; the role of research and researchers in policy development and change; research utilization; and how to develop the capacity of researchers and policy/research centers to be both responsive and influential.

9.6, Ireland B
Meeting: AERA Division A and L Graduate Student Breakfast
Organizers: Danielle Hayes and Bradley Carpenter, University of Texas at Austin; Tirza Wilbon White, Emory University; Maria Mendiburo, Vanderbilt University
Division A and L graduate students are invited to attend this networking breakfast, co-sponsored with the University of Texas at Austin, Department of Educational Administration.
Graduate students will meet the Division A and L Graduate Student representatives, be given information about becoming involved in the divisions as well as opportunities for graduate student scholarships.

9.7, Scotland A
Paper Session: School Leadership, Democracy, and Social Justice
Chair: Barbara Ann LaCost, University of Nebraska - Lincoln
Discussant: James Scheurich, Texas A&M University

The Resistance that District-Level Social Justice Leaders Face
Lisa M. Black, Sheila Jean Briggs, and Anthony John Rosilez, University of Wisconsin-Madison
The authors studied the ways district-level administrators for social justice experienced resistance to equitable practices. Resistance found within this multi-case analysis included avoidance, advocacy for self and status quo, cynicism, and structural barriers within schools and the school system. Fear, ignorance, and deep-seeded prejudicial beliefs were root causes of this resistance. Findings suggest implications for the preparation of district-level administrators and in building leadership capacity of social justice change agents.

The Impact of NCLB on Quality Education for Under-Represented Children and Subsequent Equity Issues
Angela DiBenedetto Jackson, Florida Atlantic University
This paper shares findings from a study, which reviewed research on the unintended consequences of high stakes testing and accountability systems to our most critical students and discusses the data from surveys sent to administrators and interviews related to the impact of testing on teaching and learning for disadvantaged students. The results will be used to make recommendations to administrators on equitable methods to improve student learning and success.

Contesting (Anti)democratic Leadership: Toward An Agonistic, Adversarial, And Generative Pluralism
Thu Suong Thi Nguyen, University of Missouri
In the last several decades, discussions of democratic education and, in particular, democratic leadership have pervaded the educational arena. These have been lauded and critiqued by scholars in the field of educational administration who call for additional empirical work and theorization. In his discussions of democratic education, Levinson (2005) asserted a need to re-enliven our considerations of democracy through critical transnational dialogue with scholars from emerging democracies. Further, he argued the need to pursue discussions of democracy and civic participation within the United States with those who suffer continued marginalization in schools including recent immigrant and refugee groups. This paper responds to these demands for enlarging and enriching this conversation through an examination of the lived experiences of a recent immigrant Vietnamese community within a public elementary school.

Leading for Social Justice: Strategies for the Inclusive and High Achievement of English Language Learners and Students with Disabilities
Tina Bosworth and Lynee Tourdot, University of Wisconsin-Madison
There are few studies on social justice leadership at the high school level relating to inclusive educational settings for ELL students or students with disabilities. This study asks the following question: In an inclusive, high achieving high school, what strategies did a social justice leader use to create the changes needed for increased achievement of English language learners and students with disabilities? Qualitative methodology was used with a single case-study design.

9.8, Knave
Paper Session: Leadership and Early Childhood Education
Chair: Jiang He, University of Georgia
Discussant: Lisa Bass, University of Oklahoma-Tulsa

Colliding Worlds: The Expansion of the K-12 System into the World of Early-care and Education
John W Sipple, Lisa McCabe, and Hope G. Casto, Cornell University
Building on a first of its kind study linking multiple sources of archival data to assess the capacity of communities to serve children ages birth to five (Author, 2007), this mixed-method study examines the take-up of Universal Pre-Kindergarten programs across New York State.
First, we conduct a time-series analysis using nine years of state data (1998-2006) from every school district in New York State. Second, we examine the creation and purpose of relationships between public school educators and local early care providers as a result of state-inducements to create Universal Pre-Kindergarten programs.

A Comparison Of The Academic Outcomes Of American Indian And Alaska Native Head Start Participants And Non-participants As Reported In The Kindergarten Cohort Of The Early Childhood Longitudinal Study

Susan Faircloth and Jacob Hibl, Pennsylvania State University

Data from the kindergarten cohort of the Early Childhood Longitudinal Study were analyzed to compare the academic outcomes of American Indian and Alaska Native Head Start participants and non-participants. Findings indicate that Head Start participants scored lower in reading and math than did their peers. They were also more likely to receive special education services. Implications for future research and practice in improving the academic achievement of AI/AN students will be discussed.

The Current State of Early Childhood Education Programs: How ECE Directors Manage their Human Resources

Lauren Ray, Saint Louis University

This proposal reports findings from the first phase of a study focusing on leadership in early childhood education programs. During the first phase of the study, the researcher will design and develop a new instrument that can be used to assess the human resource management approaches and beliefs of ECE program leaders. Content validity is established through the use of an expert panel. Internal reliability is established through a pilot test.

9.9, Scribe

Symposium: Preparing School Leaders for Schools that Serve Indigenous Learners: Challenges, Strategies, and Hopes

Organizer: Arnold Danzig, Arizona State University; Chair: Timothy Begaye, Arizona State University

Participants: Nicholas Appleton, Arizona State University, Harvey Rude, University of Northern Colorado, Joseph Martin, Northern Arizona University, Dana Christman, New Mexico State University

The papers in this symposium explore some of the issues, orientations, and considerations that went into the implementation of a federal grant program to support the preparation and professional development of Native American school administrators. This symposium considers community and cultural contexts of the aspiring administrators and how tacit and personal knowledge is embedded in administrative learning and professional practice.

9.10, Captain

Symposium: Cutting Edge Approaches to Research on Educational Leadership: 3 Research Studies

Organizer: Gerri Marie Maxwell, Texas A&M University; Chair: Linda Skrla, Texas A&M University, Discussant: Michael Dantley, Miami University of Ohio

Participants: Severita Sanchez, Laredo Independent School District (TX); Sue Page, Alief Independent School District (TX)

As we seek to redefine leadership, we must also redefine new ways of getting at the leadership phenomenon and its complexity (Conger, 1998). The purpose, then, of this interactive symposium is to provide a discussion of leadership that focuses on cutting edge approaches not only to what leadership must look like in democratic schools, but how through alternative means of researching leadership through qualitative approaches, we can flesh out the conditions that allow these new leaders to flourish and foster quality teaching and student success. In response this session provides three research studies that consider three cutting edge approaches to leadership and that employ qualitative methodology in an effort to redefine what leadership is and further to better prepare leaders who can therefore foster higher quality teaching and increased student success.

9.11, Yeoman

Paper Session: Race, Ethnicity, and Culture

Chair: Emily Calderon Galdeano, The University of Texas - Pan American

Discussant: Carlos R. McCray, Georgia State University
Sinking, Like Quicksand: Expanding Educational Opportunity For Young Men Of Color
Noel Anderson, Brooklyn College; Colleen L Larson, New York University

The purpose of this interpretive case study was to examine the assumptions underpinning one Upward Bound program to understand how the program attempts to increase educational opportunity for poor urban youth and how this approach plays out in the lived experiences of men who participate in the program. Based on the methodological framework of interpretive interactionism by Norman Denzin (1989) and utilizing the theoretical works of welfare economist Amartya Sen (1992) and philosopher Martha Nussbaum (2000), this case study was conducted over an academic year and relied upon interviews, observations, and document analysis to understand how the program administrator believed he could create greater educational opportunity for economically impoverished youth in this program, and then examined how these assumptions played out in the experiences of three African American and Latino male students in the program.

A History of School Desegregation in the "Mississippi of the West": Implications for Educational Leaders
Sonya Douglass Horsford, University of Nevada, Las Vegas

The purpose of this paper is to present preliminary findings of a historical case study that documents and describes the legal, political, and social contexts of two school desegregation plans in Southern Nevada. Through document analysis, historical policy analysis, and one-on-one interviews, this study will contribute to the growing body of research that documents the historical contexts and complexities of school desegregation and possible implications for educational leaders.

Over-aged And Out: A Critical Perspective On Educational Leaders’ Roles In Pushing Out High School Students Of Color
Carlos Diaz and Bill Black, University of South Florida

The interactive roundtable organizers will present research in progress and engage participants in discussion around leadership practices that serve to push over-aged students (overwhelmingly students of color) out of four diverse high schools in a large metropolitan school district in Florida high schools into a recently enacted Under-aged ABE (Adult Basic Education)/GED (General Education Diploma) Program. This diploma option is being offered by the district’s adult education program to “over-aged” students currently enrolled at the high school level. The roundtable session will provide thick descriptions of administrative practices associated with the ABE/GED programs in the District that seek to affect a positive increase in Florida’s schools test performance rating and overall graduation rate, which has been reported as among the lowest in the nation.

Student Engagement and Intercultural Competence among Community College Students
Stacey L Edmonson, Sam Houston State University; Rebecca L. Riley, Kingwood College

The need for education to address the development of intercultural competence of college students is influenced by increasing globalization and domestic diversity. This study focused on the connection between student engagement and intercultural competence, as measured by the Community College Survey of Student Engagement (CCSSE) and the Intercultural Development Inventory (IDI). Using a mixed-methods research design, student scores from the ID I were correlated with five benchmark measures in the CCSSE.

9.12, Ireland C
Paper Session: Superintendent Leadership
Chair: Ann Millacci, University of Cincinnati
Discussant: Paul Thomas Begley, Penn State University

Principal Preparedness: Superintendent Perceptions of Their New Principals
Martha J Cray and Spencer Weiler, University of Northern Colorado

Paired national concerns related to shrinking principal applicant pools and quality educational leadership at the building level have been mounting. This study surveyed superintendent in one western state to identify the primary deficits of new principals. The content analysis identified common deficit areas across district size and type. It also identified unique deficit areas related to size and type. The theme analysis uncovered a site-based management skill set and a educational leadership skill set as areas of need for new principals.
Responding to Context: Strategies for Effective Superintendent Leadership
Paul Bredeson and Hans Klar, University of Wisconsin Madison; Olof Johansson, Umeå University

This paper presents findings from an international study of superintendent leadership which examines the relationship between context and leadership behavior. The paper utilizes the authors’ context-responsive leadership framework to illustrate explicitly the reciprocal relationship between context and leadership. The findings, which reveal the manner in which these savvy political actors responded to and re-shaped their contexts, have significant implications for aspiring and practicing superintendents and the people who both prepare and support them.

The Gatekeepers: Superintendent Perceptions of Principal Training Models
Spencer Weiler and Martha J Cray, University of Northern Colorado

The array of delivery models for principal training programs has broadened over the years. This study surveyed superintendents in one western state to identify their perceptions of the efficacy of the principal training delivery models available to their potential administrators. The results showed some common perceptions with some delivery models across district size and type. The results also showed some unique perceptions according to geography and district size.

The Rural Superintendency: A Multi-case Study Of Effective Rural Superintendents In High Needs Districts
Janeil Rey, State University of New York at Buffalo

This multi-site case study uses a constant comparative method to examine effective rural school superintendents, specifically, role conception, leadership beliefs and practices and relationships with constituents. Semi-structured interviews, participant observation and document analysis were used. This study illuminates challenges facing superintendents and communities working to deliver quality education to our nation’s poorest children. Preliminary findings indicate a model of the superintendency emphasizing the superintendents’ roles as community contributors and builders.

9.13, Senate/Gallery
Paper Session: Secondary School Issues
Chair: Lauri Johnson, University at Buffalo/SUNY
Discussant: Theodore Kowalski, University of Dayton

The Changing Role of the Higher School Counselor As Manager-Leader In College Admission: Implications for Graduate Training Programs
Dianne Wright, Florida Atlantic University

The purpose of this study was to examine the role of the high school counselor in four intensive dual enrollment programs located in the Midwest and Southeastern regions of the United States. The researcher also examined trends in the preparation of school counselors and makes recommendations related to needed changes in preparation programs in light of new structural arrangements commonly referred to as “early college” or “intensive dual enrollment” programs.

Organizational Health at Managerial & Institutional Levels of Leadership: Links to Math Achievement in Middle Grades
Kathleen Roney and Howard Victor Coleman, University of North Carolina-Wilmington

This research study examined the relationship between the organizational health indicators (OHI-M) of five middle grades schools in North Carolina and student math achievement. Data were collected from teachers and principals using the OHI-M inventory during the 2004-2005 and 2005-2006 school years. The data analysis revealed a strong, negative relationship between OHI-M collegial leadership scores and student math scores, and a strong, positive relationship between OHI-M resource support indicators and student math scores.

Assessing Knowledge, Understandings, Skills, Traits: An Analysis Of Those Who Prepare And Hire Secondary Principals
Thomas L. Goodney and Thomas G. Reed, Educational Service Center of Franklin County

This study recalls the development of principal leadership standards and examines the areas and degree of discrepancy in the value and utility of Interstate School Leaders Licensure Consortium Standards (ISLLC) knowledge and understandings and Ohio Standards for
Principals (OSP) skills and traits when comparing perceptions of the educational leadership faculty who prepare aspiring principals to the perceptions of the superintendents and assistant superintendents who recruit, select, and hire them.

**Innovation and Impact: Change at a Middle School**

Marjorie Kay Conner and James R Crawford, University of Nevada-Las Vegas

The purpose of this study was to determine if the innovation in grade configuration at a previous middle school was the primary work of the change agents who were hired at the school to align the innovation with the school’s academic goals. Twelve primary change agents were identified as the school prepared to change from a 6-8 middle school to a K-12 community school over four years from 2006-2010. The study sought to determine how the principal communicated the vision to the leadership team, how team members perceived their roles and whether or not they saw the innovation integration and its impact on staff, students and the community as their primary responsibility.

**The Role of School Context in Shaping Student Identification**

Roxanne M. Mitchell, The University of Alabama

This study explored the relationship between collective teacher efficacy, trust, and student identification with school and academic performance. It has been claimed that lack of identification with school is a cause of persistent low academic performance. Reason, existing evidence, and theory regarding the effects of trust in schools and collective teacher efficacy gave credence to the argument that trust and collective teacher efficacy would be positively correlated with, and predictive of both student identification with school and academic performance. This study investigated these relationships using survey data collected from 74 schools in one Midwestern state. Descriptive statistics, correlational analysis, and multiple regression were used to analyze the data. The findings suggest that collective efficacy and trust are both positively correlated with and predictive of student identification and academic performance.

**9.14, Events Center Breakout Room EF**

Poster Session #4

**Emergent Voices of Leaders for Social Justice: An Alternative Model for School Leadership Preparation**

Encarnacion Garza, Elizabeth Murakami, Betty Merchant, and Jody Westbrook, University of Texas at San Antonio; Nicole Borah, Judith Benavidez, Angelita Cantu, Christopher Castro, Celinda Cortez, Arcadio Contreras, Phyllis Foley-Davis, Irmalinda Gonzales, and Emerald Jimenez, San Antonio Independent School District.

The purpose of this poster is to analyze student learning in a preparation program that is focused on social justice leadership. Student voices have been absent in the research about partnerships and cohorts; that is what makes this session unique. The participants are students within this program who have spent considerable time during the two-year program reflecting on and documenting their learning and transformation as leaders for social justice.

**Analysis of Principal Participation in Professional Development: Differential Response Rates**

Kristina Pineau and Meghan Hauptli, Florida State University

In an effort to improve implementation strategies for Florida’s new math and science standards, we aim to uncover any differential response rates to the professional development opportunity offered to all principals in the state through a Florida and U.S. D.O.E. MSP (Math and Science Partnership) grant. Our goal is to understand any measureable influences on principals’ participation rates in the professional development initiative.

**The Role of Leadership Capacity in Sustaining a School Improvement Initiative**

Christine Combs, South Central Regional Professional Development Center; Barbara Nell Martin, University of Central Missouri; Doris Ridder, South Central Regional Professional Development Center

The purpose for this study is to examine what occurs within schools successfully implementing and sustaining school change through the examination of characteristics of leadership capacity. Leadership capacity is identified as broad-based, skillful participation that promotes the advancement of the capabilities of many organizational members to lead. Quantitative analysis used to compare responses of teachers in schools identified as successfully sustaining school improvement with responses of teachers in schools identified as not yet successfully sustaining improvement resulted in the findings that there is a significant difference.
between the two school groups in all of the characteristics of leadership capacity. A principal of schools successful in sustaining school improvement demonstrates behaviors that promoted, supported, and encouraged the building of leadership capacity for lasting school improvement. The qualitative phrase of this inquiry revealed the following themes and have been labeled a) empowering communication, b) purposeful, skillful decision making, and c) culture of professional growth. Implications for leadership preparatory programs and professional development for leaders are significant.

**The Challenges of Implementation and Institutionalization of Professional Learning Communities in Small Rural Schools**
Danna M Beaty, Tarleton State University

Rural school administrators find it difficult to provide adequate time for faculty to meet in educational cadres for the purposes of data disaggregation, planning and collaborative action research. This study will address the question: “What must occur in the planning and development processes of small rural schools if effective PLCs are to emerge?”

**Factors Affecting Principal Leadership As Perceived By Lead Teachers On The Us/mexico Border**
Richard D. Sorenson and Teresa M. Cortez, The University of Texas at El Paso; Marisa A. Negrete, El Paso Independent School District

Nearly a quarter of a century ago, the Northwest Regional Educational Laboratory (1984) suggested that the ideal principal was one who had high instructional expectations and was focused on instructional improvement. Has the defining nature of instructional leadership changed over the last 20-plus years? This study identifies skills, traits, and abilities characteristic of effective school principals as perceived by lead teachers in service on the U.S./Mexico border.

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**General Session 4: Pennsylvania State University Mitstifer Lecture**

**Saturday, 9:30 a.m. - 11:00 a.m.**

**England**

**Welcomes and Introductions:**

Floyd D. Beachum, University of Wisconsin-Milwaukee

**Master Professor Award Presentation:**

Anthony H. Normore, California State University-Dominguez Hills and Alan Shoho, University of Texas at San Antonio

**The Pennsylvania State University Mitstifer Lecture:**

Dr. Susan Moore Johnson

Introduced by Floyd D. Beachum, University of Wisconsin-Milwaukee

**The Career of Teaching the Capacity of Schools: An Opportunity for Leadership**

Dr. Susan Moore Johnson studies and teaches about teacher policy, organizational change, and administrative practice. A former high-school teacher and administrator, she has a continuing research interest in the work of teachers and the reform of schools. She has studied the leadership of superintendents, the effects of collective bargaining on schools, the use of incentive pay plans for teachers, and the school as a context for adult work. Currently, Johnson and a group of advanced doctoral students are engaged in a multiyear research study, The Project on the Next Generation of Teachers, that examines how best to recruit, support, and retain a strong teaching force in the next decade. The project, which is funded by several foundations, includes studies of hiring practices, alternative certification programs, new teachers’ attitudes toward careers, and new teachers’ experiences with colleagues. Johnson served as academic dean of the Ed School from 1993 to 1999. She has taught in the School’s summer institute programs for administrators and teachers since 1989.

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**Session 10, Saturday, 11:10 a.m. - 12:30 p.m.**

**10.1, Sapphire**

**Symposium: School Leader Development in Chinese Societies - Emerging Understandings**

**Organizer:** Allan D. Walker, The Chinese University of Hong Kong

**Participants:** Haiyan Qian, Shuang Ye Chen, Paula Kwan, and Hu Rong Kun, The Chinese University of Hong Kong
This symposium uses research findings to describe, analyze and illustrate leader professional development in the HKSAR and Mainland China. Four connected research papers are used to illustrate an emerging research agenda. Studies include the vice-principalship as preparation for principalship, the impact of a professional development program, relevance gaps between leaders’ work-lives and development programs and research-informed program development in China.

10.2, Diamond
Symposium: Preparing Action-Oriented, Learner-Focused Democratic Leaders: A Conceptual and Empirical Exploration of a Principal Preparation Program’s Redesign
Organizer: Cynthia J. Reed, Auburn University; Discussant: Jeffrey Brooks, Auburn University
Participants: Frances K. Kochan, Lisa A Kensler, Sheila Moore, Jose R. Llanes, Timothy Havard, Margaret E. Ross and Ellen Reames, Auburn University; Joseph Pascarelli, University of Oregon; Karen Tatum, Macon County School District (GA), Joyce Morgan, Auburn City Schools (GA)

Auburn University, in partnership with seven school systems, served as a pilot redesign site in our state. Part of the agreement to serve as a pilot site was to halt admissions while working on the redesign, a two-year process. All aspects of the program were collaboratively and purpose fully designed. This symposium offers six papers reflecting issues, challenges, and diverse viewpoints related to the redesign of our university’s principal preparation program.

10.3, Emerald
Symposium: Valuing the Education of Students with Disabilities: Has Government Legislation Caused a Reinterpretation of a Free Appropriate Public Education?
Organizer: Philip T.K. Daniel, The Ohio State University; Discussant: Frank Brown, University of North Carolina, Chapel Hill
Participants: Preston Green, Pennsylvania State University, Suzanne Eckes, Indiana University, Patrick Pauken, Bowling Green State University

Under the Individuals with Disabilities Education Improvement Act a Free Appropriate Public Education is defined as “special education and related services that...meet the standards of the state educational agency.” Today, in light of the passage of the No Child Left Behind Act, the phrase may have a vastly different interpretation. This symposium will present an analysis of case law, and statutory and regulatory language, all the while raising questions of how to interpret FAPE in light of the new standards present in American education, and whether states will be required to incorporate these changes into the individualized education programs of school children with special needs.

10.4, Ireland A
Paper Session: People of Color and Leadership Preparation
Chair: Andrea E. Evans, Northern Illinois University
Discussant: Mark Gooden, University of Cincinnati

Waiting on the World to Change: Improving leadership preparation through the stories of Black Women
Teresa Nowlin, University of North Carolina-Chapel Hill

Marshall and Young (2006) suggest no one should be allowed to be a school leader unless they have social justice skills and dispositions. This paper supports this notion by re-telling the stories of seven Black women school level leaders and their expressed hope that changes in leadership preparation programs could help upcoming school level leaders develop a greater appreciation for the role played by social justice leaders in schools.

Successfully Navigating Doctoral Studies in School Leadership: Minority Students’ Voices
Martha Nieves Ovando, University of Texas at Austin; Alfredo Ramirez, Jr., Texas A&M University

This paper focuses on the factors that affect minority students success as they complete doctoral studies in school leadership. Previous research suggests that minority students encounter challenges that prevent them from being successful, but additional research is needed to illuminate the avenues that actually assist students to successfully navigate their studies. Thus, this session will highlight the factors that contribute to students’ level of completion, factors that might have a detrimental effect and specific recommendations from doctoral students who have been successful.
Contrasting Assumptions of Readiness in Native American Leadership Preparation
William G Ruff and Joanne Erickson, Montana State University

Principal preparation field experiences facilitate engagement in leadership roles; yet, in many Native American tribal cultures one assumes a leadership role only when asked by constituents. How do Native American leadership preparation candidates demonstrate their readiness to assume leadership positions? Through interviews with students, instructors, superintendents and principals, researchers found overcoming cultural assumptions difficult for many Native American students; yet, recognition as aspiring leaders occurred by taking a leadership role.

Preparing Multicultural Educational Leaders for 21st Century Schools
Allan Prince Okech, East Carolina University

This paper discusses aspects of multicultural educational leadership in the U.S. The broader definition of multicultural education goes beyond the traditional race/ethnicity and gender platforms and includes languages, dialects, alternative and emerging life styles, disability, gender, age, social class, social justice and other issues. This definition calls for educational leaders who are grounded in perspectives of current social reality. Proposed educational leadership training modules are discussed.

Lessons from a High-Performing Hispanic School: Implications for Leadership Preparation
Pamela Salazar, University of Nevada-Las Vegas

This paper is an in depth case study of a high-performing Hispanic school and provides insight into the external, internal, and criterion performance conditions that maximize student learning. Specific attention is given to the leadership behaviors of the principal in establishing a community of learners where students succeed. The implications of these findings on how to strengthen leadership capacity through leadership preparation are discussed.

10.5, Westminster
Paper Session: Principals Working With Teachers
Chair: Anthony Darnell Jones, Iowa State University
Discussant: Kevin Patrick Brady, North Carolina State University

Principals Learning to Support New Teachers: The “Launch Into Teaching” Principal Study Group
Cynthia L Carver, Michigan State University

The “Launch Into Teaching” Principal Study Group was designed to provide sustained support to building leaders committed to supporting new teachers through effective leadership practices. Using a “communities of practice” model, we sought to deliberately address principals’ needs as learners adopting a new practice, that being the support of new teachers. Study findings reveal the unique learning opportunities provided by a study group approach, as well as the challenges.

Teacher Instructional Leadership is Principal Preparation
Tom Bellamy, University of Washington Bothell

This paper explores how recent increases in teacher instructional leadership roles could support improvements in principal preparation. After reviewing literature related to on-the-job leadership development, the paper explores how teacher instructional leadership roles contribute to learning about leadership and how structured knowledge, in turn, helps prospective leaders learn from their experiences. Recommendations follow for a new partnership between school districts and universities that support a more integrated model of leadership development.

What Do School Leaders Need to Know About Retaining Good Teachers in Challenging Schools
Bobbie J Greenlee, John Brown, and Terry Kent, University of South Florida

This study focuses on professional conditions and Florida Principal Leadership indicators that influence teachers to work in challenging schools. Leadership that improves working conditions increases teacher retention. Since challenging schools attract a disproportionate number of alternative certified teachers, we consider whether preparation programs can foster capacity-driven leadership that will not only stop the exodus, but develop professional learning communities of teachers who are successful with all students.
Effective Principal Leadership for Teacher Induction: Developing a Theoretical Framework on the Principal's Role in Advancing New Teacher Development
Kristin L McGraner, Vanderbilt University

Despite abundant literatures on the principalship and teacher professional development, a theoretical framework on effective principal leadership for teacher induction and a systematic investigation of the principal's role therein remain absent. The paper presented here seeks to address this gap in the educational leadership and induction literatures.

10.6, Ireland B
Graduate Student Symposium #3: A Conversation with Senior Scholars
Organizer: Gerardo Lopez, Indiana University
Participants: Stephen L. Jacobson, University at Buffalo/SUNY; Terry Orr, Bank Street College; James Earl Davis, Temple University; Maria Luisa Gonzalez, University of Texas at El Paso; Olga Welch, Duquesne University

Graduate students are invited to a special conversational session with senior scholars. The session is intended to demystify and illuminate the realities of life as a junior professor while introducing graduate students to senior scholars in the field. General questions about academe (teaching, research, service, etc.) will be discussed, and graduate students will have an opportunity to ask their own questions in an informal setting.

10.7, Senate/Gallery
Conversation: Doctoral Students Talk About Preparation Program Mentoring: A Dialogue Session
Organizer: Kristin Shawn Huggins, Texas A&M University
Participants: Brandon Core, Texas A&M University; Jonathan H. Grantham, Leon County Public Schools (FL); Roxanne Hughes, Florida State University; Tirza Wilbon White and Sheryl Croft, Emory University; Carol A Mullen, University of North Carolina at Greensboro

Educational administration preparation programs have spent significant amounts of time considering the content, processes, and scheduling of their programs. However, there has been a minimal amount of focus on the formal and informal practices of mentoring that often keeps students not only engaged and successful in doctoral programs, but well-prepared for the various career opportunities awaiting them after obtaining their PhDs. This session addresses that concern through a provocative dialogue.

10.8, Knave
Symposium: Leadership and Accountability: Perspectives of Stakeholders and Impact on Practice
Organizer: Amy Garrett Dikkers, University of Minnesota
Participants: Christopher Johnstone, Kyla Wahlstrom, Karen Stout, and David Johnson, University of Minnesota; Katharine Shepherd and Susan Hasazi, University of Vermont

For some school leaders, the accountability era has created a need to quickly change practices and focus on areas of need that were previously neglected. For others, the era of accountability has meant continuing activities that began decades ago. For the benefits of educational reforms to outweigh unintended cross-impacts, the perspectives of stakeholders must be understood. This symposium examines the broader impact of accountability on students, schools, and preparation programs.

10.9, Scribe
Symposium: Exploring the Nature and Contributions of Critical Policy Analysis
Chair: Curtis Brewer, Clemson University; Discussants: Michelle Young, UCEA; Brendan David Maxcy, University of Missouri; Catherine Marshall, University of North Carolina-Chapel Hill
Participants: Danielle Hayes, Brandy Baker, Pei-Ling Lee, Bradley Carpenter, and Katherine C Mansfield, University of Texas at Austin

Over the past decade, educational leadership and policy scholars have increasingly made use of non-traditional theoretical frameworks in their work. Although the issues these scholars have researched differ widely, a common intention of those who consider themselves Critical Policy Analysts is their interest in providing an expanded view of the policy problems under study. This symposium brings together a collection of papers that explore and utilize Critical Policy Analysis Frameworks.
10.10, Captain
Symposium: Roles, Relationships, and Results: The new 3 R’s for School Board and Superintendent Governance
Chair: Thomas Alsbury, North Carolina State University
Participants: Mary Delagardelle, Iowa School Boards Foundation, Theodore Kowalski, University of Dayton, Meredith Mountford, Florida Atlantic University, George J Petersen, Cal Poly San Luis Obispo; Lance Fusarelli, North Carolina State University
The symposium focuses on providing a compilation of research studies on the changing roles of school board members and board/superintendent relationship leading to more democratic governance directed at student gains. Presenters represent contributors from the recently-held national school board research symposium and keynote speakers from the 2007 National School Board Association Leadership Conference. Symposium presenters representing past and current school board researchers and school board and superintendent practitioners, present study findings. The symposium provides audience member participation and will discuss and identify directions and opportunities for future research in leadership preparation and joint professional development training for school board members and superintendents.

10.11, Yeoman
Symposium: And ain’t I a woman [Leader]? Re-Envisioning Democratic Educational Leadership from the Perspectives of Black Women Scholars
Discussant: Judy A. Alston, Ashland University
Participants: April Peters, University of Georgia; Karen V. Beckford-Bennett, University of Pennsylvania; Monica Wills, Clemson University; Latish Reed, University of North Carolina- Chapel Hill
Gale and Densmore (2003) note that democratic leaders are seen as those that enable the formulation of social, learning, and culturally responsive public educational institutions. African American women educational leaders are present to answer this call. However, oftentimes in conversations about leadership, the perspectives of Black women are nonexistent. This symposium features 5 African American women scholars, all democratic leaders/scholars, to present their perspective on democracy, social justice, and leadership.

10.12, Ireland C
Paper Session: Ethics and Morality In Education
Chair: Julia Nell Ballenger, Stephen F. Austin State University
Discussant: Joan Poliner Shapiro, Temple University
A Moral Imperative: Doing What’s Right or Doing What’s Easy?
Sarah W. Nelson and Patricia Guerra, Texas State University-San Marcos
This paper describes a study of two school districts’ efforts to support school leaders in developing the knowledge and skills to analyze, understand, and transform system inequities. Results suggest that even knowledgeable and skillful leaders may be reluctant to act. The findings speak directly to the conference theme and have important implications for those of us who work to prepare principals to challenge and change inequitable systems.
Wisdom and Compassion of the Democratic Leader: Perceptions of the Bodhisattva Ideal
Leslie McClain, University of Wisconsin-Stevens Point; Rose Ylimaki, University of Arizona; Mike Ford, University of Wisconsin-Oshkosh
The purpose of this paper is to examine principals’ and teacher leaders’ perceptions of wisdom and compassion as seen in educational practice today. Such practices, not yet characterized in mainstream educational leadership literature, have been documented explicitly in the wisdom tradition of Mahayana Buddhism’s Bodhisattva leader. The six virtues of the Bodhisattva Path serve as a template for cultivating wisdom and compassion, a way of being which sustains democratic leaders.
The Cultivation of Trust in Three Elementary Schools
Mark Connolly and Paul Goldman, Washington State University
This research explores how three highly regarded elementary principals promoted and sustained trust. The case studies focused on how trust was experienced by the staff. Key findings were (1) a professional learning community became a key derivative of trust and (2) as trust was cultivated by the principal, it became manifested in practice through principal-teacher, teacher-principal, and teacher-teacher relationships.
The Moral and Spiritual Poverty of Educational ‘Leadership’: Are We Preparing Democratic Educational Leaders?
Ulrich (Rick) C. Reitzug and Deborah L. West, University of North Carolina-Greensboro
This paper is based on 20 principal interviews which reflect the moral and spiritual poverty that pervades many of today’s NCLB-era principals. Themes discussed include the absence of personal vision; the selling out of students’ needs to test needs; the abandonment of constructivism and other research-based best practices; and a linear approach to educational practice. The paper will also discuss a more humane and transformative vision of educational leadership.

Session 11, Saturday, 12:40-2:00 p.m.

11.1, Sapphire
International Community Building Session: Preparing Leaders for Excellence and Equity in Student Outcomes: Theory Policy and Practice
Organizer: Karen Seashore Louis, University of Minnesota
Participants: Viviane Robinson, University of Auckland, Ben Levin, Ontario Institute for Studies in Education, Joseph Murphy, Vanderbilt University
This International Community Building session is focused on the conference theme, and brings together presenters from New Zealand, Canada, and the United States. The participants will address three of the issues that are suggested in the call for papers, and will also ask presenters and participants to focus on a provocative question: What steps, by what actors, are most important in our efforts to develop leaders who can improve excellence and equity of outcomes? Addressing this question will be facilitated by including participants from two countries that do not require extensive pre-service preparation, and the data from a study of a successful mid-career development program.”

11.2, Diamond
Point/Counterpoint: A Discussion Towards Effective NCLB Reform: Social Justice Advocates Critique the Nuances of NCLB as it Impacts Disadvantaged Students
Organizer: Lisa Bass, University of Oklahoma-Tulsa; Latish Reed, University of North Carolina-Chapel Hill; Chair: Kathleen M Brown, University of North Carolina-Chapel Hill; Discussant: Laura McNeal, Michigan State University
Participants: Lisa Bass, University of Oklahoma-Tulsa; Latish Reed and Derrick Jordan, University of North Carolina-Chapel Hill; Michael Dantley, Miami University of Ohio; Gary Anderson, New York University; Eric Gallien and Colleen A. Capper, University of Wisconsin-Madison
Debate over the value and effectiveness of the No Child Left Behind (NCLB) Act (2002) continues to rage in the media and in our communities. A major issue stirring the controversy is the fact that poor students, especially students of color, have suffered the most. This point/counterpoint session has attracted scholars who find NCLB beneficial, as well as those who oppose the act, for the purpose of policy reform discussion.

11.3, Emerald
Conversation: Creating a Well-tended Garden: Complications in Teaching Organizational Theory to Prepare School Leaders
Organizers: Sharon Conley, University of California-Santa Barbara
Participants: Ernestine Enomoto, University of Hawaii; George J Petersen, Cal Poly San Luis Obispo; Whitney Sherman, Virginia Commonwealth University
The aim of this conversation/dialogue session is to share approaches to teaching organizational theory to students in leadership preparation programs. We present some of the dilemmas faced by faculty and suggest strategies used in our courses at four different institutions. We hope to stimulate conversation about ways that make sense of the multiplicity of theory and the relevance of organizational theory to the practice necessary for school leaders.

Save the Date!: UCEA Convention 2009, November 19-22
Redefining Leadership: Public And Private Partnerships In The New Small Schools Movement  
Catherine C DiMartino, New York University  
This paper provides an overview of private sector involvement in New York City public schools with a focus on the emergence of intermediary organizations as partners to new small schools. It examines school decision-making and agenda setting in terms of curriculum, professional development, personnel, accountability and student selection, and looks at how the role of the principal is impacted by these new school governance structures.

Rural School Leadership and Community Integration: How are schools connected to their communities?  
Hope G. Casto and John W Sipple, Cornell University  
This study examines the degree to which superintendents in rural districts are integrated in their community by measuring the personal relationships with multiple types of community leaders. We examine the connection between these personal relationships and the district’s formal partnerships with the same range of entities using both survey and case study methods. Understanding the importance and range of these relationships and partnerships is especially important given the increasing rates of turnover amongst the senior leadership positions in the school districts and the ever-increasing demands of schools to meet the needs of the children in their community.

Community-Engaged Scholarship Priorities for P20 Leadership in 21st Century Society  
Kent Seidel, University of Denver  
Changes in technology, knowledge, globalization, and societal structures have affected formal and informal education, and impact educational leader preparation and the connection of higher education institutions with the community. This study of institutions, leaders, and constituents served by the community partner organizations of a major U.S. university identifies core P20 needs and trends, and the changes needed to support active and effective university partnerships and community-engaged research.

Rethinking Student Assignment: New Approaches in the Aftermath of PICS  
Eric Houck and Sheneka Williams, University of Georgia  
From the immediate desegregation era until present, the effects of student assignment policies have been measured in terms of school integration and student outcomes. We feel it important to add new perspectives on the relationship among student assignment, school integration, and quality public education. In this theoretical overview, we offer additional methodological lenses for examining student assignment in the post-PICS era from both qualitative and quantitative perspectives.

Teacher Working Conditions in Charter Schools and Traditional Public Schools  
Yongmei Ni, University of Utah  
This paper investigates whether charter schools provide more favorable working conditions for teachers than traditional public schools (TPS), as predicted by the theory of market education. The analysis utilizes data from the Schools and Staffing Survey (SASS). First, charter schools are matched with comparable TPSs based on multiple variables using propensity score matching method. Then, Hierarchical Linear Modeling are used in comparing the working conditions in charter schools and TPSs.

Why Levy Efforts Pass Or Fail: Lessons From Ohio School Superintendents  
William Kyle Ingle, Paul Johnson, and Tiffany P. Whitman, Bowling Green State University  
Drawing from state administrative data and surveys of superintendents in Ohio, this study examined factors associated with voter approval of local school levies, finding that new levies,
urbanicity, and poverty were significantly associated with a decrease in the likelihood of passage. Targeting “yes voters” significantly increased the likelihood of passage. Qualitative analysis suggests that the uncertain state of the economy and “levy fatigue” were factors in the 2007 election.

School Building Quality and Student Performance in South Carolina High Schools: A Structural Equation Model
Scott M Smith, Clemson University
The researcher attempted to identify conditions of building quality that related to performance of students in public high schools in South Carolina. Results indicate that the equipment found in science labs, the cosmetic condition of paint and furniture, the ability to supervise and provide security, the adequacy of the heating, ventilation and air-conditioning systems, and the availability, functionality and size of athletic facilities relate to student performance.

Examining Resource Allocation And Graduation Rates In Five Southern States
Eric Houck, Adam Kurtz, and Jennifer Leahy, University of Georgia
This paper examines graduation rates across districts in five Southern states. Using a national dataset, this study seeks to understand the impact of race, class and spending on district-level graduation rates. Overall findings indicate little statistically significant relationships between race and graduation rates; strong negative relationships between poverty and graduation rates; a statistically significant relationship between instructional dollars and graduation rates; and significant state level effects on graduation rates.

11.6, Ireland B
World Café: Defining Critical Policy Analysis
Organizers: Michelle D. Young, UCEA; Andrea K. Rorrer, University of Utah; Gerardo R. Lopez, Indiana University
Participants: Pei-Ling Lee, Bradley Carpenter, Katherine C. Mansfield, Rebecca Cohen, Nathern Okilwa, Anjale Welton, Cristobal Rodriguez, Brandy Baker, Jamie Lynn Stone, Lisa Goodnow, Laurel Dietz, Angelica Aguilar, Patricia Lopez, And Sarah Diem, University of Texas; Trina M. Valdez, University of Utah
In this session, participants involved in a research project focused on Critical Policy Analysis will engage attendees in a world cafe conversation. Each table will be facilitated by a member of the research team as participants seek consensus around this policy analysis approach.

11.7, Scotland A
Conversation: Politics in Education: A Dialogue Defining the Field, Infusing Curriculum, and Preparing School Leaders
Organizer: Robert C Knoeppe, Clemson University
Participants: Curtis Brewer and Jane Clark Lindle, Clemson University
This discussion session provides the opportunity for scholarly dialogue surrounding questions of how scholars define the politics of education, how university faculty infuse the politics of education in core content in preparation programs, and how the politics of education may intersect with leadership preparation programs and assessments. Session attendees are encouraged to bring course syllabi and other class artifacts to contribute to the conversation.

11.8, Senate/Gallery
Paper Session: Superintendents: Preparation and Practice
Chair: Leslie Hazle Bussey, Saint Louis University
Discussant: Gary Ivory, New Mexico State University
Professional Development for Superintendents: Developing a Statewide Professional Learning Community
Gregg Garn, University of Oklahoma; Ed Harris, Oklahoma State University
This paper documents the evolution of a statewide professional development initiative for school superintendents know as the Innovative Leadership Academy (ILA). The ILA represents a partnership between the two research institutions and the state professional organization for school administrators. Using a qualitative case study design, we provide an overview of the design, implementation, and results associated with this program.
Variations in Superintendent Preparation and Licensing
Theodore Kowalski, University of Dayton
This research examined state licensing policy and preparation programs for district superintendents in three contiguous states (Indiana, Kentucky, and Ohio). The primary purposes were to determine the extent to which interstate licensing policy was homogeneous and the extent to which interstate and intrastate preparation program requirements were homogeneous.

Two Exploratory Studies of the Characteristics and Behaviors of Superintendent-Board Leadership Teams in New Jersey School Districts
Thomas C. Monahan and John M Sherry, Rowan University
This paper presents findings from two related exploratory studies of the characteristics and behaviors of selected New Jersey board of education teams and discusses the implications of their findings for the initial preparation of school and district leaders and their ongoing professional growth and development.

11.9, Knave
Organizer: Marla McGhee, Lewis & Clark College
Participants: Sarah W. Nelson and Patricia Guerra, Texas State University-San Marcos
Educators are beginning to improve their cultural competence, and attitudes are starting to shift. Yet some educators are reluctant to act on their new learning, leaving programs unchanged and performance gaps between and among student groups. Key questions: What tangible actions have educators taken to promote social justice? Why do some hesitate to act? What strategies will help turn transformed belief systems into powerful actions? Session length: 1.5 hours.

11.10, Scribe
Organizer: Grayson Noley, University of Oklahoma
Participants: RoSusan Bartee, University of Mississippi; John Harris III, University of Kentucky
This session will promote discourse about the current status of affirmative action in higher education in light of recent court decisions limiting the practice and actions by state legislatures abandoning it altogether. Particular attention will be paid to the impact of these actions on the participation of students and faculty of color in the preparation of PK-12 teachers, administrators, and professors and administrators in institutions of higher education.

11.11, Captain
Conversation: Quality of Online Courses and Programs: Endorsements and Challenges
Organizer: Darla J Twale, University of Dayton
Participants: Constance Beutel, Union Institute & University; Will Place, Barbara De Luca, and Karen Abney Korn, University of Dayton
The session is designed to show how educational leaders can design and promote online courses and programs of quality in the face of opposition and concern from other colleagues and administrators. We organize this session to present those apprehensions while at the same time exploring the opportunity to share with colleagues, interactive, high quality, and technology rich alternatives to online course delivery.

11.12, Yeoman
Paper Session: Student Achievement and Educational Leadership
Chair: Jeffrey Von Bennett, University of Arizona
Discussant: Tricia Browne-Ferrigno, University of Kentucky
Effect of School Administrators’ Democratic Approach to Student Performance Indicator System in Korea
Sungkwan Yang and Taek Hyung Kim, Konkuk University; Hyun Seok Shin, Joon-Yong Eum and Bo Yoon Choi, Korea University; Sang Hoon Jeon, Inheon Elementary School
Achievement test for all in Korea is scheduled to implement as President Lee’s administration has launched in 2008. The tests are used to monitor the quality of school systems and educators, and contribute to school change in Korea. This paper addresses possibility of performance indicator system, effective use of student performance information, and process that support and enhance school administrators’ democratic leadership in using student assessment and interpreting their results.
Pizza Parties, Pep Rallies, and Practice Tests: Strategies Used by High School Principals to Raise Percent Proficient
Liz Hollingworth, David Dude, and April Denise Gonzalez, University of Iowa

The purpose of this study is to investigate the ways principals of Iowa high schools are responding to the demands of accountability legislation to raise student test scores on the Iowa Tests of Educational Development (ITED). We interviewed a representative sample of 100 high school principals to find out how they are both motivating and preparing their students for these high-stakes tests. Anecdotal evidence suggests that schools have instituted pizza parties and pep rallies to motivate students to do their best on the tests and practice tests and “words of the week” to prepare them for the vocabulary section of the reading battery. The goal of this research is to see how wide-spread these and other activities are across the state and to see if the strategies are having the intended result of raising test scores.

Factors that Inform International Literacy Rates
Gloria Cisneros Lenoir, Jeannette Bellemeur, Maria Luisa Illescas-Glascok, and Soojin Lim, University of Texas at Austin

This article explores the topic of literacy as it correlates to school life expectancy in various economically developed and developing countries. This exploratory, quantitative study uses United Nations (UN) and CIA Fact Book data in order to examine correlations between Gini coefficient, Gross Domestic Product (GDP), school life expectancy and literacy rate. The evidence examined here suggests that school life expectancy may be a predictor of total percent literacy rate for the countries represented in this study.

Sufficient Conditions For Sustainable Instructional Changes In The Classroom: The Case Of Hong Kong
Frank Wai-ming Tam, The Chinese University of Hong Kong

The present study looks at the situation when a significant change is introduced in a school organization. A survey of 1,876 teachers in 65 secondary schools in Hong Kong is conducted and path analysis is employed to look at how constraints in the organization and in the classroom hamper the sustainable implementation of new modes of pedagogy towards constructivism.

11.13, Ireland C
International Community Building Session: The International Successful School Principals Project (ISSPP): Recapping 7 Years of Study and Previewing the Future
Organizer: Stephen L. Jacobson, University at Buffalo - SUNY; Discussant: Kenneth Leithwood, OISE/University of Toronto
Participants: Lauri Johnson, University at Buffalo - SUNY; Rose Ylimaki, University of Arizona; Olof Johansson and Jonas Hög, Umeå University, Elizabeth Murakami-Ramalho, Encarnacion Garza, and Betty Merchant, University of Texas at San Antonio; Pearl Sims, Vanderbilt University; Teresa Wasonga, Northern Illinois University; Esmaha Agaoglu, Anadolu University; Eduardo Flores, Yolanda Heredia-Escorza, Moises Torres, Celina Torres, and Ricardo Valenzuela, Sistema Tecnológico de Monterrey; Thidziambi Tshivhase-Phendla, University of Venda

In this session, sponsored by UCEA Center for the Study of School Site Leadership, we recap and preview the work of the ISSPP. Begun in 2001, ISSPP has identified qualities, characteristics and competencies of successful school leaders in seven nations (Jacobson, Day & Leithwood, 2005; Day & Leithwood, 2007). Now in its third phase, ISSPP is examining sustainable leadership, returning to sites studied 5 years ago, looking for changes that have transpired. Researchers from the US and Sweden will report preliminary findings about sustained leadership, while new teams from UTSA, Vanderbilt, Mexico, & Turkey will discuss their initial case studies.

11.14, Events Center Breakout Room EF
Poster Session #5
Assessing the Moral Domain in Educational Leadership
John Pijanowski, University of Arkansas

This study examines common approaches and best practices in assessing ethics and moral reasoning in UCEA schools of educational leadership. Data was gathered from interviews with leadership ethics faculty and an analysis of syllabi and course materials. A review of the literature revealed current efforts in educational leadership, as well as best practices in other...
Pre-professional graduate programs that have successfully integrated moral psychology research into ethics assessment efforts.

Reconceptualizing Leadership Practice: Principals’ Understandings of the Relationship between Distributed Leadership and School Improvement
Lisa L Wright, University of Alberta

Although claiming leadership to be critical to school improvement, few studies seek the informative voice of principals regarding their understandings of roles and sources of leadership. Using a distributed perspective as a theoretical lens to reconceptualize leadership, this poster explores principals’ perspectives of leadership in relation to their roles as defined by legislation and policy and examines the relationship between distributed forms of leadership and school improvement.

Are We Preparing Reflective Leaders: An Action Research Study
Suzanne McCotter, Montclair State University

Given the importance of reflection in educators’ practice, school leaders should be able to both facilitate model reflective practice. This action research study examined whether or not emerging school leaders demonstrate the ability to reflect on practice. Data from three classes of prospective leaders were evaluated for level of reflection and precipitants. Recommendations for stimulating reflective practice and helping prospective leaders to recognize situations that will need reflection are offered.

Fostering Student Success: Coaching New Principals to be Instructional Leaders
Scott C Bauer, George Mason University; Jeffrey Oescher, Southeastern Louisiana University; Peggy Kirby, ed-cet, inc.

This paper reports findings from a three-year longitudinal study tracking the design, implementation, and effects of a coaching program designed to help first-year principals to be instructional leaders. A multi-method research design informs the study of the impact of program. The paper describes the development of the coaching model, and uses first-year data from coaches’ journals and ongoing case studies to describe the impact of the model.

Implications of Stress and Coping Mechanisms in the Superintendency
Nita Hawk, Whiteman AFB (Missouri); Barbara Nell Martin and Doug Thomas, University of Central Missouri

The study examined in what ways and to what degree, if any, school superintendents perceive stress and what, if any, coping mechanisms were engaged. Moreover, the study sought to identify any significant differences between the frequency of stressors by gender and coping mechanisms utilized by female and male leaders. Study findings revealed that there is a statistical difference between the types of coping mechanisms utilized and effectiveness between male and female superintendents. While no significant difference exists between the overall occupational stressors experienced by gender, the frequency data identified high levels of stress among over 50% of the superintendents. Implications of this research study were identified in the areas of leadership preparatory programs, as well as education in stress management skills reform at the district level.

Session 12, Saturday, 2:10-3:30 p.m.

12.1, Ireland B
Town Hall: Are These Two Educational Movements Compatible or Incompatible?
Chair: Steven Jay Gross, Temple University; Discussant: Joan Poliner Shapiro, Temple University
Participants: Michael Danley, Miami University of Ohio; Anthony H. Normore, California State University, Dominguez Hills; Mary John O’Hair, University of Oklahoma; Paul Begley, Pennsylvania State University; Philip Woods, University of Gloucestershire, Michelle D. Young, UCEA

Inherent in the UCEA’s Convention 2008 call for papers appears to be the belief that a focus on basic knowledge and democratic learning go hand in hand in education. This may or may not be the case today. For this town meeting, to create a stimulating debate, two concepts, Leadership for Learning and Democratic Ethical Educational Leadership, are presented as a paradox. The question is whether these two educational movements can work
well together or not. This is not meant to be a forced discussion as the two movements seem to have different goals and objectives as well as different approaches. This Town Meeting will be organized in the following manner: The panelists will present for 10 minutes each; the discussant will attempt to synthesize the presentations in 10 minutes; and then those attending will be asked to participate.

12.2, Diamond
Workshop: New ELCC Program Reviewers Training Workshop
Honor Fede, National Association of Secondary School Principals
Registration Fee: FREE. All others who would like to attend this training, but not become an ELCC program reviewer can attend this session for a separate registration fee of $200.00. There is a separate registration process from the UCEA convention to attend this workshop—please contact Ms. Honor Fede at fedeh@principals.org for registration materials by October 27. Are you interested in becoming an ELCC/NCATE program reviewer? Arthur Levine’s report entitled, Educating School Leaders, is highly critical of traditional educational administration programs at colleges and universities. 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 two-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. If you have any questions please call Honor Fede at (703) 860-7207 and visit our website at www.npbea.org under NCATE/ELCC.

12.3, Sapphire
Town Hall: Social Justice in Our Leadership Programs In Relationship with Social Justice In the Practice of Graduates from Our Leadership Programs
Chair: Jim Scheurich, Texas A&M University
Participants: Kathryn Bell-McKenzie and Sylvia Reyna, Texas A&M University, Maria Luisa Gonzalez, University of Texas at El Paso; Karen Couch, Moriarty Public Schools (NM); Linda Tillman, University of North Carolina; Derrick Jordan, Chatham County Schools (NC); and Colleen Capper, University of Wisconsin-Madison
Ongoing discussions of social justice in university leadership programs and in the practice of graduates of those programs is a necessary factor in the sustenance and improvement of social justice action in the nation’s schools. This town hall forum will focus on three question areas with first a response from the current graduates of leadership programs, then from the leadership program faculty, and finally from the audience. The three questions are focused on: 1) the implementation of social justice in programs and leadership practice, 2) the leadership program strengths related to social justice for both the professors and the current school leaders, and 3) the leadership program weaknesses related to social justice for both the professors and the current school leaders. The chair will serve as discussion facilitator, and the audience will play a significant role in the discussions.

12.4, England
Town Hall: Breaking the Mold to Create Effective Leadership Development Programs
Introduction: Mary Mattis, The Wallace Foundation
Panelists: Margaret Terry Orr, Bank Street College; Pascal D. Forgione, Jr., Austin Independent School District (TX); Sheila Smith-Anderson, St. Louis Public School District (MO), Jon Schnur, New Leaders for New Schools; Sandra J. Stein, New York City Leadership Academy
The town hall meeting will focus on the development of leaders for urban schools. Themes will include unique challenges facing today’s education leaders, the current range of development offerings, what differentiates programs of quality, and implications for the work of university programs and university-district partnerships. A range of perspectives will be represented, including those of researchers, practitioners in urban districts, and alternative leadership preparation programs.

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**Session 13, Saturday, 3:40-5:00 p.m.**

**13.1, Sapphire**

**Paper Session: Student Achievement, Success, and Perceptions**

Chair: William Kyle Ingle, Bowling Green State University

Discussant: Teresa Nowlin, University of North Carolina-Chapel Hill

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**Academic Optimism of Teachers: A New Construct**

Karen Stansberry Beard, The Ohio State University

During this time of educational change and pressure towards increased standardization of teaching, the goal of this investigation was to examine individual teachers’ beliefs about their ability, students, and academic tasks, otherwise known as teachers’ sense of academic optimism. As researchers work to conceptualize ways to access their teachers’ beliefs and dispositions, the challenge of the multiple presses upon a classroom environment complicates examinations. A new construct, academic optimism, is emerging from the research on positive psychology, optimism, social capital, and collective school properties that make a difference in the achievement for all students. The teachers’ sense of academic optimism is developed and tested in this confirmatory factor analysis of teachers’ beliefs and action. This study not only examines the construct and measurement of teachers’ academic optimism, but looks at structural and personal correlates of academic optimism.

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**Exploring The Affiliation Between Creative Thinking And Student Success: How Leaders Might Evaluate And Use Creativity Rubrics**

Jen Katz-Buonincontro, University of Oregon

Recent psychological research emphasizes creative thinking as an important feature of student success in school and in life - as well as a model of educational leadership (Sternberg, 2003, 2004, 2005a, 2005b). Therefore, it is important that educational leaders grow familiar with ways to conceptualize, assess and measure creativity. This paper will suggest how leader might evaluate the quality of creativity rubrics and promote teachers’ use of such rubrics.

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**Student Perceptions of Formal School Leadership**

David A Wilson, Rutgers University

This study attempted to view formal school leadership through a seldom-used perspective: students. Five students were chosen to participate in a semi-structured interview and a discussion. The interviews and discussions were used to identify student perceptions regarding formal school leadership. The data generated by the interviews and discussions was considered in light of the history of school leadership, standards for professional practice and notions of distributed leadership.

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**What Affects Student Achievement The Most, Money or Attitude, and How?**

Jiang He, The University of Georgia

The purpose of this study is to test how the endogenous motivation variables affect learning outcomes. Another aim of this study is to find out a general pattern of the financial influence of the public education. Existing literatures have mixed results on the impact of educational expenditure. Most of the discrepancies have supporting empirical results. However, this paper will test how these exogenous spending factors function in the educational process along with the setting of endogenous variables.

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**A Study of Student Engagement and Achievement at the School and District Levels**

Justin A Collins, Brendan David Maxcy and Jerry Wayne Valentine, University of Missouri

When completed this summer, findings from this state-wide study will provide insight about the relationships between levels of student engagement in learning, selected demographic and resource variables, and student achievement across schools and districts. The findings will inform school and district practices that influence achievement and thus be of value to school leaders and policy makers and those who prepare them.

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**13.2, Diamond**

**Paper Session: Teacher Leadership**

Chair: Roxanne M. Mitchell, The University of Alabama

Discussant: Kris Bosworth, University of Arizona
Neutralizing Resistance to Critical Pedagogy: A Model for Preservice Teacher Educators
Juanita M. Simmons, University of Missouri-Columbia

Critical pedagogy, a component of multicultural education, includes valuing diversity, critical thinking, reflection, and action that moves students' empowerment. Although believed to be a viable frame of reference from which to teach White preservice teachers, many of them resist this instructional pedagogy, especially when being taught by a professor of color. This study reveals White pre-service teachers are more receptive to critical pedagogy when incorporated with a pedagogy of care.

Hanging On With Both Hands: Teachers Leading Small Learning Community Reform
Stephen Coryelle, University of Washington

This paper will summarize and analyze the findings of a comparative case study of two schools’ recent efforts in small learning community (SLC) reform, with a focus on the roles that informal teacher leaders assumed during pre-implementation and the first year of the process. It also reports on the effect that various internal and external forces had on the ability of the teacher leaders to sustain this reform.

Exploring Relationships Between AVID Professional Development, Teacher Leadership, and School Culture and Climate
Karen M Watt, Jeffery Huerta, Ersan Alkan, Shirley J. Mills, and Patricia Reyes, University of Texas-Pan American

This study examines relationships between professional development, teacher leadership, and AVID elective teachers’ perception of their school culture and climate and whether AVID has had an impact on each. Approximately 7,000 teachers from across the nation will be surveyed. Quantitative data/findings will provide feedback to interested stakeholders on how to improve professional development and teacher leadership in areas that will more positively affect school culture and climate.

Identifying Attributes of Successful Teacher Leaders Within the AVID Program: A Survey of School Principals
Karen M Watt, Shirley J. Mills, Jeffery Huerta, and Ersan Alkan, University of Texas-Pan American

Advancement Via Individual Determination (AVID) has identified teacher leadership as an important attribute for program success (Huerta, Watt & Alkan, 2008). The question, “Are AVID elective teachers chosen by their principals because of their leadership qualities, or do AVID elective teachers develop into leaders due to the professional development and the (formal and informal) roles and responsibilities required for implementing an AVID program?” is addressed in this study. Understanding the relationship between AVID professional development and teacher leadership is necessary to better address the intended roles and expectations of AVID teachers.

13.3, Emerald
Paper Session: Democracy and Leadership: Promise and Problems
Chair: Elizabeth Iturbe, Instituto Politecnico Nacional
Discussant: Joanne M. Marshall, Iowa State University

The Problem of Self and Identity in Democratic Leadership Practice and Preparation in the U.S. and the U.K.
Fenwick Walter English, University of North Carolina at Chapel Hill; Jacky G. Lumby, University of Southampton

Democratic leadership is often conceptualized in terms that rest on the prevalence of models which assume a largely Western, functionalist, unitary and simple notion of the self. The persistence of a unitary concept of self and identity as being unproblematic results in formal preparation programs which are focused on the acquisition of technical craft skills related to management and administration and socialization into a generally uncontested set of values and norms. This conceptual paper will challenge the unitary and one-dimensional notion of self as a leader and question the purposes served by embedding such a notion in leadership preparation. It will suggest that a more complex model better suits the realities of leadership in the schools especially if democratic values are primary in school settings.
Democracy Remix: An Investigation of Purpose and Praxis for Three Principals of Border Schools
Janet Shefelbine, University of Texas at Brownsville; Mariela A. Rodriguez, University of Texas at San Antonio

This study analyzes the words and actions of three principals of schools in a bi-lingual, border environment. The paper relates the purpose and practice of the leaders to definitions of democracy that inform our understanding of leadership and democracy in “borderland” communities. Implications for leadership preparation programs providing opportunities for reflection and study of a remix of democracy are included in the study.

Democratic Education in a Neo-Liberal Age: The Challenge for Education Leadership Programs
Bruce Law, and Christopher Kline, Lewis University

No Child Left Behind and the continued rise of neoliberalism have deepened the “democratic crisis” in the years since Henry Giroux’s 1992 UCEA address. In order to stem the tide of market forces in school, education leadership programs must retreat from the neoliberal impulses that currently animate them and adopt democratic frameworks with the capacity to challenge conceptions of schooling that reduce students to instrumental values of the economic good.

Practitioner Conceptions of Professional Learning Communities as Democracies in Action
Carol A Mullen, University of North Carolina at Greensboro; Sandra Harris, Lamar University

This study supports the reculturing of schools from within to become more democratically accountable. The need to understand professional learning communities is implied if one is to take seriously the development of democratically accountable schools and their sustainability. How do school leaders and teachers imagine democratic learning communities at the action level within schools? Practicing teachers and leaders responded to a survey focused on democratic leadership in action and barriers.

13.4, Westminster
Innovative Session: Updating the Educational Leadership and Licensure Consortia Standards: A Conversation Regarding the Work of the National Policy Board of Educational Administration
Dick Flannery and Honor Fede, National Association of Secondary School Principals; Michelle D. Young, UCEA; Joseph Murphy, Vanderbilt University; Hanne Mawhinney, University of Maryland; Linda Skrla, Texas A&M University; Pamela Tucker, University of Virginia

In this session, members of the ELCC advisory committee and technical assistance group will discuss the process to be used for the revision of the ELCC standards based on the New ISLLC standards. These standards will be used in the review of leadership programs for NCATE accreditation reviews.

13.5, Ireland B
Workshop: New DEEL Workshop
Chairs: Steven Jay Gross, Temple University and Joan Poliner Shapiro, Temple University
Participants: Anthony H. Normore, California State University-Dominguez Hills; Colleen Larson, New York University; Michael Dantley, Miami University of Ohio; Patricia A.L. Ehrensai, George Washington University; Judy A. Alston, Ashland University; Paul Thomas Begley and Marilyn Begley, Penn State University; Kathleen S Sernak, Rowan University; Gail Furman, Washington State University; Mary John O’Hair, Quyan Arana, and Jean Cate, University of Oklahoma; Lisa A Kensler, Auburn University; Marla Israel, Loyola University

A community of leaders has emerged in the past few years under the rubric of the New DEEL (Democratic Ethical Educational Leadership). It includes educational faculty and practitioners from more than twenty research-based institutions and from four different countries. The focus of this group is to move the educational discourse beyond high stakes testing and accountability towards democracy and ethical decision making leading to greater student success and a more just society. This workshop proposes to bring together educators to focus on six strands: scholarship/research opportunities; curriculum development; publications in the U.S. and beyond; ethical code development; higher education support; and local and global technology connections. Participants could choose one of strands and join a working group, led by knowledgeable facilitators, to discuss an aspect of the New DEEL.
**13.6, Scotland A**

**Paper Session:** Social Justice and Educational Leadership Preparation Programs  
**Chair:** Juliet Marie Ray, University of Texas at San Antonio  
**Discussant:** Grayson Noley, University of Oklahoma

Using Hip-Hop to Move Toward Social Justice Leadership  
Natalie A Tran, California State University-Bakersfield; Latish Reed, University of North Carolina, Chapel Hill; Christopher N Thomas, University of San Francisco

We analyze the extent to which the historical context of Hip-Hop influences the Hip-Hop expressed in the contemporary popular youth culture. We describe how Hip-Hop has made its way into the classrooms and discuss the ways in which school leaders can provide support. We provide dialogue for school leaders to reflect on their leadership practices and the extent to which Hip-Hop can be used to enhance social justice education.

Wide Awake and Paying Attention: Developing and Sustaining Activism for Social Justice in our Students and Ourselves  
Susan J. Katz, Roosevelt University

This paper reports on two research studies that have issues of social justice as a major focus. Collaborative classroom research was conducted to find out if specific pedagogy could deepen educational leadership candidates’ thinking and insights into issues of social justice in schools. After conducting classroom research for several years, a qualitative study was conducted recently with six activist scholars in universities in a major Midwestern city to understand how they teach and lead for social justice.

Bringing Social Justice “to Life”: Educational Leaders’ Perspectives on Practicing Social Justice  
Carolyn M Shields and Ghassan Ibrahim, University of Illinois Urbana-Champaign; Erica Mohan, The University of British Columbia

The authors of this paper participated in a large, international study that explored educators’ conceptions of social justice and their experiences operationalizing those conceptions. In this paper we focus specifically on the responses of 12 school leader participants - principals, vice principals, superintendents, and other district personnel. The purpose of the paper is to identify and critically examine the themes and issues raised by these educational leaders as they discussed their attempts to carry out social justice work in their specific contexts.

The Influence of Leadership Preparation Programs on Student Social Justice Knowledge and Dispositions: Implications for Current State Policy Trends  
Leslie Hazle Bussey, Saint Louis University

This paper reports findings from a study of social justice in leadership preparation programs. Students from social justice and traditional preparation programs were asked to define social justice and describe how school leaders can enact social justice. Findings suggested subtle differences in ontological perspective and language used by students in programs with a social justice emphasis. However, place may confound leadership preparation program influence on students.

**13.7, Senate/Gallery**

**Paper Session:** Gender and the Principalship  
**Chair:** Michele Femc-Bagwell, University of Connecticut  
**Discussant:** Nona Prestine, Pennsylvania State University

Creating Leadership Knowledge from the Margins: Women Secondary Principals  
Barbara Wrushen, University of Tennessee, Knoxville; Whitney Sherman, Virginia Commonwealth University

The purpose of this qualitative study was to elucidate differences and commonalities between women secondary leaders from different ethnic backgrounds to add to the existing body of knowledge on women leaders and to contribute to the dearth of research on minority women leaders and women in the secondary leadership role. Personal narratives were collected from women secondary school leaders and interpreted through the critical lens of feminist standpoint theory.
Leadership Behaviors of School Administrators: Do Men and Women Differ?
Shirley Ann Johnson, Steve Busch, and John Slate, Sam Houston State University

In this study, the reasons why men and women behave differently in leadership roles in schools was investigated because of recent research on the indirect nature of the school principal's impact on learning and on gender differences in leadership behaviors. Practicing principals (109 males, 172 females) from two Southwestern states were surveyed regarding their relational leadership behaviors. Findings in this study were not congruent with the typical stereotypes that surround gender issues in leadership behavior. Implications of these findings and suggestions for future research are discussed.

Female Middle School Principals’ Voices: Implications for School Leadership Preparation
Martha Nieves Ovando, The University of Texas at Austin; Cathy Jones, Manor ISD (TX)

The purpose of this paper session is report the results of a study of female middle school principals. While previous research has focused on leadership from female principal and superintendent perspective, little is known about middle school level leadership. The study was conducted using a multiple case approach. The perceptions of three female middle school principals will be presented and implications for preparation programs will be highlighted.

Using Feminist Phase Theory to Portray Women in the Principalship Across Generations
Whitney Sherman, Virginia Commonwealth University; Danna M Beaty, Tarleton State University

The purpose of this study was to seek out women’s experiences in the principalship across generations in an attempt to understand and make sense of how gender interacts with history and societal expectations during certain periods of time to better understand why women are still missing in top leadership roles using Tetreault’s (1976) feminist stage theory.

13.8, Knave
Conversation: The Necessity of Theological Studies in Leadership Preparation Programs
Organizer: Michael O’Malley, Texas State University-San Marcos
Participants: Patrick Slattery, Texas A&M University; Lisa Cary, University of Texas at Austin; Jeanne F Brady, Saint Joseph’s University

This session presents perspectives on the importance of theology in educational leadership preparation programs and engages audience conversation. We are committed to the centrality of theological studies in leadership preparation. The fundamental notions of democratic education are often in conflict with religious prescriptions and/or prohibitions. We have dealt with these issues directly as both school administrators and now as university professors of leadership and administration.

13.9, Scribe
Paper Session: Learning for Leadership
Chair: Erin Atwood, University of Texas at Austin
Discussant: Edith Rusch, University of Nevada-Las Vegas

High-Stakes Accountability, Teacher Learning Communities, and School Leadership
Heinrich Mintrop and Tina Trujillo, University of California-Berkeley

This study explores the relationship between high stake accountability systems, teacher learning communities and types of school leadership. Data are collected from nine middle schools, covering the performance spectrum controlled for demographics, in the state of California. It uses mixed-methods. Exploring five hypotheses derived from the school improvement literature, the study rejects “tough love” and “control” assumptions, often presumed to be motivational forces of accountability, but at the same time does not find evidence for accountability systems as intrinsic motivators for learning communities. Rather accountability seems to be related to a pattern of learning around practice that was deliberately de-privatized and de-personalized and primarily aimed at improving craftsmanship within the standardized script.

The Peril Of Viewing A School’s Learning Community As “Family”
Jerome Cranston, University of Manitoba

Principals are being entreated to expand their understandings of the nature of professional relationships required to create and sustain staff as a learning community. One metaphor that
Learning Mathematics as a Second Language Implications for Educational Leadership
Marjorie C Ringer, East Carolina University; Michael J Bosse, East Carolina University
Instructional leadership provides a venue for the study of divergent curricular fields to identify similarities in educational methodologies. This paper posits that since mathematics is a language, theories regarding language acquisition apply to learning of mathematics. Through discourse analysis, the intersection of general learning theories, language acquisition, and hierarchical models of mathematical learning are conjoined into a novel framework of stages which define mathematical learning.

Routine Education Improvement: Structured Learning to Improve Practice
Charles F. Vanover, University of Michigan
This conceptual paper lays out a framework for improving educational practice in areas with many low performing schools. School districts will be argued to be the primary actor of reform. Centralized management organized around education science programs (Raudenbush, 2008) and continuous improvement efforts, the preferred reform technology. Cognitive and organizational theory will be used to create a theory of routine school improvement to guide this work.

Evaluating Leadership Preparation Programs Using a Value-Added Model: A Student-Centered Approach
Jimmy Byrd, University of North Texas
The purpose of the study was to advance a model for evaluating educational administrator preparation programs at the individual university course level. Preliminary results of the multi-level growth model indicated that, of the two preprogram and seven program core principal preparation courses examined, only one had a statistically significant impact on student-level growth in reading and math achievement over time. Implications for immediate implementation of the model are recommended and suggestions for future advancement of the model are discussed.

Connecting Our Programs to School Characteristics: Differences in School Characteristics across Preparation Programs in Indiana
Justin Bathon, University of Kentucky
This study examines the characteristics of schools and districts lead by school leaders from different educational leadership preparation programs in Indiana. The characteristics examined include teacher characteristics, discipline characteristics, demographic characteristics, student achievement characteristics, and graduation and college enrollment characteristics. This study also provides data on the full population of school leaders in Indiana.

Redesigning a Leadership Preparation Program: Lessons Learned from the Performance-based Leadership Preparation Model in England
Ronda W. Tighe and Jami Berry, Georgia State University
This study examined the school leadership preparation model used in England. The study was a qualitative case study conducted in England with data being collected through interviews, observations, documents, and artifacts concerning their performance-based leadership preparation model. Leadership preparation programs in Georgia are under a mandate from the state to redesign preparation programs in partnership with local school districts to be performance-based, standards-driven programs. The findings indicated how such a program is functioning in England where candidates are placed in schools to perform and observe specific leadership activities directly linked to their national standards and assessments. Students are assigned to “tutor groups” with tutors who are responsible for seeing that activities are completed and students are ready for final assessments. The findings about the English model suggest ways to restructure the university preparation programs in Georgia.
This comparative study sought to examine the perceptions of education leadership students who recently completed masters’ programs at one of three universities in Las Vegas, Nevada, and perceptions of newly appointed, entry level administrators who graduated from one of the same institutions regarding why they chose the institution they attended and perceived gaps in their knowledge once they were appointed as administrators. Additionally, perceptions of veteran principals who hired new administrators from these institutions were gathered. Findings suggest that students are most concerned with cost of application, convenience of class schedules, and the success rate for appointment. While cost is an issue, convenience outweighs this factor.

13.11, Yeoman
Symposium: *Exploring Latina/o Leadership: Questions of Identity, Advocacy and Succession*
Chair: Gerardo R. Lopez, Indiana University
Participants: Monica Byrne-Jimenez, Hofstra University; Frank Hernandez, Hamline University; Sylvia Mendez-Morse, Texas Tech University; Elizabeth Murakami-Ramalho, University of Texas at San Antonio

This symposium examines the development/sustainability of Latina/o leadership. The papers draw on a national survey of Latina/o school leaders that looked at school demographics, identity, and career paths. Topics addressed are a descriptive analysis of Latina/o leaders, the relationship between gender/ethnic identity and leadership, and leadership development. Four papers will be used to build theory around the nature of Latina/o leadership. Implications for both leadership succession/preparation will be explored.

13.12, Ireland C
Symposium: *Evaluation Strand: Finding Out About Ourselves: Follow-up Studies Of Our Graduates, Within And Among Leadership Preparation Programs*
Organizer: Margaret Terry Orr, Bank Street College of Education
Participants: Julia Nell Ballenger, Stephen F. Austin State University; Jennifer Friend, University of Missouri-Kansas City; Susan Korach, University of Denver; Joy C. Phillips, East Carolina University

This symposium brings together a collection of papers that use the UCEA/LTEL-SIG Survey of Leadership Preparation and Practice for individual program comparison of changes in graduate outcomes relate to within program reforms, and multiple programs comparisons of differences in program delivery and graduate learning and career outcomes. The symposium will conclude with a comparison of the findings and lessons learned among the communities of practice represented by these papers, from Colorado, Missouri, North Carolina and Texas.

13.13, Events Center Breakout Room EF
Poster Session #6

*Critical Race Analysis of the Nation’s Graduation Rates*
Terri Nicol Watson, Florida Atlantic University; Kathleen M Brown, University of North Carolina-Chapel Hill

The current methodologies and rationale utilized to calculate graduation rates, and their relation to poor and minority students, have become crucial factors in discussions as the No Child Left Behind (NCLB) Act is considered for reauthorization. Prompted by a recent lawsuit filed by the American Civil Liberties Union (ACLU) of Florida, the author’s intention is to provide empirical evidence coupled with Critical Race Theory (CRT) in an effort to elucidate the growing debate as to how and why specific graduation rates are employed. Using a 5-year trend analysis, graduation data obtained from the School District of Palm Beach County, in Florida, will be examined.

*Mentoring: Examining the Role Gender plays in the Mentee/Mentor Conversations*
Susan Gettys, West Plains R-VII School District (Missouri); Barbara Nell Martin and Linda Bigby, University of Central Missouri

These researchers examined the perceptions and experiences of six beginning principals regarding the effectiveness of their mentoring program. Data were obtained through the
researcher-created Support of Mentors in Developing Instructional Leadership Skills interview protocol using semi-structured interviews. The data revealed that the mentoring programs were weak in providing the appropriate support in each of the six instructional standards of instructional leadership skills; leading schools by placing priority on student and adult learning; setting high expectations and standards; demanding content and instruction that ensures student achievement; creating a culture of adult learning; using multiple sources of data as diagnostic tools; and actively engaging the community. Additionally the gender of the mentor affected the content of the conversations. Implications for practice are important to both district level and university personnel.

*Middle School Literacy Coaching: All In A Day’s Work*
Melinda Mangin and Robyn Carlson, Michigan State University

This case study investigates the implementation of a literacy coach role in one middle school. Middle school teachers are traditionally seen as resistant to literacy coaching because of their focus on subject area content matter. Based on our examination we draw conclusions about: a) the tasks performed by one middle school literacy coach, b) teachers’ beliefs about middle school literacy coaching and, c) the conditions necessary to support middle school literacy coaching.

*The Role Of Reading Coaches Within Schools In The State Of Florida*
Derek Pasisz, Mark Lavenia, Alyssia Roehrig and Laura Hassler Lang, Florida State University

Literacy coaching is widely implemented in an effort to improve reading instruction. A better understanding of how coaches fit into the organizational structure of schools is needed for policymakers to make informed decisions about coaches. This study will investigate coach’s responses to a questionnaire regarding various aspects of their role, e.g., modeling, conferring, assessment.

*Learning and Problematizing Principal Professional Practice through Action Research*
Lisa L. Wright, Jose da Costa, and Frank Peters, University of Alberta

Although arguments in the literature claim that the leadership of the principal is critical to school improvement and underscore the importance of professional development for principals, there is ambiguity surrounding approaches that successfully meet the professional learning needs and preferences of principals. This poster reports on principals’ perspectives related to their participation in action research as an approach for facilitating learning, problematizing professional practice, and supporting individual and collective improvement.

13.14, Ireland A

Special Session: *Publishing in Refereed Journals*
Charlie Russo and Theodore Kowalski, University of Dayton

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.

13.15, Scotland BC

Roundtable Discussions: *Breaking the Mold to Create Effective Leadership Development Programs*
Margaret Terry Orr, Bank Street College; Pascal D. Forgione, Jr., Austin Independent School District (TX); Sheila Smith-Anderson, St. Louis Public School District (MO); Jon Schnur, New Leaders for New Schools; Sandra J. Stein, New York City Leadership Academy

Directly following the town hall meeting, participants will have an opportunity to engage in smaller roundtable discussions focused on urban leadership development. Panelists from the town hall meeting will participate in and help to lead these discussions. Discussions will address how the town hall conversation expanded participants’ understanding of the needs of urban leaders and how programs can best prepare them. These smaller sessions also will explore how current programs must adjust curricula and coursework to meet these urban leader-specific needs, the perceived barriers to making program changes, and strategies to overcome barriers.

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Saturday

Session 14, Saturday, 5:10-6:30 p.m.

14.1, Sapphire
Innovative Session: “What Would Harvey Say?”: Thirty Years After The Assassination Of Harvey Milk, The Political Status Of Queers In Us Public Schools
Organizer: Catherine Lugg, Rutgers University
Participants: Judy A. Alston, Ashland University; Colleen A. Capper, University of Wisconsin-Madison; Frank Hernandez, Hamline University; James Koschoreck, University of Cincinnati; Gerardo R. Lopez, Indiana University; Michael O’Malley, Texas State University-San Marcos; Autumn Tooms, Kent State University

The session offers both retrospective and prospective views of queer people and the politics of US public schooling over the past 30 years, or from Harvey Milk to Lawrence King. At present, this may be one of the most under-researched, much less discussed, areas in educational leadership. The eight participating scholars have all worked in the area of queer research and public schooling, and range in the professoriate from assistant to full professors. Methodologically, racially and ethnically diverse, queer and non queer, they bring a variety of perspectives to bear on this topic.

14.2, Diamond
Paper Session: Urban Educational Issues
Chair: Janis Fine, Loyola University
Discussant: Noelle Witherspoon, Louisiana State University

**The Need For Highly Qualified Urban Principals In Pennsylvania: A Study Of Factors Effecting Ease Of Filling Positions**
Rebecca Nicodemus and George P White, Lehigh University

This study indicates the need for highly qualified and experienced candidates to fill vacancies in principalship positions in urban districts of Pennsylvania. A survey of eighty-four districts in large and mid-size cities and their fringes indicates that mid-size cities and their fringes have a lower average salary to offer their principals and that this, combined with the smaller size of the cities, seems to contribute to the difficulty these districts have in recruiting well-qualified principals. There are plenty of applicants in most districts, but a need for more candidates who have had experience in urban districts. The districts that had in-house training programs had no problems filling vacancies with people who had adequate training and experience.

**An Investigation into the Professional Development Needs of Urban Principals and Online Professional Development**
Robert E Harper, University of Cincinnati

The purpose of this study was to investigate the professional development needs of urban principals and their perceptions of the potential value of online professional development. The findings of this study hold implications for urban principals, urban school districts, institutions of higher education, providers of professional development, professional organizations and state education agencies on how to better meet the professional development needs of urban principals using online professional development.

**A New Vision for Urban School Leaders: The Role of STEM High Schools in Preparing Premier Participants in a 21st Century Global Economy**
Judy Jackson May, Bowling Green State University

The purpose of this descriptive study is two-fold. First the study chronicles the initial implementation of a Science, Technology, Engineering and Mathematics (STEM) Academy high school in a large urban school district. Secondly, the study seeks to compare the instructional practices, administrative leadership, and student achievement of 200 students in the STEM high school to similar students in a traditional high school within in the same district. The researcher will address and answer the research questions utilizing open-ended interviews, on-site observation, field notes, self-report, and existing school assessment and demographic data.

**The Role of Internal and External Communication in Changing the Image and Reputation of Urban School Districts**
Robert Raymond Stockwell, East Baton Rouge Parish School System/Texas A&M University
Public support for urban public schools may continue to decline unless school systems take action to educate and engage the voting, tax-paying public. The purpose of this study is to examine how urban school districts communicate internally and externally their image of how they serve their students. The study provides an important perspective on school reform, public engagement, and the role of internal and external communication in the formation of organizational image and reputation.

14.3, Emerald
Paper Session: Leadership and Accountability
Chair: Sarah Raines, Louisiana State University
Discussant: Jami Royal Berry, Georgia State University

School Board Decision Making in the Era of No Child Left Behind
Karen Sanzo Crum, Old Dominion University; G. Victor Hellman, Jr., Hampton City Schools
This manuscript presents an overview of a study conducted in the Commonwealth of Virginia on school board decision making. This study utilized a mixed-methods approach to employing the case-study methodology as well as chi-square testing. This study was designed to ascertain whether or not the characteristics surrounding school board decision making today were influenced by NCLB and whether or not they were similar to those characteristics found in previous research.

Opportunity Costs? Opting Out of No Child Left Behind
R Chace Ramey and Liz Hollingworth, University of Iowa
This paper summarizes the approaches being considered by certain states to free themselves of NCLB constraints and the lost education revenue that would accompany these decisions. This policy analysis will not only review how several states are trying to modify the affects of NCLB on the state’s education process but also talk about the educational implications of opting out of the federal law completely.

“Staffing to the Test”: Have School Personnel Practices Become Evidence-based?
Lora Cohen-Vogel, Florida State University
Faced with surmounting policy pressures from federal and state accountability programs, school leaders are reallocating curricula, time, even diet in an attempt to boost student achievement. To explore whether they have begun to reallocate their teacher resources as well, ninety-five interviews were conducted with school and district officials in Florida. Findings show that school leaders - particularly those in low-performing schools - have begun “staffing to the test” by hiring, moving, and removing teachers in an effort to increase their schools’ overall performance. The full paper discusses the implications of evidence-based staffing practices for teachers and the students they serve.

We Call Ourselves the Left-Back Group: Diminishing Trust and Confidence in High Stakes Classrooms
Colleen L Larson and Arlean Nicole Wells, New York University
Under NCLB, the federal government has charged state governments with the responsibility to increase academic achievement for poor children and children of color. States are using a wide variety of approaches to comply with the NCLB mandates for closing the achievement gap (Christie 2004). In New York City, the most controversial approach has been the decision to enforce a mandatory third grade retention policy based on test scores. The purpose of this study was to understand how teachers and administrators are making sense of and responding to this reform policy within a context of high-stakes accountability. A second purpose was to understand how this policy was affecting the children it was designed to help.

High Stakes Accountability and Centralized Instructional Management: District Control, School Leadership, and Instructional Quality
Tina Trujillo and Heinrich Mintrop, University of California-Berkeley
Comparing four schools’ experiences under different forms of centralized district instructional management, we explored the interaction between district regulation and principal leadership, and the connection between district- and school-level instructional management and the type of instruction that ensues. The paper asks how instructional management differs between centralized and decentralized districts; how different management systems influence principals’ instructional leadership; and how teachers teach in schools under centralized managerial
influences compared to those without it.

*Equipping Elementary Schools for Transformation: The Affects of School Climate on Teacher, Principal and Community Change*

Sean Maika and Page Smith, University of Texas at San Antonio

Recently, public schools have undertaken changes to meet federal and state accountability mandates. However, teachers are oftentimes resistant to change (Mellencamp, 1992). Indeed, educators often resist changes because they require modifications of personal beliefs (Eichholz, 1963). Moreover, failure to understand a school’s culture prior to implementing changes may also result in participant resistance. Hence, school climate may influence a faculty’s orientation to change. Thus, this study explores the relationships between four dimensions of organizational climate and three aspects of change in elementary schools.

14.4, Ireland A

*Paper Session: School Superintendents: Leading and Learning*

Chair: Peggy Gill, University of Texas at Tyler

Discussant: Thelma J. Roberson, The University of Southern Mississippi

*Early Career Superintendents in Texas: Knowledge, Networks, Policy & Politics*

Danna M. Beaty, Tarleton State University

Over 150 of Texas’ school districts hire first-year superintendents. These individuals are often unprepared for the magnitude of responsibilities and challenges that face them. This study addresses the questions: (1) What does it mean to be an early-career superintendent in Texas in terms of personal/professional preparation and sacrifice?; (2) What are the major processes/experiences through which these superintendents learn to become effective in their new role?

*Policy Governance, Superintendent Transition, and Organizational Learning*

Mark Mansell and Paul Goldman, Washington State University

This study investigates whether Policy Governance (the Carver model) could enhance organizational learning in a school district. Using Argyris-Schön, Nonaka, Senge, and Weick as orienting points, a case study examined how a 15,000 student district searched for a new superintendent and managed change in a fashion that moved organizational knowledge through the organization. The explicitness of Policy Governance provided a key to a successful transition.

*High Superintendent Turnover: A Multicase Study of Small Rural School Districts*

Barry Kamrath and C. Cryss Brunner, University of Minnesota

Small rural school districts often experience frequent superintendent turnover and lack the consistent leadership that is vital for leading a district through the numerous challenges facing education today. This study is significant in that it could provide information to rural high-turnover districts and to their future superintendents regarding characteristics that contribute to turnover.

*Superintendency as a Career Goal: Differences in Men and Women’s Aspirations*

Ava J Munoz and Anita Pankake, The University of Texas - Pan American

A Texas statewide survey of men and women central office administrators was conducted looking at the respondents’ common reasons for pursuing or not pursuing the superintendency. This mixed-methods research study was designed to examine the career aspirations of these men and women. The findings indicated that although both women and men assistant superintendents do aspire to the superintendency, women were less likely to apply.

14.5, Westminster

*Symposium: International Handbook of Research on Leadership Education*

Organizers: Jacky Lumby, University of Southampton; Gary Crow, Indiana University

Participants: Petros Pashiardis, CCEAM; Paul T. Begley, Pennsylvania State University; Stephen L. Jacobson, University at Buffalo/SUNY; Christopher Bezzina, University of Malta; Edith A. Rusch, University of Nevada-Las Vegas; Bruce G. Barnett and Gary R. O’Mahony, University of Texas at San Antonio; Michelle D. Young UCEA; Margaret Grogan, Claremont Graduate University

In this symposium, the provenance and rational for the International Handbook of Research
on Leadership Education will be explained, as supported by the University Council on Educational Administration (UCEA), the British Educational, Leadership, Management, and Administration Society (BELMAS), and the Commonwealth Council for Educational Administration and Management (CCEAM). Presenters will address the challenges in adopting an international or nationally inclusive perspective.

14.6, Scotland A
Paper Session: Standards, Accountability, and Democracy in the Preparation of Educational Leaders
Chair: Allyson L. Watson, Northeastern State University
Discussant: Hayward Richardson, Georgia State University

Negotiating Accountability to National Leadership Standards: One University’s Journey
Marilyn Begley, Penn State University

The purpose of this paper is to demonstrate how an educational leadership program at a large research university responded to the dual forces of accountability and academic freedom in order to realign its program to address current issues of ethics, instructional leadership and promoting student achievement. The program’s reorganization was as a result of increased accountability pressures both from within the academy and from other stakeholders, including state education departments. An outcome of the reorganization was an online portfolio system to demonstrate that its graduates have an understanding of, and can apply the National Policy Board for Educational Administration’s (NPBEA) ISLLC standards as they complete their program designed for future educational leaders.

Faculty Perceptions: Where Do Education Administration Programs Stand With The ISLCC/ELCC Standards?
Crystal Machado and Daniel H Cline, Arkansas State University

Since they were launched in 1996 and 2002 respectively, the Interstate School Leadership Licensure Consortium (ISLLC) standards and the Educational Leadership Constituent Council (ELCC) standards, either directly, or though state accreditation requirements, have been stimulating change in the nature of school leadership preparation programs nationwide. This paper, as part of a larger mixed method study conducted in 2007, highlights the degree to which professors of educational administration in the United States perceived that their programs were aligned with the ISLLC/ELCC standards and identifies steps that could be taken to ensure a higher degree of program-standard alignment for all seven standards.

The Legislation of State Standards for Educational Leaders and the Impact on University-based Preparation Programs
Jillian Reese, Penn State University; Sharon Brumbaugh, Pennsylvania Department of Education

This paper explores the implications on a university-based preparation program from the legislation of state standards for educational leadership. The questions for analysis are: 1) How and why did a state department of education legislate standards for educational leaders? 2) How did the department of education work with university-based preparation programs across the state to implement the standards? 3) What is the impact of the legislation on an individual preparation program?

Preparing Democratically Accountable Leaders: Principles in Action
Carol A Mullen, University of North Carolina at Greensboro; Sandra Harris, Lamar University; Caroline R. Pryor, Southern Illinois University—Edwardsville; Tricia Browne-Ferrigno, University of Kentucky

This study focuses on democracy and accountability as influential concepts for leadership in today’s schools. Without understanding the importance of democratic principles within the accountability environment, the preparation educational leaders receive might further marginalize a broadly based leadership model. Using a writing exercise to engage the thinking of teachers and leaders, the researchers explore the intersection of democracy and accountability as a starting place towards improving the preparation of leaders.
Saturday

14.7, Senate/Gallery
Paper Session: Rethinking Leadership Preparation
Chair: Rosa Ashmon, Auburn University
Discussant: William Charles Frick, The University of Oklahoma

Cohort Cohesiveness Or Collective Chaos? Groupthink Phenomenon In The Preparation Of Educational Leaders
Marla Susman Israel, Judith Docekal, and Beverly B Kasper, Loyola University Chicago
The educational leadership cohort model purports to establish collaborative, collegial learning communities (Browne-Ferrigno, 2001; Basom, & Yerks, 200). Cohort literature does not speak to a possible detractor - groupthink (Janis, 1972; 1982). Utilizing a qualitative on-line questionnaire, this study explores the cohort model of leadership preparation. The data suggest that groupthink provides a conceptual framework for understanding and addressing the challenges when teaching within the cohort model.

A Study of Group Dynamics in Educational Leadership Cohort and Non-Cohort Groups
Bobbie J Greenlee and Zorka Karanxha, University of South Florida
The purpose of this study is to examine whether there are any differences on characteristics of group dynamics such as leadership and participation, communication, problem solving, working together, influence, trust, and empowerment between cohort and non-cohort students in an educational leadership. The findings suggest positive experiences in the cohort with regards to effective school characteristics, as well as indicators of “group think” among cohort students.

Collaboratively Preparing Leaders Focused on Quality Experiences: A School District-University Partnership Pilot Internship Program’s Results
Daniel Reyes-Guerra and Meredith Mountford, Florida Atlantic University
This paper reports on an innovative educational leadership internship program. It details the implementation of a district-university partnership-generated pilot and the program’s longitudinal research. The tested hypothesis was that pilot interns would achieve higher learning outcomes than traditional internship students. Data from quantitative and qualitative instruments were analyzed to determine which internship and reforms proved most effective in knowledge and skill acquisition.

Refocusing the Work in Fieldwork: Building Leadership Candidates’ Capacity to Improve Teaching and Learning
Lynne Perez, National Center for Urban School Transformation; Cynthia L. Uline, Joseph Johnson, Cheryl Ward, and Margaret Basom, San Diego State University
This qualitative study follows aspiring school leaders through a university preparation program within which an eighteen-month, in-school field experience constitutes the centerpiece for preparation. With supervisory support/direction, candidates shaped their fieldwork experiences around leading collaborative efforts to improve learning results for a specific student population (e.g., low performing English learners, struggling 9th grade algebra students). Preliminary results reveal marked changes in candidate understandings of and capacity to enact school leadership.

14.8, Knave
Paper Session: Research and Educational Leadership: Methods and Application
Chair: Justin Bathon, University of Kentucky
Discussant: Ellen Bueschel, Miami University of Ohio

Explaining Teachers’ Job Satisfaction and Actual Teacher Turnover: A Structural Equation Modeling Approach
SungHyun Cha, Korea University
The study aims to identify the relative weights of salary, working conditions, and professional training experiences on teachers’ job satisfaction and actual turnover. Findings indicate that working conditions has more of an impact on all of the dependent variables than either salary or professional training experiences. Policy makers might do well to formulate and fund policies.
focused on improving working conditions for public school teachers, including professional
development for principals.

Methods of Dynamic Leadership Research: Unlocking the Power of Interaction
William Hanson and Russ Marion, Clemson University
The behaviors and efficacy of educational institutions can be understood as a function of complex interactions among organizational stakeholders. This, however, raises issues of research methodology: How does one study a system of richly interactive agents? Within complexity theory framework, the purpose of the paper, is to describe a research methodology called Dynamic Network Analysis that is appropriate for examining leadership in complex systems.

Quantitative Analysis of Current Issues in Education: Answering the Call
Valerie Anne Storey and Malcolm Asadoorian, Lynn University
The purpose of this paper is to share the impact of knowledge and pedagogy gained from dialogue with Division A research universities invited to participate in The Carnegie Project on the Education Doctorate (CPED) on a private liberal arts institution. Emphasizing the necessary qualitative and quantitative skills for the advanced preparation of school practitioners, clinical faculty, academic leaders, and professional staff for the nation’s educational institutions, and the organizations that support them.

14.9, Scribe
Symposium: Uniting Critique and Possibility: A Multitude Perspectival Approach to Educational Leadership that Addresses African American Students’ Needs in US Schools
Organizer: Michael Dantley, Miami University of Ohio
Participants: Lisa Bass, University of Oklahoma-Tulsa; Anthony Darnell Jones, Iowa State University; Patrice McClellan, Miami University of Ohio; Floyd Beachum, University of Wisconsin-Milwaukee; Carlos McCray, Georgia State University
This symposium brings together African American scholars who have labored with the ideas that schools have not served well African American children and that the U.S. educational system has not actively worked to enhance the presence of democratic principles in the larger society. These scholars believe that even in the present condition, schools in the U.S. can be transformed to meet the needs of African American children and can meet the challenge of living out democratic values not only in the schoolhouse but also in the social and cultural context in which schools are located.

14.10, Captain
Paper Session: Leadership Preparation: Paths to the Present, Possibilities for the Future
Chair: Pamela Tucker, University of Virginia
Discussant: Arnold Danzig, Arizona State University
Signature Pedagogy and Accompaniment in California State University Education Doctorates
Charles L Slater and Jesus Rodriguez, California State University-Long Beach; Kathleen Cohn, San Diego State University; Sharon Brown-Welty, California State University-Fresno
The purpose of this paper is to examine practices of accompaniment that can become signature pedagogies for the education doctorate. Three California State University campuses that are starting new Ed.D. programs will examine practices that distinguish the education doctoral experience from other professions. Professional seminars to support students, fieldwork, practicums, mentoring, collaborative research, and alternative forms of dissertation research can set a new direction for development of educational leaders.

Profiles of the Profession: Leadership Preparation Program Trends, 1965-2008
Donald Gene Hackmann, University of Illinois at Urbana-Champaign; Martha M McCarthy, Indiana University
This study examined trends in leadership preparation programs over the past 40 years and presents preliminary findings of an online survey of department heads and program coordinators of educational leadership programs. The data indicate that the size of educational leadership units has remained stable and that the numbers of female faculty and non-tenure-track faculty have increased significantly. ISLLC standards have prompted extensive curricular reforms in the past decade, with only modest changes in instructional methods.
The Challenges and Implications of Case Methods of Instruction as a Signature Pedagogy
Sara Dexter and Pamela Tucker, University of Virginia
Case methods of instruction have been advocated as a signature pedagogy for educational leadership preparation that would effectively provide authentic assessments of future leaders’ abilities to apply theories in context. Case based methods of instruction are a demanding pedagogy, as our findings from the ETIPS cases test-bed faculty show. These data suggest several implications for promoting case methods of instruction as a signature pedagogy for educational leadership students.

Resisting Fragmentation In Educational Leadership: Calling For A Holistic Approach To Professional Practice And Preparation
Eleanor Elizabeth Drago-Severson and Alexander Hoffman, Columbia University; Patricia Maslin-Ostrowski, Florida Atlantic University
The paper presents survey research that examines how educational leadership capacity is developed by university programs and by practicing school administrators in the U.S. and internationally, and the influence of external mandates. To face adaptive challenges, we must more holistically support leadership development that builds on adult learning principles and the social-emotional dimensions of leadership in our preparation programs and in professional development that occurs at the school site.

14.11, Yeoman
Paper Session: Mentoring and Coaching
Chair: Samantha Bartholomew, Indiana University - IUPUI
Discussant: Renee M. Waters, New York University

Leading with a Coaching Mindset: Strategies for the Challenges Facing Urban-School Principals
Connie Lee Fulmer, University of Colorado Denver
This paper review key literature in the fields of leadership and coaching and presents a model for leading with a coaching mindset, a model that promises to provide urban-school leaders with transformative strategies for the challenges they must face. The author draws comparisons between the leadership and coaching literature and argues that high-performance leadership can be developed and coaching is productive tool to achieve that end.

Mentoring New School Leaders
Albert James Boerema, Calvin College
One of the important components of leadership development is mentoring for new school leaders. Mentoring relationships can help new administrators as they develop the knowledge, skills and dispositions that they need to successful lead schools. This study investigated the kinds of support that was productive in helping school principals learn their craft and shape their leadership style.

Narratives on Experiences of African American Women in the Academy: Conceptualizing Effective Mentoring Relationships of Doctoral Student and Faculty
Juanita M. Simmons, University of Missouri-Columbia; Cosette M. Grant, Duquesne University
We explore the effectiveness of traditional mentoring functions for an African American female doctoral student aspiring for the professorate, and the professional advancement of an African American female professor who matriculate in separate predominantly White universities (PWUs). Our experience narratives indicate that additional mentoring strategies would help us to be successful at our PWUs, while informing university administrators as they attempt to recruit, retain, graduate and promote minority women PWUs.

Preliminary Findings: Narratives on the Potential Role of Mentoring of African American Female Doctoral Students
Cosette M Grant, Duquesne University
This qualitative study is an examination of the mentoring experiences of African American female doctoral students who aspire to the professoriate and are matriculating in educational administration programs at separate predominantly White universities (PWUs). Black Feminist Thought (Collins, 1990), is used to focus on the possible role of mentoring as identified by these women that contribute in their academic development in educational administration programs at PWUs.
14.12, Ireland C
Graduate Student Symposium #4: Transitioning from Student to Professor
Laura McNeal, Michigan State University; Andrea Evans, Northern Illinois University
Graduate students who have an interest in pursuing a career in the professorate are encouraged to attend this session.

Don’t Forget!
UCEA’s Annual Banquet
Saturday, 7:00 - 10:30 p.m.
Poolside at the Buena Vista Palace Hotel
UCEA goes poolside for a casual and open environment to relax and further engage in conversations started during the weekend’s sessions.

Session 15, Sunday, 7:00 a.m. – 7:50 a.m.

15.1, Sapphire
Meeting: Journal of Cases in Educational Leadership Editorial Board Meeting
Organizer: Ellen Bueschel, Miami University of Ohio
Participants: Enrique Aleman and Andrea Rorrer, University of Utah, Madeline M. Hafner, University of Wisconsin-Madison, 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 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 Shooho, University of Texas at San Antonio, Paula Short, Tennessee Board of Regents
(Continues through 16.1)

15.2, Ireland A
Meeting: Program Center Directors Meetings
Organizer: Julian Vasquez Heilig, University of Texas at Austin
Participants: Vicki Rosser and Edith Rusch, University of Nevada-Las Vegas, Walter H. Gmelch, University of San Francisco, Nancy Evers, University of Cincinnati, Stephen L. Jacobson, University at Buffalo/SUNY, Kenneth A. Leithwood, University of Toronto/OISE, Paul Begley, Pennsylvania State University

15.3, Diamond
Workshop: NCATE/ELCC Program Report Preparation Technical Assistance Workshop
Honor Fede, National Association of Secondary School Principals
Registration Fee: FREE. There is a separate registration process from the UCEA convention to attend this workshop- please contact Ms. Honor Fede at fedeh@principals.org for registration materials by October 27. Are you struggling to develop on-line assessments to meet the requirements for NCATE/ELCC program report submission? The Educational Leadership Constituent Council (ELCC) is presenting a technical assistance workshop for educational administration faculty that will discuss how to develop the seven assessments required for each leadership program and align them to the ELCC standards, help you design rubrics and other scoring guides to measure student progress, provide guidance on gathering and summarizing data for making student and program improvement decisions, and review examples of assessments from institutions that have passed ELCC review. This workshop will be of particular interest to educational leadership departments that are in the process of restructuring their programs to meet the new NCATE performance-based assessment requirements.
(This session will last until 10:00 a.m.)
Session 16, Sunday, 8:00 a.m. – 9:20 a.m.

16.1, Sapphire
Meeting: Journal of Cases in Educational Leadership Editorial Board Meeting
(Continued from Session 15.1)

16.2, Emerald
Innovative Session: Reconstitution Voices: Hearing Their Words, Understanding Their Meaning
Chair: Jennifer King Rice, University of Maryland; Discussant: Betty Malen, University of Maryland
Participants: Tirza Wilbon White, Emory University; Kristin Shawn Huggins, Verette Redmond and Khadijah Owens, Dallas Independent School District (TX);Norman Johnson, ALISIAS; Eric Pinckney, The Integral Group
To prepare democratic leaders who can foster quality teaching and student success, an understanding of the policy landscape of reconstitution must be examined and understood through the voices of educators and policymakers who have experienced reconstitution as a reform and through scholars who have researched its implementation. Such an examination aims to (a) uncover the extent to which reconstitution facilitates democratic ideals and (b) add to existing knowledge of reconstitution reform by those upon whom the responsibility for implementation falls.

16.3, Ireland A
Symposium: Action Research As A Process For Transformation: Aspiring Educational Leaders Fostering Equitable Educational Contexts
Organizer: Jennifer Jacobs, Texas State University-San Marcos
Participants: Sarah Nelson, Patricia Guerra, Erica Yamamura, Texas State University-San Marcos
This symposium will explore how action research can be used within leadership preparation programs as a vehicle to support the development of equity-minded transformative leaders. Students and faculty will share examples of action research focused on equity with attention to research design, findings, and the influence on the students’ role as a leader. Faculty will also share the challenges of supporting equity-oriented action research.

16.4, Ireland B
Symposium: At The Crossroads: Ethical, Moral, and Legal Education For School Leaders
Organizer: Suzanne Eckes, Indiana University
Participants: Philip T.K. Daniel, The Ohio State University; Patrick Pauken, Bowling Green State University; Matthew Militello, North Carolina State University; David Schimmel, University of Massachusetts, Amherst, Charles J. Russo, University of Dayton
Educational leaders should be equipped with a thorough understanding of the legal system and its impact on their practice. With a greater understanding of educational equity from a legal perspective, school leaders have the power to make great social change within the public school system. This session highlights findings regarding what school leaders currently know about this topic, the necessary school law and ethics topics for school leaders to be included in educational leadership programs, and suggestions for increasing such discussions in educational leadership courses throughout the curriculum.

16.5, Senate/Gallery
Conversation: Equity Audits: A Powerful Teaching Tool In Educational Leadership Preparation Programs
Organizer: Bill Black, University of South Florida
Participants: Zorka Karanxha, University of South Florida; Kathryn Bell-McKenzie and Linda Skrla, Texas A & M University
Using a framework developed by Skrla, Scheurich, Garcia, & Nolly, (2004) and supplemented by Johnson (2002) and McKenzie & Scheurich (2004), in this proposed session four professors and eight pre-service administrators offer a conversation/dialogue focused on their pedagogical experiences, and the resulting promise and challenges in using equity audits as a tool to grapple with issues of diversity and democratic schooling.

16.6, Ireland C
Paper Session: Critical Reflection and Leadership
Chair: Jane Clark Lindle, Clemson University; Discussant: Autumn Tooms, Kent State University
Institutionalizing Instructional Leadership through Small Wins
Lok-Sze Wong, University of Michigan, School of Education

This paper explores how small policy moves may help redefine educational administration. Instructional leadership has become a popular topic of the literature and professional conversations. It remains a missing or thin piece of most university programs and state requirements. Efforts to institutionalize instructional leadership may, at first, have to exist as small wins. An examination of the relationship between policies and practice elucidates finer points of leverage to be considered.

Taking It to the Streets: Theorizing a New Line of Inquiry in Schools and Communities
Christa Boske, Kent State University; Lillian McEnery and Susan McCormack, University of Houston-Clear Lake

This two-year qualitative study stems from the assumption that the educational process is enhanced when school leaders and teachers become more empathic towards the lived experiences of students and families. The research method employed was narrative inquiry. Five types of data were used: focus groups, semi-structured interviews, written narratives, field notes and observations. Limited cultural knowledge is posited as central to the study and its impact on school practices.

The Administrator as Action Researcher: A Case Study of Five Principals and Their Engagement in Systematic, Intentional Study of Their Own Practice
Nancy Dana, David Quinn, and Katie Tricarico, University of Florida

While a great deal of attention has been given to the adaptation and development of an inquiry stance towards teaching and learning through the process of action research for teachers, less attention has been focused on applying the tenants of an inquiry stance to the process of principal professional development. The research questions guiding this study included: What does an inquiry-oriented approach to principal professional development look like? How do principals experience the process of action research? What do they choose to study? How do principals’ understandings of inquiry change over time? How does principals’ engagement in inquiry impact their school and the ways they conceptualize their roles as principals? To address these questions, we conducted a year-long case study of five principals who participated in an experimental pilot training focused on supporting the principals in the design of an action research project on their own administrative practice over the course of an entire school year.

General Session 5: UCEA Featured Speaker
Sunday, 9:30 a.m. - 10:50 a.m.
England

Welcomes and Introductions:
Jeffrey S. Brooks, Auburn University
Paula Silver Case Award Presentation:
Ellen Bueschel, Miami University of Ohio
William Davis Award Presentation:
Diana Pounder, University of Utah
Featured Speaker: Dr. Lisa Delpit
Sponsored by Florida State University
Introduced by Jeffrey S. Brooks, Auburn University

Re-forming Ourselves; Re-imagining the Education of African American Students

We have not been successful as a nation in educating large numbers of low-income African American students. This is, in part, Dr. Delpit believes, because we approach the issue as a technical problem rather than a human, relational issue. This presentation will explore the cultural, attitudinal, and relational issues inherent in educating all children -- particularly children of color -- well. What do we need to know about who we are and who our students are?
Sunday

**Session 17, Sunday, 11:00 a.m. – 1:00 p.m.**

**17.1, Sapphire**  
**Meeting:** UCEA Review Editorial Staff Meeting  
**Organizer:** Gerardo Lopez, Indiana University  
**Participants:** Andrea Rorrer, University of Utah; Jeffrey Brooks, Auburn University; Laura McNeal, Georgia State University; Liz Hollingworth, University of Iowa; Samantha Bartholomew, Indiana University

**17.2, Diamond**  
Symposium: *Evolutions and Revolutions: A Look At How Academcis Balance Choices, Actions, and Career Trajectories*  
**Organizer:** Autumn Tooms, Kent State University  
**Participants:** Gaetane Jean-Marie, University of Oklahoma; Catherine Marshall, University of North Carolina; Michael Dantley, Miami University of Ohio; Ernestine Enomoto, University of Hawaii; Jeffrey S. Brooks, Auburn University  
Participants will reflect on the evolution of their own research, teaching, and service work as it relates to activism and the politics of the professoriate. Panelists’ viewpoints range from pre-tenure to full professor which allows the discussion to center on challenges in career development and how each scholar has defined activism. Inspirations, challenges, victories, and caveats that affect career trajectories will be highlighted.

**17.3, Senate/Gallery**  
**Conversation:** Say Goodbye To University Leadership Preparation Programs  
**Organizer:** Lew Smith, National Principals Leadership Institute  
**Participants:** Daniel Linden Duke, University of Virginia; Jann Coles, New Leaders for New Schools  
At a time when effective school leaders are in great demand, the traditional ways to develop principals has been challenged. Enrollment in university leadership preparation programs can no longer be assumed. This session will compare three approaches: University programs, customized in-district programs, and programs delivered by independent providers. Each approach will be examined with the conversation opened to all session participants.

**17.4, Ireland A**  
**Workshop:** Using Case Studies in Classes  
Ellen Bueschel, Miami University of Ohio, Michele 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.

**17.5, Ireland B**  
**Conversation:** Voices and Perspectives from People’s Daily Lives: Making Sense of Educational Policies in Schools and at Homes  
**Organizer:** Susan Yezpez, University at Buffalo/SUNY; Discussant: C. Cryss Brunner, University of Minnesota  
**Participants:** Rose Ylimaki, University of Arizona; Yoshiko Nozaki, Janeil Rey, David O’Rourke, Sherylanne Diadato, and Andrés Arroyo, University at Buffalo/SUNY  
One way leadership preparation programs can allow prospective educational leaders to deal with different meanings about educational policy in practice is to listen to voices of people on the ground. This panel, structured as guided dialogue, presents voices of students, parents, and administrators talking about experiences with educational policies in their everyday decision making processes and to raise questions about how they make sense of current educational reforms and policies.
AN INTRODUCTION TO UCEA

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.
AN INTRODUCTION TO UCEA

UCEA Member Institutions
University of Alabama
University of Arizona
Arizona State University
Auburn University
Brigham Young University
University at Buffalo/SUNY
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
Kent State University
University of Kentucky
Lehigh University
Louisiana State University
University of Lincoln
University of Louisville
University of Maryland
Miami University of Ohio
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
Texas Woman's 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 Marriott, Kansas City, MO
2005......Gaylord Oryland, Nashville, TN
2006......The St. Anthony Wyndham, San Antonio, TX
2007......Hilton Alexandria Mark Center Hotel, Alexandria, VA

Visit UCEA's website!
UCEA provides a lot of information about the organization on its website, www.ucea.org.

Visit UCEA's website for 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.

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 of Ohio (Ohio)-Ohio
1997.................................................. Patsy E. Johnson, University of Kentucky
1998.................................................. C. Cryss Brynner, University of Wisconsin-Madison
1999.................................................. Carolyn Kelley, University of Wisconsin-Madison
2000.................................................. Jeffrey Maiden, University of Oklahoma
2001.................................................. Jay Paredes Scribner, University of Missouri-Columbia
                            Linda Skrla, Texas A & M University
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
2008.................................................. Thomas Alsbury, North Carolina State University
                            Jeffrey Wayman, University of Texas at Austin

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
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.

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 Award include: (a) an outstanding past record of 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.
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
2008........................................................... Paul Begley, Pennsylvania State University
                                                Bruce G. Barnett, University of Texas at San Antonio

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
2008.......................................................... Bruce Cooper, Fordham University
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