I. General Information
The 23rd annual convention of the University Council for Educational Administration will be held at the Anaheim Marriott Hotel in Anaheim, California. The convention will open at 1:00 p.m. on Thursday afternoon (November 19, 2009) and close at 1:00 p.m. on Sunday (November 22, 2009). The purpose of the 2009 UCEA Convention is to engage participants in discussing research, policy, and practice in educational leadership and administration.

Members of the Convention 2009 Program Committee are Alan R. Shoho (University of Texas at San Antonio), Bob Johnson (University of Utah), and Mariela Rodriguez (University of Texas at San Antonio).

II. Theme
The 2009 Convention theme, “Leading for Learning: Reflecting on Innovative Practices and Partnerships,” acknowledges the interdependent relationship of leadership and learning for both academics and practitioners in creating innovative leadership practices and partnerships needed for the 21st century schools. Due to the high pressure to demonstrate improvements in student achievement, leadership practices have increasingly resorted to conservative and prescriptive approaches focused more on increasing student achievement scores and less on the artistry of teaching and leading. This call for proposals encourages proposals that focus on “out of the box” approaches in preparing future school leaders to push the envelope of leadership practice. This includes, but isn’t limited to successful university and school district partnerships, and practices and innovations that may have failed in their initial attempts yet through which valuable lessons were learned. Using the words of John Maxwell, we must learn to “fail forward” if we are going to innovate the field with viable practices for educating the youth of tomorrow.

In this spirit, we invite all members of the UCEA community (1) to share their research and scholarly perspectives on this theme, (2) to offer innovative ways to think about how research and theory can inform leadership practice 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 guiding questions to stimulate the thinking of participants for the 2009 annual conference:

-What does the relationship between leading and learning mean for educational learners?
-How can a focus on leading for learning inform and challenge our thinking about current educational leadership practices and what needs to change?
-How do educational leaders affect student learning?
-How can leaders be more strategic in linking leadership decisions and practices with student learning?
-How can educational leaders make student learning the priority of leadership?
-What does it mean to be an educational leader who is an instructional leader?
-What obstacles prevent educational leaders from becoming instructional leaders?
-Has the catch-phrase “instructional leadership” lost its authenticity?
-How can educational leaders create and nurture a culture of learning in an organization?
-How can we train educational leaders to be more effective leaders of learning organizations?
-What implications do a leading for learning perspective have for education policy at various levels of governance, i.e., school, district, and state levels?
-What and how can educational leaders learn from leadership and organizational failure/mistakes?
-How can educational leaders learn to deal with and persist through organizational failure/mistakes?
-What discourages innovative practices in schools?
-What defines innovative leadership practices and principal preparation programs?
-What are some creative ways principal preparation programs are teaching prospective school leaders to embrace the cycle of leadership and learning?
-What will happen to university preparation programs if they fail to innovate and advance leadership practices?
-How can university preparation programs partner with school districts to better prepare future leaders?
-How is the preparation of educational leaders enhanced through P-20 partnerships?
-How are long-term P-20 educational leadership partnerships established and maintained?

III. Session Categories
1 Paper Sessions. These sessions are intended for reporting research results or analyzing issues of policy and practice in an abbreviated form. Presenters are expected to provide electronic copies of papers. The proposal summary should include a statement of purpose, theoretical framework, findings, and conclusions. For research reports, also describe data sources and methods. A discussion leader will be assigned to facilitate dialogue for the session.
2 Symposia. A symposium should examine specific issues, research problems, or topics from several perspectives and allow for dialogue and discussion. Session organizers are expected to chair the session and facilitate discussion. Symposium participants are expected to develop and provide electronic copies of papers.
3 Conversations/Dialogues. These sessions are intended to stimulate informal, lively discussions using a series of provocative questions or vignettes. Session organizers may organize a panel of participants who facilitate and guide the conversation about critical issues, concerns, and perspectives. Alternatively, these sessions may be organized as a dialogue where the organizers and audience discuss together an issue or series of questions in small groups. The proposal summary should describe the purpose of the session, the ways in which participants will engage in conversation/dialogue, and examples of questions or areas to be addressed.
4 **Poster Session.** These sessions are intended for individualized discussions of one’s research and/or development projects. Like a paper session, poster session proposal summaries should include a statement of purpose, rationale, findings, and conclusions. For research reports, also describe data sources and methods.

5 **Point/Counterpoint Sessions.** Point/counterpoint sessions are intended to stimulate review, debate, and discussion around a specific and current issue related to the field of educational leadership. The proposal summary should describe the focus of the session; the alternative, competing, or opposing points to be presented; the format in which the various points of view will be aired (e.g., debate format); and opportunities for audience participation. Session organizers are expected to chair the session and facilitate discussion.

6 **Innovative sessions.** Proposals utilizing innovative presentation/interaction strategies are encouraged such as web-based projects, the use of technology to increase interaction and participation. The proposal summary should describe the focus and purpose of the session, the innovative format, and how the format will enhance adult learning and discussion.

7 **International Community-Building Sessions.** These sessions, regardless of format (i.e., paper, symposia, conversation, etc.), require participants to be from 2 or more different countries. The focus of these sessions must be examinations of critical issues from these multiple international perspectives. The proposal summary should describe the purpose of the session, the format participants will employ, and a list of the national contexts that will be represented.

**IV. Criteria for Review of Proposals**
All proposals will be subject to blind, peer review by three reviewers. The proposal must not include names of session organizers or presenters. Proposals for papers and posters will be evaluated for: (1) relevance of research problem/topic to the convention theme and/or broader discourse in the field; (2) thoroughness and clarity of the proposal; and (3) theoretical framework, methods, and analysis (for empirical research). All other proposals will be evaluated for: (1) relevance of research problem/topic to the convention theme and/or broader discourse in the field; (2) thoroughness and clarity of the proposal; and (3) the likelihood that the format of the session will support the purpose of the session.

**All proposals must be submitted electronically and will be reviewed electronically.**

**V. Participation Guidelines and Proposal Deadlines**
Anyone interested in research, policy, or practice in educational or youth-serving agencies may submit proposals for consideration. Individuals may present or participate in no more than four sessions. The lead author of papers is required to upload an advance copy of their paper into the All Academic system through the UCEA Convention web page three weeks prior to the convention. By submitting a proposal, the lead author of each proposal also agrees to serve as a reviewer. An author’s failure to live up to either of these commitments may lead to his or her paper being removed from the convention program. **Proposals must be received by Monday, May 4, 2009.** All proposals must be submitted electronically at the link to be provided at the UCEA homepage, starting April 1, 2009 (**http://www.ucea.org**). Submission length must not exceed 3 single-spaced pages (2,000 words, 8,000 characters) using 12 point font New Times Roman. References are required and must not exceed 1 single-
spaced page (approximately, 400 words and 2,200 characters).

VI. Participation Limits.
To promote broad participation in the Annual Convention, an individual may not appear as first author on more than two proposals. In addition, an individual may not appear on the program more than four times in the role of presenter or participant. The participation limit does not include service as chair or discussant, participation in invited sessions or any session connected with an UCEA headquarters, committees, publications.