2013 UCEA CONVENTION
INDIANAPOLIS, IN
NOV 7-10, 2013

SEEKING NEW UNDERSTANDINGS OF PERSISTENT CHALLENGES:
A CALL TO ACTION TO (RE)UNITE RESEARCH, POLICY AND PRACTICE WITH COMMUNITY
We found an Urban Education Studies doctorate that
Directly and frankly addresses race/ethnicity, class, gender,
LGBTQ, disabilities, and cultural and linguistic diversity in
urban settings
Strongly validates critical orientations toward research
and research methodology, such as critical race theory,
critical qualitative research, LatCrit, Afrocentrism,
feminism, and queer theory
Highly values direct involvement with
community-based social justice organizations
Program Coordinator
Jim Scheurich
Applications for 2014 cohort due Nov. 1
education.iupui.edu/urbanedphd
Consider the IU School of Education at IUPUI.
Located in an urban context with strong faculty
and substantive courses that are student-oriented,
supportive, and accommodate full-time work.
Be part of a powerful, exciting, challenging,
and transformational PhD program.
INdiana university
School of Education
IUPUI

UCEA Convention 2013:
Seeking New Understandings to Persistent Challenges: A Call to Action to (Re)Unite Research, Policy, and Practice With the Community
November 7-10, 2013
Hosted by Indiana University
Hyatt Regency, Indianapolis, IN

University Council for Educational Administration
Curry School of Education
The University of Virginia
www.ucea.org
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Convention Welcomes</td>
<td>6</td>
</tr>
<tr>
<td>Executive Committee and UCEA Staff List</td>
<td>12</td>
</tr>
<tr>
<td>About the Convention 2013</td>
<td>14</td>
</tr>
<tr>
<td>Events at a Glance</td>
<td>16</td>
</tr>
<tr>
<td>Convention Session Highlights</td>
<td>17</td>
</tr>
<tr>
<td>Convention Theme</td>
<td>18</td>
</tr>
<tr>
<td>New UCEA Members</td>
<td>19</td>
</tr>
<tr>
<td>UCEA Program Center Sessions</td>
<td>20</td>
</tr>
<tr>
<td>Graduate Student Sessions</td>
<td>23</td>
</tr>
<tr>
<td>Jackson Scholars</td>
<td>24</td>
</tr>
<tr>
<td>Wallace Foundation Sessions</td>
<td>26</td>
</tr>
<tr>
<td>International Summit</td>
<td>27</td>
</tr>
<tr>
<td>Proposal Reviewers</td>
<td>28</td>
</tr>
<tr>
<td>Exhibitor and Sponsor List</td>
<td>32</td>
</tr>
<tr>
<td>Raffle Contributors</td>
<td>33</td>
</tr>
<tr>
<td>2013-2014 Plenum Session Representatives</td>
<td>34</td>
</tr>
<tr>
<td>Convention Program: SESSIONS &amp; MEETINGS</td>
<td>37</td>
</tr>
<tr>
<td>Introduction to UCEA</td>
<td>180</td>
</tr>
<tr>
<td>UCEA Member Institutions</td>
<td>181</td>
</tr>
<tr>
<td>Award Recipients</td>
<td>182</td>
</tr>
<tr>
<td>Program Subject Index</td>
<td>185</td>
</tr>
<tr>
<td>Program Participant Index</td>
<td>186</td>
</tr>
<tr>
<td>Hotel Maps</td>
<td>193</td>
</tr>
</tbody>
</table>
Dear Colleagues,

Welcome to the 2013 Annual UCEA Convention in Indianapolis, Indiana. This year’s theme, **Seeking New Understandings of Persistent Challenges: A Call to Action to (Re)Unite Research, Policy and Practice With Community**, challenges us not only to engage in conversations among ourselves about improving leadership preparation and practice but also to take action beyond dialogue, and connect with communities in powerful ways to enact changes that will improve our schools for ALL children.

Close to 60 years ago, UCEA was formed to address persistent issues related to educational inequities and inconsistent educational opportunities and the role of educational leadership in ameliorating these issues. We continue to be recognized as a leader in the production of important research related to leadership preparation and practice. Today’s political climate acknowledges quality leadership preparation as an increasingly important policy lever for improving schools; however, there are competing visions about who is best able to prepare tomorrow’s educational leaders and which outcomes to use when assessing leadership effectiveness. UCEA’s rich history of research on important educational issues, combined with our efforts to advance quality leadership preparation and practice of educational leaders for the benefit of schools and children, should situate our organization as an important policy player, but we still have work to do collectively to make this goal a reality.

Let’s all use this year’s convention to increase our organizational visibility and influence. Commit to at least one collaborative action that you will take when you return home from the convention. As Mahatma Gandhi said, be the change that you wish to see in the world. If you are unsure about how to begin, take some time at the convention to learn more about UCEA’s many tools and resources that are available to you and your leadership preparation programs. UCEA sponsors and publishes a variety of books, research briefs, program improvement resources, and peer-reviewed journals as well as high-impact, policy-related reports focused on issues relevant to your work and roles in higher education.

I want to personally thank this year’s talented convention planning team for their vision and hard work. Planning the UCEA annual convention is a huge responsibility, and President-Elect Mark Gooden, Terah Venzant Chambers, Muhammad Khalifa, and Samantha Paredes Scribner have worked hard since last November to put together a great conference. I am especially excited about this year’s keynote speakers; the film festival; the international summit on Sunday, our graduate student convention; and the other excellent sessions, workshops, and special events that are planned. I also want to publicly acknowledge and thank Michelle Young, Pam Tucker, Lieve Pitts, Kiran Lakshman, Carmen Foster, Erin Anderson, Amy Reynolds, and others at UCEA Headquarters for their hard work and behind the scenes efforts to make every conference shine.

As UCEA’s 52nd president, it is my pleasure to officially welcome you to this year’s conference. I hope that you enjoy your time in Indianapolis. We are in an intellectually invigorating convention, filled with opportunities to network with colleagues and friends, share research and budding ideas, and collaboratively prepare for action that makes a positive difference. I hope that you came well rested and ready to partake in all that the convention has to offer!

Sincerely,

*Cindy Reed*
UCEA President
Dear Convention Attendees:

On behalf of the faculty, staff, and students of the Indiana University School of Education, I am pleased to welcome you to Indianapolis for the 2013 UCEA Annual Convention. The conference title commissions us all to spend this time in serious thought about what we do. “Seeking New Understandings of Persistent Challenges: A Call to Action to (Re)Unite Research, Policy and Practice With Community” reminds us that our work is most certainly not conducted in a vacuum; we are at the forefront of study and practice that touches lives forever.

Here in Indiana, we have confronted the challenges as much as anyone, facing many of the ongoing issues teachers, education administrators, and education scholars are examining across the country. While there is an abundance of opinion regarding education, we know that there needs to be an equally abundant amount of issue examination, careful discussion, and partnership with the schools that surround us.

I’m proud to say there are numerous examples of that at the IU School of Education. Our Indianapolis campus in the heart of the city most definitely centers its work around it. An urban mission drives the IU School of Education at Indiana University-Purdue University Indianapolis (IUPUI), a reason we began the Urban Education PhD program last year, one of just a handful of like programs intended to bring new scholars and scholarship to bear on the issues confronting urban schools. Our faculty are involved across the community in places such as the George Washington Community High School, where a coordinated effort has involved our students and faculty working in classrooms there for several years. Our Bloomington campus houses the Center for P-16 Research and Collaboration, which has paired our faculty with students in some of the highest-need schools across the state. And just this summer, the center headed a new effort to guide students from underrepresented populations. The Balfour Scholars program brings students to campus before their senior year in high school to help prepare them for the demands of getting into and succeeding in college.

Of course our faculty in the Educational Leadership and Policy Studies department are known for examining all of these issues and finding innovative solutions. We’re seeking input from different places through collaborations with IU’s Kelley School of Business to help school leaders gain some non-traditional, but valuable organizational and leadership skills through an executive EdD. Another new program pairs business and education faculty with school leaders to devise a plan for improving underperforming schools.

We are very pleased to host the UCEA convention here and we’re glad you’re here. I hope you enjoy a productive few days in Indianapolis that will truly call all of us into effective action on these important matters.

Sincerely,

Gerardo M. Gonzalez
Dean

W.W. Wright Education Building 4100 201 N. Rose Avenue Bloomington, IN 47405
(812) 856-8001 http://education.indiana.edu/dean
Mayor’s Welcome

On behalf of the City of Indianapolis, it is my pleasure to welcome the University Council for Educational Administration (UCEA) to its 2013 Annual Convention.

We are excited to host this group of researchers, policy makers, practitioners, deans, and faculty representing more than 90 institutions of higher learning. Indianapolis’ viability and connected design offer a rich environment for you to network with your colleagues and exchange ideas as you strive to “(Re)Unite Research, Policy, and Practice with Community”.

Our city is full of top attractions, world-class performing arts, restaurants for all tastes, and an array of shopping options that can be found throughout downtown and in our eclectic cultural districts. Many of these amenities, as well as 250 acres of green space and museums in White River State Park, are all within walking distance of your host hotel, thanks to a network of climate-controlled skywalks and the Indianapolis Cultural Trail. Places of interest include: the Indianapolis Zoo and White River Gardens, the Madame Walker Theatre, the Eiteljorg Museum of American Indians and Western Art, Circle Centre Mall, and the Indianapolis Museum of Art.

Our 75,000 hospitality professionals welcome over 22 million visitors annually, and they stand ready to welcome you with Hoosier Hospitality. We wish you the best for a successful and enjoyable meeting in our Circle City and hope you will visit us again soon.

Best regards,

Gregory A. Ballard
Mayor
City of Indianapolis

Values, Vision, & Goals

UCEA Values

UCEA is a community of learners that values:

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

UCEA Vision

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

UCEA Goals

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

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

THE 2013-14 UCEA EXECUTIVE COMMITTEE

Cynthia Reed, President
Auburn University

Mark Gooden, President-Elect
University of Texas at Austin

Andrea Rorrer, Secretary/Treasurer
University of Utah

Mariela Rodríguez
University of Texas at San Antonio

Hanne Mawhinney
University of Maryland

April Peters-Hawkins
University of Georgia

UCEA Staff

Michelle D. Young, Executive Director
Pamela D. Tucker, Senior Associate Director
Liz Hollingworth, Associate Director of Publications
Gerardo R. Lopez, Associate Director for Jackson Scholars
John Nash, Associate Director of Communications
Julian Vasquez Heilig, Associate Director of Program Centers
Stephen Jacobson, Associate Director of International Affairs
Sheneka Williams, Associate Director for Policy and Advocacy
Ed Fuller, Associate Director for Policy and Advocacy
Lisa C. Wright, Financial Director
Lieve Pitts, Project and Events Manager
Kiran Lakshman, Executive Assistant
Erin Anderson, Graduate Assistant
Amy Reynolds, Graduate Assistant
Carmen Foster, Graduate Assistant

2013 Convention Committee

Mark Gooden, University of Texas at Austin
Samantha Paredes Scribner, Indiana University
Terah Venzant Chambers, Michigan State University
Muhammad Khalifa, Michigan State University
Michelle D. Young, UCEA, University of Virginia
Lieve Pitts, UCEA, University of Virginia

Noelle Witherspoon Arnold
University of Missouri

C. Cryst Brunner
University of Minnesota

Mónica Byrne-Jiménez
Hofstra University

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

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

SAGE is proud to publish the journals of the
University Council for
Educational Administration

Stop by the SAGE booth for more information.
About the UCEA Convention 2013

The 2013 Convention Program provides brief listings of all presentations, registration information, hotel information, and general information regarding the University Council for Educational Administration. Each session is listed with a title, a room assignment, presentation time, and the list of presenters. UCEA has developed an accompanying website for the convention program. Changes to the program can be found on the UCEA website at www.ucea.org under Convention. A room layout of the hotel can be found at the back of the program.

REGISTRATION
If you have not registered for the convention, we urge you to do so as soon as you arrive at the hotel. UCEA Registration is available Thursday 8:00 am–5:00 pm and Friday and Saturday 7:00 am–5:00 pm.

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

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

BUSINESS CENTER
Hyatt Regency Indianapolis has a 24-hour, full-service business center.

INTERNET & PHONE ACCESS
Complimentary wireless high-speed Internet access will be provided in all meeting spaces. Wireless high-speed Internet access for guest rooms is $9.95/day. All local calls in guest rooms are $1.06 + tax/call, and U.S. long distance phone calls have a 75¢ access fee and then 25¢/minute.

EXHIBITORS
UCEA is proud to host its book and educational resource sponsors at this year’s convention. They can be found in Cosmopolitan Foyer during the Convention, Thursday 1:00–6:00 p.m. and Friday and Saturday 8:00 am–5:00 pm.

SESSION ON MEMBERSHIP IN UCEA
UCEA continues to serve as the field’s leading professional organization and maintains an international reputation as a consortium of the most prestigious universities with doctoral programs in educational leadership. UCEA’s mission is to advance the preparation and practice of educational leaders for the benefit of all children and schools, and membership in UCEA is a marker of program quality. During the Membership Session (Session 244), Executive Committee members will provide information and answer questions about membership.

New Types of Sessions

Tired of the same old convention experience? Do you want to try something new? Try out our new sessions!

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

FILM FESTIVAL
Grab your popcorn and sit back to see some 5-minute films. Three showings are available, all in the Hyatt Regency Hotel: Regency A-D:

FRIDAY: Session 104 10:50 am - 12:10 pm
SATURDAY: Session 174 8:00 - 9:20 am
Session 221 1:50 - 3:10 pm

UCEA Convention 2013
2013 Events at a Glance

**Monday, November 4**
Executive Committee Meeting: 8:00 am – 6:00 pm

**Tuesday, November 5**
Executive Committee Meeting: 8:00 am – 6:00 pm

**Wednesday, November 6**
Executive Committee Meeting: 8:00 am – 6:00 pm
Registration for Graduate Student Summit: 10:00 am - noon
Graduate Student Summit (registration required): 12:00 – 6:00 pm
Plenary Session: 1:00–6:00 pm
Plenum Reception: 6:00–8:00 pm

**Thursday, November 7**
Registration: 7:00 am – 5:00 pm
Plenary Session: 8:00 am – noon
Graduate Student Summit: 8:00 am – noon
Jackson Scholars Presentations & Workshop: 8:00 am - noon
BELMAS–UCEA Research Collaboration: 8:00 am – noon
Developing Community Partnerships to Advance Research, Policy, and Practice in Education: 8:00 am – noon
UCEA Awards Luncheon: 12:00–2:00 pm
Sessions: 2:10–3:30 pm, 4:00–5:20 pm
General Session I: 5:30–7:00 pm
Convention Opening Reception: 7:00–9:00 pm

**Friday, November 8**
Registration: 7:00 am – 5:00 pm
Sessions: 7:00–7:50 am, 8:00–9:20 am
General Session II Presidential Address: 9:30–10:40 am
Sessions: 10:50 am – 12:10 pm, 12:20–1:40 pm
General Session III UCEA–Wallace Town Hall: 1:45–3:05 pm
Sessions: 3:30–4:40 pm, 4:50–6:00 pm
General Session IV Jackson Scholars: 6:15–8:00 pm
Jackson Scholars Reception: 8:00–9:00 pm

**Saturday, November 9**
Registration: 7:00 am – 5:00 pm
Sessions: 7:00–7:50 am, 8:00–9:20 am, 9:30–10:50 am
General Session V: 11:00 am – noon
Sessions: 12:20–1:40 pm, 1:50–3:10 pm, 3:20–4:40 pm, 4:50–6:10 pm
General Session VI and UCEA Banquet: 7:00–9:30 pm

**Sunday, November 10**
Evaluation Research Taskforce 8:00 am – noon
JLCE Editorial Board Meeting: 7:00–9:00 am
JCJ Editorial Board Meeting: 8:00–10:00 am
EAQ Editorial Board Meeting: 9:00–11:00 am
International Summit: 9:00 am – 3:00 pm

---

**Contribution Highlights**

**THURSDAY, NOVEMBER 7**
023. IES Workshop: Designing Adequately Powered Trials to Assess the Effectiveness of Educational Leadership Practices and Programs
8:00 am to 12:00 noon Cosmopolitan C

029. BELMAS–UCEA Research Collaboration: The International School Leadership Development Network
8:00 am to 12:00 pm Vision

**FRIDAY, NOVEMBER 8**
098. Policies and Perspectives Impacting and Informing our Communities
10:50 to 12:10 pm Cosmopolitan C

104. UCEA Film Festival Showing I
10:50 to 12:10 pm Regency A-D

119. We Know What Effective Leadership Preparation Looks Like
12:20 to 1:40 pm Network

1:45 to 3:05 pm Regency A-D

**SATURDAY, NOVEMBER 9**
168. How to Establish and Sustain International Work in Educational Leadership
8:00 to 9:20 am Concept C & D

172. Mentoring Session for Associate Professors Seeking to be Full Professors
8:00 to 9:20 am Discovery B

194. Mini-Workshop on Arts-Based Approaches to Leadership Preparation: Using Drawing, Photo Captioning and Improvisational Theatre
9:30 to 10:50 am Studio 6

204. Creating Community—at the Leadership Level
12:20 to 1:40 pm Discovery B

219. Mentoring Session for Assistant Professors Seeking Tenure and Promotion
1:50 to 3:10 pm Discovery B

223. Role-Alike Session for Sitting and Aspiring Deans
1:50 to 3:10 pm Regency F

232. Developing Leaders to Support Diverse Learners (LSDL) Curriculum Module Demonstration Workshop
3:20 to 6:10 pm Cosmopolitan A

244. Informal Session on UCEA and UCEA Membership
3:20 to 4:40 pm Vision

**SUNDAY, NOVEMBER 10**
265. 2013 International Summit
9:00 am to 3:00 pm Regency A-D
The 27th Annual UCEA Convention theme, “Seeking New Understandings of Persistent Challenges: A Call to Action to (Re)Unite Research, Policy, and Practice With Community,” is meant to capture the importance of the role of community contexts in which we all exist, navigate, and serve. At times, educational reforms are discussed in the absence of a community’s role in education. This year’s theme addresses connections between and among research, policy, and practice, with attention to a broad range of community concerns. To this end, the conference theme acknowledges that many of the challenges facing educational leadership are longstanding and have important historical contexts that must be considered. Given the chronic nature of these issues, we intend for the 2013 Convention to provide a forum for fresh, engaging, and viable ideas that will be useful to researchers, practitioners, and policy makers and, more importantly, to encourage coalitions where these constituent groups can work together to put these ideas into action.

We acknowledge that there are competing notions of what or who counts as “community” and how local, state, and federal politics and current reforms may privilege or disadvantage different “communities.” Educational leaders, increasingly, must skillfully navigate the politics of “community” and its competing conceptions. Thus, we encourage broad, far-reaching interpretations of community and welcome submissions that consider the role of educational leadership in international settings; local neighborhood contexts; local, state, and federal environments; and, of course, communities within schools. Further, we realize that community will resonate in diverse ways across the field of educational leadership, ranging from “school community” and “professional learning community” to “the Black community” and “a community of scholars,” and we welcome these and other broad applications of the community theme.

Common to all of these notions of community is a sense of coming together for a purpose, such as seeking new understandings of persistent challenges. We invited submissions that dare to make bold connections within and across these many notions of community in order to address both old challenges and new permutations of those challenges facing educational leadership. Finally, given the convention’s focus on community, we strongly encouraged conversations and presentations that involve collaborations with community stakeholders.

To address the 2013 UCEA Convention theme, “Seeking New Understandings of Persistent Challenges: A Call to Action to (Re)Unite Research, Policy, and Practice With Community,” we invited members of the UCEA community and other educational leaders to come to explore new ways to conceptualize community by (a) sharing their relevant research and proposing viable methods to employ research to inform leadership preparation, practice, and policy at local, state, national, and international arenas; (b) developing ways in which educational leaders can work with the community to improve academic excellence, center equity, and conduct social justice work in P-20 educational contexts; and (c) engaging in dialogue, planning, and collaborative scholarship to enhance our efforts to create quality leadership preparation.

In addition, the 2013 UCEA Convention accepted submissions of 5-minute videos that explore broadly the landscape of quality leadership preparation, including our research and engaged scholarship, our preparation program designs and improvement efforts, our policy work, and the practice of educational leaders. Selected videos will be posted on the UCEA website and featured prior to the general sessions at the 2013 UCEA Convention.

New Members

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

- Loyola Marymount University
- San Diego State University
- Southern Methodist University
- University of South Florida
- University of Denver

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

**Informal Session on UCEA and UCEA Membership**

Session 244, Saturday 3:20 - 4:40 pm
Hyatt Regency Hotel, Vision

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

THURSDAY, NOVEMBER 7
2:10 - 3:30 pm, Discovery B
Research, Policy, and Practice Through Community Partnership
(UCEA Center for Study of Leadership in Urban Schools)

4:00 - 5:20 pm, Discovery B
Boon or Bust: Technology and Adult Professional Learning (UCEA Center for the Advanced Study of Technology Leadership in Education [CASTLE])

FRIDAY, NOVEMBER 8
8:00 - 9:20 am, Discovery B
An International Perspective on the Development and Practice of Ethical Educational Leadership (UCEA Center for the Study of Leadership and Ethics)

10:50 am - 12:10 pm, Discovery B
Educational Governance in Scotland, Finland, and the U.S.: Engaging the Community in Valuing Education (UCEA Joint Center for the Study of the Superintendency and District Governance)

12:20 - 1:40 pm, Discovery B
Persistent Legal Problems: Access and Justice Across the P-20 Continuum (UCEA Center for Leadership in Law and Education)

3:30 - 4:40 pm, Discovery B
At the Intersections of Black and White: Defining Social Justice From Different Perspectives (UCEA Center for Educational Leadership and Social Justice)

SATURDAY, NOVEMBER 9
9:30 - 10:50 am, Vision
Faculty Leadership: The Seasons in the Lives of Department Chairs and Deans (UCEA Center for the Study of Academic Leadership)

Program Center Business Meetings will take place at 7:00 am Saturday. All UCEA Convention participants are welcome to attend.

UCEA program centers focus on specific areas:

- UCEA Center for the Study of Academic Leadership
- UCEA Center for the Study of Leadership in Urban Schools
- UCEA Program Center for the Study of the Superintendency & District Governance
- UCEA Center for the Study of School Site Leadership
- UCEA Center for the Study of Leadership and Ethics
- UCEA Center for Educational Leadership & Social Justice
- National Center for the Evaluation of Educational Leadership Preparation and Practice
- UCEA Center for the Advanced Study of Technology Leadership in Education (CASTLE)
- UCEA Center for Leadership in Law and Education
THURSDAY, November 7
2:10-3:20 pm  Demystifying the Academic Job Search: Tips and Resources for Those Considering the Professorship, Cosmopolitan D
4:00-5:20 pm  Composing a Scholarly Life: Conversations with Award Winners, Cosmopolitan B

FRIDAY, November 8
8:00-9:00 am  Preparing for Teaching as Part of the Academy: Lessons From UCEA Master Professors, Cosmopolitan D
10:50-12:10 pm  From Research to Practice: Teaching Strategies From UCEA Developed Resources, Cosmopolitan D
12:20-1:40 pm  “Shoulda, Coulda, Woulda”: Things I Wish I Knew Before Entering the Professoriate: The Remix, Cosmopolitan D
3:30-4:40 pm  Advocating for Yourself: Advice on Having Difficult Conversations, Cosmopolitan D
4:50–6:00 pm  Fireside Chat With Keynote Speaker Vanessa Siddle Walker, Cosmopolitan D

SATURDAY, November 9
7:00-7:50 am  Division A & L Graduate Student Breakfast: Publishing 101, Cosmopolitan D
8:00-9:20 am  Show Me the Money! (or, maybe not...), Cosmopolitan D
9:30-10:50 am  Having It All: Finding the Perfect Work/Life Balance, Cosmopolitan D
12:00-1:40 pm  Mentoring Session for Students of Color, Cosmopolitan D
1:50-3:10 pm  How to Navigate the Academy While Maintaining Your Identity, Cosmopolitan D
3:20-4:20 pm  Advice on the Dissertation From Alumni, Cosmopolitan D
4:50-6:10 pm  Fireside Chat with Keynote Speaker Glenn Singleton, Cosmopolitan D

Loyola Marymount University
Doctoral Program In Educational Leadership for Social Justice
Preparing the next generation of transformational leaders.

http://soe.lmu.edu/doctoral
**Jackson Scholars**

Jackson Scholars are urged to register for the Graduate Student Summit Wednesday, November 6 and engage in Graduate Student Sessions.

**THURSDAY, November 7**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-10:30 am</td>
<td>Second-year Jackson Scholar presentations, Studio 1, Studio 5, Studio 6</td>
</tr>
<tr>
<td>10:40-11:50 am</td>
<td>Jackson Scholars Writing Workshop, Cosmopolitan D</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00-5:20 pm</td>
<td>Julie Laible Memorial Session for first-year Jackson Scholars and their mentors, Cosmopolitan D</td>
</tr>
</tbody>
</table>

**FRIDAY, November 8**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:15-8:00 pm</td>
<td>General Session IV: Barbara Jackson Scholars Memorial Session: Tribute to the Legacy of Barbara L. Jackson and Tenth Year Anniversary</td>
</tr>
<tr>
<td>8:00-9:00 pm</td>
<td>Barbara Jackson Scholars Reception, Cosmopolitan A&amp;B and Foyer</td>
</tr>
</tbody>
</table>

In November 2003, members of the UCEA Plenum, a part of the organization's governing body, voted to establish the UCEA Barbara L. Jackson Scholars Network. Through this effort, UCEA has created a network of graduate students of color who are studying in UCEA member institution educational leadership doctoral programs, and who are planning to enter the professorate.

The UCEA community is cordially invited to help celebrate the 10th Anniversary of this important program and the legacy of Professor Barbara Jackson during the Friday evening general session and reception, 6:15–9:00 pm, Cosmopolitan A&B.

<table>
<thead>
<tr>
<th>Year</th>
<th>Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2014</td>
<td>Rolando Avila, University of Texas-Pan American</td>
</tr>
<tr>
<td></td>
<td>Ivana Beatty, University of Oklahoma</td>
</tr>
<tr>
<td></td>
<td>Christian Bell, University of Texas at Austin</td>
</tr>
<tr>
<td></td>
<td>Shaun Black, Wayne State University</td>
</tr>
<tr>
<td></td>
<td>Kyle Boone, Louisiana State University</td>
</tr>
<tr>
<td></td>
<td>Natalie Bruner, University of New Mexico</td>
</tr>
<tr>
<td></td>
<td>Arthur Caffey, Auburn University</td>
</tr>
<tr>
<td></td>
<td>Rian Carlkum, University of Texas at Austin</td>
</tr>
<tr>
<td></td>
<td>Michael Carruthers, Wayne State University</td>
</tr>
<tr>
<td></td>
<td>Eryka Charley, Pennsylvania State University</td>
</tr>
<tr>
<td></td>
<td>Latryce Cole, Auburn University</td>
</tr>
<tr>
<td></td>
<td>Nektia Coleman, University of Missouri-Columbia</td>
</tr>
<tr>
<td></td>
<td>James Cooper, Florida Atlantic University</td>
</tr>
<tr>
<td></td>
<td>Meg Cota, University of Arizona</td>
</tr>
<tr>
<td></td>
<td>Marilyn Cummings, University of Illinois-Chicago</td>
</tr>
<tr>
<td></td>
<td>Juanita Darden-Jones, University of Cincinnati</td>
</tr>
<tr>
<td></td>
<td>Dessynie Edwards, Texas State University</td>
</tr>
<tr>
<td></td>
<td>Jessica Eskamo, Louisiana State University</td>
</tr>
<tr>
<td></td>
<td>Erica Fernandez, Indiana University</td>
</tr>
<tr>
<td></td>
<td>Ravenn Gethers, College of William and Mary</td>
</tr>
<tr>
<td></td>
<td>Rehob Ghazal, University at Buffalo, SUNY</td>
</tr>
<tr>
<td></td>
<td>Sarah Ghee, University of Cincinnati</td>
</tr>
<tr>
<td></td>
<td>Priya Goel, University of Illinois at Urbana-Champaign</td>
</tr>
<tr>
<td></td>
<td>Pamela Grey, University of Texas at San Antonio</td>
</tr>
<tr>
<td></td>
<td>Chayla Haynes, University of Denver</td>
</tr>
<tr>
<td></td>
<td>Demetria Hodges, Georgia State University</td>
</tr>
<tr>
<td></td>
<td>Charlotte Jacobs, University of Pennsylvania</td>
</tr>
<tr>
<td></td>
<td>Ashley Johnson, Michigan State University</td>
</tr>
<tr>
<td></td>
<td>Detra Johnson, Texas A&amp;M University</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2015</td>
<td>Nazneen Ali, University of Missouri-Columbia</td>
</tr>
<tr>
<td></td>
<td>Dominique Baker, Vanderbilt University</td>
</tr>
<tr>
<td></td>
<td>Jacqueline Kiik Bispo, University of California-San Diego</td>
</tr>
<tr>
<td></td>
<td>Richard Blissett, Vanderbilt University</td>
</tr>
<tr>
<td></td>
<td>Karina Canaba, University of Texas El Paso</td>
</tr>
<tr>
<td></td>
<td>Rosie Connor, University of Utah</td>
</tr>
<tr>
<td></td>
<td>Ricardo Cooke, San Diego State University</td>
</tr>
<tr>
<td></td>
<td>Marcus Davenport, Michigan State University</td>
</tr>
<tr>
<td></td>
<td>Taureen Davis, Clemson University</td>
</tr>
<tr>
<td></td>
<td>Youmna Dhouk, University of Texas at San Antonio</td>
</tr>
<tr>
<td></td>
<td>Chris Faison, North Carolina State University</td>
</tr>
<tr>
<td></td>
<td>Lee Francis, Texas State University</td>
</tr>
<tr>
<td></td>
<td>Yvania Garcia, Miami University of Ohio</td>
</tr>
<tr>
<td></td>
<td>Chetanadh Gautam, Stephen F. Austin State University</td>
</tr>
<tr>
<td></td>
<td>Elizabeth Gil, Michigan State University</td>
</tr>
<tr>
<td></td>
<td>Azuri Gonzalez, University of Texas El Paso</td>
</tr>
<tr>
<td></td>
<td>Jessica Holman, University of Tennessee</td>
</tr>
<tr>
<td></td>
<td>Jeffery Huerta, University of Texas Pan American</td>
</tr>
<tr>
<td></td>
<td>Sakiko Ikoma, Pennsylvania State University</td>
</tr>
<tr>
<td></td>
<td>Johnnie Jackson, Miami University of Ohio</td>
</tr>
<tr>
<td></td>
<td>Tina Jackson, University of Texas at Austin</td>
</tr>
</tbody>
</table>
Wallace Foundation Events

Over the last 13 years, The Wallace Foundation has invested significant resources in educational leadership preparation, research and policy. UCEA has been a partner to the Foundation, seeking ways to leverage important research and development activities within higher education. This year at the UCEA Convention, The Wallace Foundation is sponsoring three events. All UCEA Convention participants are welcome to join in these events.

THURSDAY, NOVEMBER 7

042. Designing, Evaluating, and Improving Educational Leadership Training: A Wallace Foundation Sponsored Session

2:10 to 3:30 pm    Cosmopolitan B

One of the best ways to support program development is to provide opportunities for faculty to take time to work together. In this session members of a a professional learning community focused on preparation program improvement sponsored by The Wallace Foundation will share some of their work reviewing effective programs, collecting program data and sharing ideas across programs located in the U.S., their lessons learned and advice on getting involved.

FRIDAY, NOVEMBER 8

089. Districts Matter: Cultivating the Principals Urban Schools Need: A Wallace Foundation Sponsored Session

8:00 to 9:20 am    Regency F

Recent research has demonstrated the important role that districts play in supporting, evaluating and developing school leaders. Participants in this session will focus on some of the lessons learned through their participation in The Wallace Foundation Pipeline Initiative regarding the district’s role in cultivating urban school leaders. Special attention will be given to a recent report released by The Wallace Foundation, Districts Matter: Cultivating the Principals Urban Schools Need.


1:45 to 3:05 pm    Regency A-D

For the last few years, The Wallace Foundation has sponsored a town hall conversation during the UCEA Convention focused on critical issues related to leadership preparation, practice and policy. Federal, state, and district leaders are increasingly focusing on the quality of educational leadership and how leaders are prepared for practice. High-quality leadership preparation and development are essential to high-quality practice, which in turn optimizes the capacity of schools and central offices to support student engagement and learning. In this town hall session panelists will discuss and debate the utility of various policy and professional levers used to leverage quality preparation. Continue the town hall conversation over coffee and cookies at the Friday Afternoon Coffee Break in the UCEA Exhibition area, 3:05-3:35 pm.

Second Annual International Summit

SUNDAY, November 10

The International Summit will bring together researchers, practitioners, and policy makers from around the world. Participants will engage in interactive sessions, allowing them to learn with colleagues locally and abroad. This year’s planning committee is Thomas Alsbury (Seattle Pacific University), Bruce Barnett (University of Texas at San Antonio), Lars Bjork (University of Kentucky), and Thu Suong Nguyen (Indiana University-Purdue University Indianapolis [IUPUI]).

8:30 am    Registration and check-in

9:00 am    Opening remarks:

Michelle Young, UCEA Executive Director
Bruce Barnett, UCEA Associate Director of International Affairs

9:15 am    Keynote presentation: Liberation Education

Ayehlaphyu May Oo Mutraw, Burmese Community Center for Education

Introduction: Thu Suong Nguyen, IUPUI

10:00 am    Moderated Discussion: Audience responses to the keynote presentation

Moderator: Thu Suong Nguyen, IUPUI

10:30 am    Refreshment break

10:45 am    Round Table Session 1: Research team members from international research collaboratives will share their cross-national projects:

Burmese Community Center for Education Youth and Leadership Project, Neineh Plo, BCCE; Brendan Maxcy, IUPUI; Bu Meh, BCCE; Day Meh, BCCE; Oo Meh, BCCE; Ree Reh, BCCE; Shar Say, BCCE; Sun Light, BCCE

International Successful School Principals Project, Christopher Day, University of Nottingham; David Gurr, University of Melbourne; Stephen Jacobson, University at Buffalo-State University of New York; Olof Johansson, Umea University

International Study of the Preparation of Principals, Charles Slater, California State University Long Beach

International School Leadership Development Network, Daniel Duke, University of Virginia; Howard Stevenson, University of Nottingham

Moderator: Bruce Barnett, University of Texas at San Antonio

12:00 noon    Lunch: World Café format for networking and community building

12:45 pm    Round Table Session 2:

International Superintendent Research Center, Thomas Alsbury, Seattle Pacific University; Lejli Moos, Aarhus University; Jan Paulsen, Hedmark University College; Olof Johansson, Umea University; Mika Risku, University of Jyvaskyla

Centre for the Study of Leadership and Ethics, Christopher Branson, University of Waikato

Center for the Study of School Site Leadership Centre for the Study of School Site Leadership, Lauri Johnson, Boston College

Educational Challenges in China, Meng Tian, University of Jyvaskyla

Moderator: Lars Bjork, University of Kentucky

1:45 pm    Closing remarks

Michelle Young, UCEA Executive Director
Thomas Alsbury, Seattle Pacific University
Steven Jacobson, University at Buffalo
by carefully reviewing proposals for various convention sessions.

These individuals contributed generously to the success of this program by carefully reviewing proposals for various convention sessions.
2013 Exhibitors & Sponsors

Exhibitors & Sponsors
In the past 26 years that UCEA has held its convention, many institutions have served as generous sponsors and exhibitors. In all cases, these cooperative endeavors served to create a more dynamic relationship between UCEA and those institutions and organizations. UCEA acknowledges the substantive contributions that the following sponsors/exhibitors have made to this year’s Convention. We greatly appreciate their support and continuing endorsement:

- Brock Prize Foundation
- Emerald Group Publishing
  www.emeraldinsight.com
- Information Age Publishing
  www.infoagepub.com
- Indiana University (convention host)
- Loyola Marymount University
- Pennsylvania State University
- Routledge (Taylor & Francis Group)
  www.routledge.com
- SAGE Publications
  www.sagepub.com
- Teachers College Press
  www.teacherscollegepress.com
- Texas A&M University
- Wallace Foundation
  www.wallacefoundation.org

Sincere Thanks to Our Raffle Contributors
Instructions for participating in the raffle will be provided at registration. Winners will be announced at the UCEA Presidential Address Friday morning (Session 095). You must be present to win.

SHOW YOUR BADGE: Wear your convention badge when you visit over 50 participating restaurants, stores, and attractions or when you participate in select performing arts, recreation and tours activities to receive a significant discount off of your purchase. For more information, visit the “Visit Indy” part of the UCEA website: http://visitindy.com/ucea2013
UCEA Plenary Session Representatives

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.

Michele Acker-Hocevar, Washington State University
Shelly Albritton, University of Central Arkansas
John Allison, Nipissing University
Anika Anthony, Ohio State University
Donna Augustine-Shaw, Kansas State University
Karen Beard, Miami University of Ohio
Ed Bengston, University of Arkansas
Jeffrey Bennett, University of Arizona
Jami Berry, Georgia State University
Allison Borden, University of New Mexico
Christa Boske, Kent State University
Miles Bryant, University of Nebraska-Lincoln
Charles Burford, Australian Catholic University
Steve Busch, University of Houston
Jimmy Byrd, University of North Texas
Bradley Carpenter, University of Louisville
Gerald Cataro, Fordham University
Patti Chance, San Diego State University
Casey Cobb, University of Connecticut
Julie Combs, Sam Houston State University
Shelby Cosner, University of Illinois at Chicago
Kathy Curry, Oklahoma State University
Tom DeLuca, University of Kansas
Mary Lynne Derrington, University of Tennessee
Sara Dexter, University of Virginia
Sarah Diem, University of Missouri-Columbia
David Dolph, University of Dayton
Michael Dumas, New York University
Eleni Elder, Tennessee State University
Susan Everson, St. Louis University
Mary Ellen Freeley, St. John's University
Ed Fuller, Pennsylvania State University
Diane Gardner Renn, Illinois State University
Encarnacion Garza, University of Texas at San Antonio
Marytza Gawlik, Florida State University
Cosette M. Grant-Oliver, University of Cincinnati
Francois Guajardo, University of Texas Pan American
Donald Hackmann, University of Illinois
Pam Hallam, Brigham Young University
Keith Hollenbeck, University of Oregon
Liz Hollingsworth, University of Iowa
Jennifer Holme, University of Texas at Austin
William Kyle Ingle, Bowling Green State University
Beverly Irlby, Texas A&M University
Patrick Jenlink, Stephen F. Austin State University
Michael Johanek, University of Pennsylvania
Kimberly Kappler-Hewitt, University of North Carolina at Greensboro
Sean Kelly, University of Pittsburgh
Lisa Kessler, Auburn University
Muhammad Khalifa, Michigan State University
Hans Klar, Clemson University
Paula Yu-Kwong Kwan, The Chinese University of Hong Kong
Jack Leonard, University of Massachusetts Boston
Wayne Lewis, University of Kentucky
Catherine Loss, Vanderbilt University
Hollie Mackey, University of Oklahoma
Melinda Mangin, Rutgers University
Joanne Marshall, Iowa State University
Hanne Mawhinney, University of Maryland
Matthew Millitello, North Carolina State University
Peter Miller, University of Wisconsin-Madison
Roxanne Mitchell, University of Alabama
Sarah Nelson, Texas State University
Yongmei Ni, University of Utah
Ann O'Doherty, University of Washington
Bernard Oliver, University of Florida
Margaret Terry Orr, Bank Street College
Samantha Paredes Scollin, Indiana University
April Peters-Hawkins, University of Georgia
Deborah Peterson, Portland State University
Jeanne Powers, Arizona State University
Darius Prier, Duquesne University
Latish Reed, University of Wisconsin-Milwaukee
Daniel Reyes-Guerra, Florida Atlantic University
Rodolfi Rincones, University of Texas at El Paso
Cristóbal Rodríguez, New Mexico State University
Karen Seashore, University of Minnesota
Joan Shapiro, Temple University
Whitney Sherman, Virginia Commonwealth University
Jill Sperandio, Lehigh University
Teresa Starrett, Texas Woman's University
Nancy Staub, University of Toledo
Corrie Stone-Johnson, University at Buffalo
Diane Taylor, Louisiana State University
Eustace Thompson, Hofstra University
Dana Thompson Dorsey, University of North Carolina at Chapel Hill
Megan Tschanem-Moran, College of William and Mary
Linda Vogel, University of Northern Colorado
Teresa Wasonga, Northern Illinois University
Camille Wilson, Wayne State University

Do you want to keep up-to-date with the latest research in Educational Administration?

We can help! Our titles offer global coverage of highly topical research areas and include:
- Journal of Educational Administration
- International Journal of Educational Management
- Advances in Educational Administration

Receive the information you want!
Simply visit our website and register your details. You can then choose the information you’d like to receive.

www.emeraldinsight.com/tk/UCEAprofile
**MONDAY NOVEMBER 4**

001. UCEA Executive Committee Meeting I  
Meeting  
2:00 to 6:00 pm  
Hyatt Regency Hotel: Vision

**TUESDAY NOVEMBER 5**

002. UCEA Executive Committee Meeting II  
Meeting  
8:00 am to 6:00 pm  
Hyatt Regency Hotel: Vision

**WEDNESDAY NOVEMBER 6**

003. UCEA Executive Committee Meeting III  
Meeting  
8:00 am to 12:00 pm  
Hyatt Regency Hotel: Vision

004. UCEA Plenary Session I  
Plenary Session  
12:00 to 6:00 pm  
Hyatt Regency Hotel: Cosmopolitan A&B

005. Graduate Student Summit: Opening Session: Networking & Introductions (Group 1)  
Special Session  
12:00 to 1:30 pm  
Hyatt Regency Hotel: Discovery A

006. Graduate Student Summit: Opening Session: Networking & Introductions (Group 2)  
Special Session  
12:00 to 1:30 pm  
Hyatt Regency Hotel: Discovery B
007. Graduate Student Summit: Opening Session: Networking & Introductions (Group 3)
Special Session
12:00 to 1:30 pm
Hyatt Regency Hotel: Studio 5

008. Graduate Student Summit: Opening Session: Networking & Introductions (Group 4)
Special Session
12:00 to 1:30 pm
Hyatt Regency Hotel: Studio 6

009. Graduate Student Summit: Change Leadership for School Improvement
Special Session
1:40 to 3:00 pm
Hyatt Regency Hotel: Discovery A

The following papers are included in this session: “Rising above the challenges of school discipline: Examining an in-school suspension program,” “Implementing Distributed Leadership in K-12 Education to Create a Sustainable Improvement,” “Students as Partners in Educational Change: Facilitating Student Engagement for Instructional Improvement in a High Poverty School,” “New Solutions, New Challenges: Implementing Restorative Justice Practices in Zero Tolerance Schools,” and “Working to Sustain Change: An Examination of Teacher Leadership and its Role in Promoting Organizational Learning Within Three Urban Turnaround Schools.”

Presenters:
Ahnna Gibson, Clemson University
Asih Asikin-Garmager, University of Iowa/UCEA
Hilary Alissa Lustick, New York University
Katherine Petta, University of Massachusetts Boston
Chair/Discussant:
Daniel Linden Duke, University of Virginia

010. Graduate Student Summit: Actualizing Social Justice in Schools: Preparation and Practice
Special Session
1:40 to 3:00 pm
Hyatt Regency Hotel: Discovery B


Presenters:
Nazneen Ali, University of Missouri
Nicole Spencer, University of Missouri
Ronald William Whitaker, II, Duquesne University
Lauren Bailes, The Ohio State University
Thad Michael Dugan, University of Arizona
Chair/Discussant:
Michael Dantley, Loyola University

011. Graduate Student Summit: Intercultural Education and Leadership
Special Session
1:40 to 3:00 pm
Hyatt Regency Hotel: Studio 5


Presenters:
Ashley McKinney, University of Utah
Kathleen Winn, University of Iowa
Madhur Chandra, Michigan State University
Nimo Abdi, Michigan State University
Qinghua Huang, University of Cincinnati
Chair/Discussant:
Stephen L. Jacobson, University at Buffalo/UCEA

012. Graduate Student Summit: Educational Policy and the Community
Special Session
1:40 to 3:00 pm
Hyatt Regency Hotel: Studio 6


Presenters:
Colleen Cleary, University of Missouri-Columbia
Isaiah McGee, University of Iowa
Kala French Lougheed, Montana State University
Nnenna Ogbru, Pennsylvania State University
Romina Valesk Madrid Miranda, University of Minnesota
Chair/Discussant:
James William Koschoreck, Northern Kentucky University

013. Graduate Student Summit: Hold Accountability Accountable
Special Session
3:10 to 4:30 pm
Hyatt Regency Hotel: Discovery A

The following papers are in this session: “Year 11 of No Child Left Behind: The Impact on Rural, Low-Income Schools,” “Are High Stakes Accountability Policies Promoting Equitable Educational Environments?,” “Implementing the Next Generation Science Standards: Recommendations for School Leaders,” “Neoliberal Education Policy and Texas Social Studies Standards: Progressive Retrograde,” and “ISLLC Standards: A Policy Analysis of Then and Now.”

Presenters:
Asih Asikin-Garmager, University of Iowa
Hershawna Turner, University of Pittsburgh
Kathleen Winn, University of Iowa
Melinda Anne Lemke, University of Texas at Austin
Patricia Baumer, Southern Methodist University
Chair/Discussant:
Andrea K. Rorrer, University of Utah
014. Graduate Student Summit: Instructional Leadership: Supporting Organizations in an Age of Accountability
Special Session
3:10 to 4:30 pm
Hyatt Regency Hotel: Discovery B
Presenters:
- Douglas M. Wiecezorek, Syracuse University
- Lindsey Schrott, Pennsylvania State University
- Vincent Anthony Romano, St. John’s University
Chair/Discussant:
- Diana G. Fowler, University of Central Arkansas

015. Graduate Student Summit: Theroetical Approaches to Leadership
Special Session
3:10 to 4:30 pm
Hyatt Regency Hotel: Studio 5
The following papers are in this session: “Using Policy Archaeology to Reframe Practices for Selecting Principals: How Much Has Really Changed?” “Phenomenology of Scholarly Practice: A Philosophical Analysis of Cultural Relevance,” “Epistemology in Education: Epistemological Development Trajectory,” and “Hierarchical and Heterarchical Leadership Distribution.”
Presenters:
- Amy Reynolds, University of Virginia
- Charles Lowery, Stephen F. Austin State University
- Rachida Labbas, Washington State University
- Yan Liu, Michigan State University
Chair/Discussant:
- Margaret Grogan, Claremont Graduate University

016. Graduate Student Summit: Policy and Practice in a Technological Age
Special Session
3:10 to 4:30 pm
Hyatt Regency Hotel: Studio 6
The following papers are in this session: “LMS, a Useful Pedagogical Tool or a Place to Store Content,” “Technology-Enhanced Learning Environments and Language Acquisition Among Native Spanish Speaking English Language Learners in the Preschool and Elementary Classroom,” “Social Network Analysis of Intellectual Collaboration in Educational Technology Leadership,” and “Does Schools’ Presence on Social Media Matter?”
Presenters:
- Gary Julian Miller, University of North Texas
- Yinying Wang, University of Cincinnati
Chair/Discussant:
- John Beuhring Nash, University of Kentucky

017. Graduate Student Summit: School Leaders’ Selves, Identities, and Roles in Complex Contexts
Special Session
4:40 to 6:00 pm
Hyatt Regency Hotel: Discovery A
The following papers are in this session: “Formalizing Differentiated Leadership Roles: From Conceptualization to Implementation,” “Urban Secondary School Teachers’ Understanding of Themselves as Adult Learners and Their Perceptions of Their Professional Development Experiences,” “Examining Whether School Sector Matters in Principals’ Feelings of Influence in Their Schools,” “New Perspectives on Leadership: A Literature Review on Leading in Charter Schools,” and “Exploring the Co-Relationship of Prior Professional Experiences and Decision Making of a Newly Promoted Head Teacher in Dealing With Challenges in her Initial Years of Headship”
Presenters:
- Jasmine Ulmer, University of Florida
- Jessica M. Fitzgerald, University of Hartford
- Kristina Franciska Brezina, Pennsylvania State University
- Sarah G. Hale, University of Iowa
- Sumaira Taj Khan, University of Iowa
Chair/Discussant:
- Nancy Evers, University of Cincinnati

018. Graduate Student Summit: Leadership in Higher Education: Creating Sustainable Education Pipeline
Special Session
4:40 to 6:00 pm
Hyatt Regency Hotel: Discovery B
Presenters:
- James Vines, Clemson University
- Kenya Reese, Clemson University
- Lani San Antonio, Clemson University
- Bridget Briley, Clemson University
- Cherese Fine, Clemson University
- Hattie Lee Hammonds, Clemson University
- Russell Marion, Clemson University
Chair/Discussant:
- Frances Kochan, Auburn University

019. Graduate Student Summit: School Leadership: A Panoramic View From the Top
Special Session
4:40 to 6:00 pm
Hyatt Regency Hotel: Studio 5
The following papers are in this session: “An Alternative Perspective of Effective School Leadership: Contemporary Black School Leaders’ Perspectives of Leadership in Urban Communities,” “Understanding the Challenges of Principal Transition in Urban Schools,” “Contemporary Othermothering and the Principalship: How Gender and Culture Impact the Identities of African American Female Administrators,” “Rising Above the Emotional Challenges in Educational Leadership: From Understanding to Action,” and “The Principal’s Perceptions of District Supports.”
020. Graduate Student Summit: Leadership and Policy Outcomes
Special Session
4:40 to 6:00 pm
Hyatt Regency Hotel: Studio 6

The following papers are in this session: “Principal Effects on Student Achievement,” “Educational Leaders and Legislative Interaction: A Study of Influence and Effectiveness in Montana,” “Evaluation for Principal Evaluation Implementation,” “Michigan Public School Superintendent Compensation: Variation and Relationship to Student Achievement,” and “You Can’t Always Get What You Want: Indiana Superintendents’ Preferences and Teacher Evaluation.”

Presenters:
Dorian Dawn Olsen, University of Iowa
Kala French Lougheed, Montana State University
Kathleen Kraus-Zadrozny, George Mason University
Rachel White, Michigan State University
Rodney S. Whiteman, Indiana University

Chair/Discussant:
Pamela Bredeson, University of Wisconsin-Madison

022. UCEA Plenary Session II
Plenary Session
8:00 am to 12:00 noon
Hyatt Regency Hotel: Cosmopolitan A&B

023. IES Workshop: Designing Adequately Powered Trials to Assess the Effectiveness of Educational Leadership Practices and Programs
Pre- and Postconvention Work Sessions and Workshops
8:00 am to 12:00 noon
Hyatt Regency Hotel: Cosmopolitan C

In this workshop, we will focus on how to design and calculate the statistical power for effectiveness studies of educational leadership programs, policies, and practices. The workshop will focus on two-level, three-level, and multisite (or blocked) effectiveness trials within the education leadership domain. We will teach participants how to use the Optimal Design Plus Software. The workshop will combine lecture sessions with multiple opportunities for discussion and hands-on practice using the Optimal Design Plus Software. The target audience for this workshop is researchers interested in planning and conducting effectiveness trials of education leadership programs, policies, and practices.

Presenters:
Jessaca Spybrook, Western Michigan University
Katina Stapleton, National Center for Education Research
Facilitator:
Jessaca Spybrook, Western Michigan University

024. Graduate Student Summit: Abstract Exchange
Special Session
8:00 to 9:20 am
Hyatt Regency Hotel: Discovery A


Presenters:
Abedayo Ogundimu, Ohio University
Anthony Abidemi Olalere, Clemson University
David Conrad, University of Illinois at Urbana-Champaign
Elizabeth Gil, Michigan State University
Jackie Koerner, Saint Louis University
Renee Knox, Duquesne University
Ahmed Sheriff, Duquesne University
Michelle Talbert-Forsey, Duquesne University
Stephanie Perry-Williams, Duquesne University
Sumaira Taj Khan, University of Iowa
Sarah Guthery, Southern Methodist University

Chair/Discussant:
Pamela D. Tucker, University of Virginia/ UCEA

025. Jackson Scholar Presentations: Perspectives on K-12 Education
Special Session
8:00 to 9:20 am
Hyatt Regency Hotel: Studio 1

Second-year Jackson Scholars will present on their research to date. All Graduate Student Summit participants are invited and encouraged to attend as part of the summit. The papers being presented in this session are “Black Women Leaders on the Path Toward the Superintendency: Examining the Intersection and Politics of Race and Gender,” “Disrupting Educational Leadership Through the Teaching and Learning of Latina Immigrant Mothers,” “Juntos Pero no Revueltos: A Latina Immigrant Parent Group’s Unfolding Struggle Toward Political Legitimization Amid an Anti-Immigrant Climate,” and “Black Teachers’ and Black Students’ Perceptions of One Another and How It Affects the Classroom.”

Participants:
Dessynie Edwards, Judson Independent School District
Nereida Oliva, University of Utah
Erica Fernandez, Indiana University
Stacey Mulligan, University of Massachusetts-Boston

Chair/Discussant:
Carlos McCray, Fordham University
026. Jackson Scholar Presentations: Perspectives on Higher Education
Special Session
8:00 to 9:20 am
Hyatt Regency Hotel: Studio 5
Second-year Jackson Scholars will present on their research to date. All Graduate Student Summit participants are invited and encouraged to attend as part of the summit. The papers being presented are “Extending Theories of College Access: A Critical Ethnography on the Organizational Habitus of College-Going in an Urban Catholic High School,” “Unexpected Destinations: Exploring the College-Preparation Experiences of Taiwanese Immigrant Families,” “Overcoming Special Exclusion: Stories From High-Achieving American Indian Students,” and “The First Year Diversity Scholars Program and its Impact on Chicana/o Undergraduate Students: The Role of Critical Race Epistemology.”
Participants:
  - Paul Joseph Rodriguez, University of Texas at San Antonio
  - Yi-Jung Wu, Rutgers University
  - Eryka Charley, Pennsylvania State University
  - Judith Perez, University of Utah
Chair/Discussant:
  - Khaula Murtadha, Indiana University-Purdue University Indianapolis

027. Jackson Scholar Presentations: Perspectives on Higher Education
Special Session
8:00 to 9:20 am
Hyatt Regency Hotel: Studio 6
Second year Jackson Scholars will present on their research to date. All Graduate Student Summit participants are invited and encouraged to attend as part of the summit. The papers being presented are “The Role of Student Characteristics in Teachers’ Formative Interpretation and Use of Student Performance Data,” “Principals’ Opportunities to Learn: How Principals and Teachers Negotiate Instructional Improvement,” and “Perceived Factors Influencing Successful Sustainable Change in Community Colleges.”
Participants:
  - Priya Goel, University of Illinois at Urbana-Champaign
  - Nitya Venkateswaran, University of Washington
  - Karen Lunkin, Texas State University
  - Ravenn R. Gethers, College of William and Mary
Chair/Discussant:
  - Melissa Ann Martinez, Texas State University

028. Developing Community Partnerships to Advance Research, Policy, and Practice in Education
Workshop
8:00 am to 12:00 noon
Hyatt Regency Hotel: Theory A
This workshop addresses the conference them by discussing the various university and school community partnerships aimed at enhancing the educational experiences of marginalized students. Presenters and attendees will discuss the development of various community partnerships, critical issues that can be addressed through these partnerships, how we can sustain these partnerships overtime, and potential outcome measures to assess the effectiveness of these partnerships.
Participants:
  - Connecting Research, Policy, and Practice Through Community Partnership: Creating Understanding and Advocacy of Social Justice in P-20 Educational Contexts. Cosette M. Grant-Overton, University of Cincinnati
Cultivating Mindfulness in Education through Community-Based Partnership. Natalie Tran, Lourdes Cruz, Maija Urrello, Dawn Tran, Sangeetha Carmona, Farzin Espahani, Lauren Shead, Joel Borquez, & Guadalupe Ramos, California State University, Fullerton
Optimizing Mori Academic Achievement (OMAA) Through International, National, and Local Community Applied Critical Leadership. Lorri Michelle Johnson Santamaria & Jenny Lee, University of Auckland, New Zealand
Developing a Community of College Success and Access for Latinas/os. Elizabeth T. Murakami, University of Texas of the Permian Basin; Anne Marie Nunez, University of Texas at San Antonio
Decolonial and Applied Critical Leadership (ACL) in Education. Nathalia Jaramillo & Lorri Michelle Johnson Santamaria, University of Auckland, New Zealand
Disrupting Traditional Partnerships: Challenging Choices and Values Conflicts with Political and Community Partners in American Indian Education. Hollie J. Mackey, University of Oklahoma
Facilitators:
  - Hollie J. Mackey, University of Oklahoma
  - Natalie Tran, California State University, Fullerton

029. BELMAS-UCEA Research Collaboration: The International School Leadership Development Network
Workshop
8:00 to 12:00 pm
Hyatt Regency Hotel: Vision
Research team members from the International School Leadership Development Network (ISLDN) will refine research designs, examine potential funding sources to support research projects, establish plans for reporting findings at future professional conferences, and determine outlets for publishing research findings.
Facilitators:
  - Howard Stevenson, Nottingham University
  - Bruce Barnett, University of Texas at San Antonio

030. Jackson Scholar Presentations: Perspectives on K-12 Education
Special Session
9:20 to 10:40 am
Hyatt Regency Hotel: Studio 1
Second-year Jackson Scholars will present on their research to date. All Graduate Student Summit participants are invited and encouraged to attend as part of the summit. The papers presented in this session are “In What Ways Do Title I Funds Facilitate the Academic Achievement of Underperforming Students in a Rural and Urban Elementary School in the State of North Carolina?” “What is the correlation Between the Conditions of School Facilities in Relationship to Teacher Attitude and Satisfaction?” “The Impact of Action Research in a Middle School Suburban Setting: Teacher Instructional Practices in Mathematics and Student Achievement for African American Males,” “The Curious Case of Oklahoma: An Analysis of the Passage of the Universal Pre-Kindergarten Legislation,” and “Involving Low-Income, Minority Parents in Schools: An Examination of a Parent Involvement Program in Detroit.”
Participants:
  - Kendra Woods, University of North Carolina at Chapel Hill
  - Arthur D. Cailey, Auburn University
  - Jeremiah Sumter, Hofstra University
  - Christian Marie Bell, University of Texas at Austin
  - Ashley Johnson, Michigan State University
Chair/Discussant:
  - Maria Luisa Gonzalez, University of Texas at El Paso
031. Jackson Scholar Presentations: Perspectives on Higher Education
Special Session
9:20 to 10:40 am
Hyatt Regency Hotel: Studio 5

Second-year Jackson Scholars will present on their research to date. Graduate Student Summit participants are invited and encouraged to attend as part of the summit. The papers presented in this session are “The Mediating Effects of Contextual Characteristics of Collectivist and the Entity Based Creativity Among Faculty in Higher Education,” “The Effects of an Individualist-Collectivist Dichotomy on Underrepresented Students of Color STEM Major Persistence in Higher Education,” “Back to Eden: How Black Women Use Spirituality to Navigate the Academy,” and “Exploring Doctoral Student experiences From the Perspectives of Mid-Career Professionals in Educational Leadership.”

Participants:
- Kyra T. Collier, Miami University of Ohio
- Anthony Abidemi Olalere, Clemson University
- Natalie Robinson Bruner, University of New Mexico
- Kenyae Reese, Clemson University

Chair/Discussant:
- Kristina Hesbol, University of Denver

032. Jackson Scholar Presentations: Perspectives on K-12 Education
Special Session
9:20 to 10:40 am
Hyatt Regency Hotel: Studio 6

Second-year Jackson Scholars will present on their research to date. All Graduate Student Summit Participants are invited and encouraged to attend as part of the summit. The following papers will be presented: “An Examination of the Effects of Urban School Governance Reform and Their Indicators of Institutional Progress,” “Marketing of Schools and Social/Cultural Capital,” “Using Action Research to Improve Student performance in Algebra and Algebra 2 & Trigonometry by Engaging Teachers in Analysis of Student Data,” “Using Culturally Relevant Pedagogy in a Middle school,” and “Teacher Perceptions of Principals’ Leadership in Response to Changing Demographics in a Diverse Rural School District.”

Presenters:
- Shaun Black, Wayne State University
- Meg Cota, University of Arizona
- Cherise Pemberton, Hofstra University
- Juanita M. Darden-Jones, University of Cincinnati
- Detra DeVerne Johnson, Texas A&M University

Chair/Discussant:
- Lisa Bass, North Carolina State University

033. Graduate Student Summit: Mentor Feedback Session A
Special Session
9:25 to 10:35 am
Hyatt Regency Hotel: Discovery A

Presenters will have the opportunity to receive high-quality feedback on both their papers and their presentations from their distinguished faculty discussants.

Presenters:
- Ashley McKinney, University of Utah
- Kathleen Winn, University of Iowa
- Madhur Chandra, Michigan State University
- Nimo Abdi, Michigan State University
- Qinhua Huang, University of Cincinnati

034. Graduate Student Summit: Mentor Feedback Session B
Special Session
10:40 to 11:50 am
Hyatt Regency Hotel: Discovery A

Presenters will have the opportunity to receive high-quality feedback on both their papers and their presentations from their distinguished faculty discussants.

Presenters:
- Asih Asikin-Garmager, University of Iowa
- Hershawna Turner, University of Pittsburgh
- Kathleen Winn, University of Iowa
- Melinda Anne Lemke, University of Texas at Austin
- Patricia Baumer, Southern Methodist University
- Douglas M. Wieczorek, Syracuse University
- Lindsey Schrott, Pennsylvania State University
- Vincent Anthony Romano, St. John’s University
- Demetrica Hodges, Georgia State University
- Jessica Holman, University of Tennessee
- Pamela L. Gray, Austin Independent School District
- George Robin Rhodes, School District of Oconee County/ Clemson University
- Sean Williams, Michigan State University
- Brian Boggs, Michigan State University
- Dorian Dawn Olsen, University of Iowa
- Kala French Lougheed, Montana State University
- Kathleen Kraus-Zadrozny, George Mason University
- Rachel White, Michigan State University
- Colleen Cleary, University of Missouri-Columbia
- Isaiah McGee, University of Iowa
- Kala French Lougheed, Montana State University
- Nnenna Ogbu, Pennsylvania State University
- Romina Valesk Madrid Miranda, University of Minnesota
- Ahnna Gibson, Clemson University
- Asih Asikin-Garmager, University of Iowa/ UCEA
- Hilary Alissa Lustick, New York University
- Katherine Petta, University of Massachusetts-Boston
- Nazmeen Ali, University of Missouri
- Nicole Spencer, University of Missouri
- Ronald William Whitaker, Jr., Duquesne University
- Thad Michael Dugan, University of Arizona
- Amy Reynolds, University of Virginia
- Charles Lowery, Stephen F. Austin State University
- Rachida Labbas, Washington State University
- Yan Liu, Michigan State University
- Dwight Farris, University of Arizona
- Gary Julian Miller, University of North Texas
- Yining Wang, University of Cincinnati
Meeting
10:40 to 11:50 am
Hyatt Regency Hotel: Cosmopolitan D

Dissertation planning and writing can be considered a great beginning for academic careers while simultaneously providing an experience for breaking into the publishing arena. Many graduates of educational leadership programs are eager to publish, whereas some are relieved that it’s finally behind them and often consider reworking a dissertation for publication to be anticlimactic. Others have good intentions to publish their dissertations but allow their final product to collect dust on a shelf and pack everything into storage. With this in mind, the workshop facilitators will provide graduate students a hands-on writing experience while learning about the reasons for publishing; general principles of scholarly writing and “dos” and “don’ts”; effective ways to plan and manage time for writing; the process of dissertation conversion for publication in a peer-reviewed journal; how to target appropriate journals; how to determine the content of an abstract, key words, and title; the conundrum of credit and authorship (e.g., who takes lead authorship, and why); the purpose of writing styles (e.g., APA, Harvard, and Chicago); the role of journal editorial teams (e.g., editors, reviewers, advisory boards); how to deal with acceptance, revise/resubmit, and rejection letters; and a host of other elements intended to help emerging scholars unpack the mystery of scholarly writing. Handouts will be provided.

Chair/Discussants:
Jeffrey Brooks, University of Idaho
Anthony Normore, California State University, Dominguez Hills

038. UCEA Awards Luncheon
Special Session
12:00 to 2:00 pm
Hyatt Regency Hotel: Regency A-D

This luncheon was established to honor the recipients of UCEA Awards. The UCEA Awards focus on contributions to scholarship, teaching, student development, and the improvement of educational leadership preparation and practice.
Bridging the Great Divide in Special Education: Building Community Through Reconciliation. Carol Strax, Dominican College; Marshall Strax, College of Saint Elizabeth.

This paper reports and analyzes data obtained through 52 hours of unstructured and semi-structured qualitative interviews with stakeholders involved in the education of children with disabilities. Participants included students with disabilities, parents, advocates, attorneys, special educators, and school administrators. A model for creating the future (of special education), which reconciles the differences between stakeholder groups through a bottom-up cyclical process of dialogue, consensus and implementation, is proposed and discussed.

Project REACH - Raising Educational Attainment within Community Housing. Florence Aitken, Clark County School District, Las Vegas, Nevada; Sue Moulden-Horton, Nevada Department of Education.

The aim of REACH is to improve access of educational supports for children in Clark County School District’s priority schools by bringing school to the home. And, at the same time, REACH aims to enhance students’ academic engagement and encourage students to create a pathway out of poverty. The benefits of Project REACH have revitalized and inspired families living within community housing to envision a better life for their children by way of scholastic success.

Early College High Schools and the Impact of Community and Policy. Tara Shepperson, Eastern Kentucky University.

Early college high schools are school-university collaborations designed to expand academic opportunity for students who otherwise lack aspiration or means for post-secondary education. A mixed methods comparative evaluation of four Kentucky programs revealed increased student access and achievement, but little cohesion of management, mission, affiliation, or funding. While early college programs are viable alternatives to elevate educational outcomes, state policies, support, and will to advance these programs impact localized initiatives.

Mentorship Programs for Junior Faculty: Highlighting the Need for Essential Professional Support Frameworks. Roma B. Angel, Appalachian State University; Christine W. Nganga, South Dakota State University; Leigh Ellen Wallace, University of Wisconsin-Milwaukee; Deborah L. West, Eastern Kentucky University.

While many higher education programs claim their junior faculty are mentored, in reality, countless tenure-track junior faculty are left without support to help them navigate through the ambiguous pre-tenured years. This IGNITE session will review current research on mentoring, then focus on mentorship programs in higher education for junior faculty as well as identify the elements of successful mentoring. In addition, discussions will IGNITE through our short narrative illustrations.

“Outsiders Within”: University Faculty Building Relationships With School Leaders in Small Rural School Districts. Christine W. Nganga, Katherine Bertolini, & Jim Burns, South Dakota State University.

This ignite session addresses the challenges and possibilities related to enhancing community relationships among the university faculty and school leaders in small rural school districts. The presentation will focus on current research on leadership preparation for rural school leaders, the relationship between rural school leaders and the unique communities they serve and the role of relationship building among university faculty and rural school principals and superintendents.

Chair/Discussant:
Kathryn Bell McKenzie, California State University, Stanislaus

040. Principals and Professors: Using Data and Collaboration for Lasting School Improvement

Ignite Session
2:10 to 3:30 pm
Hyatt Regency Hotel: Concept C & D

The University of Florida is engaged in empowering school principals to work collaboratively and use data for school improvement through participation in professional learning communities and learning cohorts. One exemplar is work facilitated by Professors in Residence in Miami-Dade County, where principals work in the nation’s fourth largest district. Through these partnerships, participants have experienced significant, positive outcomes. This session will share resources for using data to impact policy and practice and authentic professional development.

Participant:
Professional Learning Communities and Learning Cohorts: A K-20 Partnership Approach to School Leadership Development. Magdi Castaneda, University of Florida; Matthew Ohlson, University of Florida, Florida Virtual School
Chair/Discussant:
Matthew Ohlson, University of Florida, Florida Virtual School

041. Innovative Approaches to Teaching About Leadership and Ethics

Innovative Session / Mini-Workshop
2:10 to 3:30 pm
Hyatt Regency Hotel: Cosmopolitan A

This session provides an overview of the first volume in the UCEA/Routledge series on teaching the ISLLC standards to preservice educational leaders, The New Instructional Leadership and ISLLC Standard 2. Specifically, this volume grew out of a recognition that rapidly changing times demand a new instructional leadership. The context for instructional leadership work has changed rapidly in the wake of recent policies, economic pressures, technological advances, and demographic shifts. In this session, we share highlights and learning strategies from the volume and then engage participants in conversation about how to build and assess a new instructional leadership capacity around ISLLC Standard 2.

Participants:
Vanessa Anthony-Stevens, University of Arizona
Seann Dikkers, University of Wisconsin-Madison
Lynnette Brunderman, University of Arizona
Thad Michael Dugan, University of Arizona
Facilitator:
Jeffrey V. Bennett, University of Arizona

042. Designing, Evaluating, and Improving Educational Leadership Training: A Wallace Foundation Sponsored Session

Special Session
2:10 to 3:30 pm
Hyatt Regency Hotel: Cosmopolitan B

One of the best ways to support program development is to provide opportunities for faculty to take time to work together. In this session members of a professional learning community focused on preparation program improvement sponsored by The Wallace Foundation will share some of their work reviewing effective programs, collecting program data and sharing ideas across programs located in the U.S., their lessons learned and advice on getting involved.

Presenters:
Michael Johanek, University of Pennsylvania
Susan Korach, University of Denver
Cheryl King, Education Development Center

Chairs/Discussants:
Michelle D. Young, UCEA
Bradley Portin, University of Washington, Bothell

043. Exploring Critical Issues in Creating Successful School/University Partnerships to Prepare and Develop School Leaders

Critical Conversation/Dialogues
2:10 to 3:30 pm
Hyatt Regency Hotel: Cosmopolitan C
This session will provide an overview of the structures, processes, and strategies used to create a successful multischool/university partnership involving masters, educational specialist, and doctoral programs. The presenters will briefly share the elements of their partnership and engage participants in small-group dialogue sessions delving into the issues involved in developing and sustaining these relationships. It is hoped that an online network and research groups, focused on critical issues will develop from these conversations.

Participants:
- Lisa A. W. Kensler, Auburn University
- Cynthia Reed, Auburn University
- Ellen Reames, Auburn University
- Sherida Downer, Auburn University
- Lynne Patrick, Auburn University
- Linda J. Searby, Auburn University
- Cristen Herrin, Auburn City Schools
- Kelli Hodge, Chambers County School System
- Todd Hayne, Alex City School System

Chair/Discussant:
- Frances Kochan, Auburn University

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

Special Session
2:10 to 3:30 pm

Hyatt Regency Hotel: Cosmopolitan D

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

www.ucea.org/job-search-handbook

Chair/Discussant:
- John Beuhring Nash, University of Kentucky

045. Developing a Diverse and Culturally Responsive Pipeline for Teacher Leadership

Paper Session
2:10 to 3:30 pm

Hyatt Regency Hotel: Discovery A

Participants:
- Mentoring Teachers in an Urban Environment: Black Mentors and White Mentees. Charol Shakeshaft & Wendi Moss, Virginia Commonwealth University
- Reimutsete Mabokela, Michigan State University

The purpose of this paper is to present findings from a qualitative interview study of the relationships between Black mentor teachers and their White 1st-year teacher mentees in an urban school system. The themes explored in this paper are the racial issues, as perceived by White teachers, of classroom management; mentor belief that no race issues exist; race perceptions of White teachers prior to their 1st year; and the lack of conversation about race.

Organizational Contexts and Retention of Teacher of Colors. Jean Madsen, Texas A&M University; Reimutsete Mabokela, Michigan State University

Much is written in the literature about the importance of recruiting teachers of color (Ingersol & Connor, 2009). Current studies focus on the importance of recruiting teachers of color, but little is known about the “revolving door” as to why teachers of color are leaving the profession (Achinstein, Ogawa, Sexton, & Frietat, 2012). Consequently, this study may shed light on the power structures and professional exchanges that may influence the retention of teachers of color.

Preparing Teachers for Work in High-Poverty, Urban Schools. Kate Rollert, Michigan State University

This study examined the phenomenological experience of recent graduates from a research one university’s urban educator preparation program. Findings suggest that graduates of this program are committed to fighting inequity and promoting social justice, though not through the role of a classroom teacher. Study participants faced a legitimacy paradox considering long-term employment as a teacher. Most participants felt their skills and talents warranted greater avenues to affect change than the classroom provided.

Preservice Teachers of Color as Future Leaders in Ever-Diversifying American Schools and Communities. Nazneen Ali & Antonio Castro, University of Missouri

Traditional school leadership often lacks an inherent understanding of the cultural nuances that create opportunities for success for communities of color. The need for cultural responsiveness demeans teachers of color leaders as they often act as cultural brokers between community and school settings. The current study explores what inspires preservice teachers of color to pursue careers in education, placing them as leaders in their communities, among their peers, and within their teacher education programs.

Chair/Discussant:
- Floyd Beachum, Lehigh University

046. UCEA Center for the Study of Leadership in Urban Schools: Research, Policy, Practice Through Community Partnership

Symposium
2:10 to 3:30 pm

Hyatt Regency Hotel: Discovery B

This symposium highlights a community partnership practice of the UCEA Program Center: the Center on the Study of Leadership in Urban Schools (CSLUS) in the forefront of bringing together research, policy, and practice within an urban community by way of developing ways to engage local educational leadership to work with the community to improve leadership, academic excellence, and equity in P-12 educational contexts schools and community benefit.

Participant:
- Connecting Policy, and Practice Through Community Partnership for Enhancing Leadership, Schools and the Community. Lionel Brown, University of Cincinnati; Laura Mitchell, Cincinnati Public Schools; Vanessa White, University of Cincinnati; Calvert Smith, University of Cincinnati; Debra Shipman Hutchinson, University of Cincinnati; Sarah Ghee, University of Cincinnati

Chair/Discussant:
- Cosette M. Grant-Overton, University of Cincinnati

047. Teacher Evaluation Policy and Perspectives

Paper Session
2:10 to 3:30 pm

Hyatt Regency Hotel: Network

Participants:

Use of student growth models for educator evaluation is all the rage within the policy world. This study uses the tenants of consequential validity as a framework for examining educators’ perceptions of the use of value-added models (VAM) for educator evaluation. Quantitative and qualitative survey data from a large, diverse district in North Carolina suggest multiple and substantive concerns regarding fairness, meaningfulness, transparency, utility, and social consequences regarding the use of VAM for educator evaluation.

How Teacher Evaluation Is Changing Educational Leadership: Lessons From New Jersey’s Pilot Teacher Evaluation Program. William Firestone, Rutgers Graduate School of Education; Cindy Blitz, Rutgers Center for Effective School Practices; Dessi Kirova, Rutgers Graduate School of Education; Timothy L. Nordin, Rutgers University

Federal policies prioritize teacher evaluation, but very little research examines how teacher
048. Culturally Responsive School Leadership: Meanings, Methods, Musings, Modifications and Moving Forward

Symposium
2:10 to 3:30 pm
Hyatt Regency Hotel: Regency E

This session highlights and describes practices, preparation and performances of culturally responsive school leadership. Specifically three recurrent themes are extrapolated in the papers: the central role of racial oppression and its resistances, the central role of community and its voices, and the dire necessity of comprehensive training—imbuing anti-racism, praxis and social justice—in educational leadership training programs.

Participants:
The Role of Student Responsiveness and Voice in Educational Leadership: Exploring Racial Opportunity Cost and Recognition for Students of Color. Terah Talei Vanzant Chambers, Michigan State University; Lorri Michelle Johnson Santamaria, University of Auckland, New Zealand
Preparing Principals as Culturally Responsive Leaders. Mark A. Gooden, University of Texas at Austin; Michael Dantley, Loyola University
Culturally Responsive School Leadership and Community Activism. Camille M. Wilson, Wayne State University; Lauri Johnson, Boston College
Culturally Responsive Instructional and Transformational Leaders. Gwendolyn Webb-Hasan, Texas A&M University; Judy Alston, Ashland University

Chair/Discussant: William Kyle Ingle, Bowling Green State University

049. Creating Meaningful School-Community Partnerships

Paper Session
2:10 to 3:30 pm
Hyatt Regency Hotel: Studio 1

Participants:
How Partnership Matters in Education: A Case of a Rural-Urban School Partnership Program in China. Wenfan Yan, University of Massachusetts Boston; Yumei Han, Southwest University
This study applied sequential mixed method to study a government led policy titled “the Head Eagle Program” in China which aims to nurture and exert the leadership of selected rural schools via partnership with resourceful urban schools to examine the effectiveness of rural-urban partnership in terms of improving teachers’ professional development and shortening rural-urban educational gap.
Cross-Sector Partnerships Designed to Promote Civic Capacity and Improve Urban Education: The NashvilleNext Initiative. Claire Smerek & Hillary Knudson, Vanderbilt University
This paper describes a collaborative initiative involving Vanderbilt University and the Nashville (TN) Mayor's Office that serves as the education policy blueprint for the city's 25-year planning initiative, known as NashvilleNext. The paper has two parts: first, a description of the civic capacity model (Stone, 2001) that guides the real-time urban planning initiative in Nashville, and second, the findings, analysis and recommendations that serve as the basis for education and broad urban planning through 2040.
A Different Type of School and Community Partnership: Teacher-Led Philanthropies. Joanne M. Marshall, Iowa State University
The purpose of this paper is to present a different model of school-community partnership: the teacher-led philanthropy. Based upon results from two qualitative case studies, it explores and compares how teacher leaders work within their school communities and within their geographic communities, and how the school and geographic communities intersect with each other in partnership to serve student needs.
Preparing Aspiring School Leaders to Engage Family and Community in Developing Meaningful and Sustainable Partnerships. Jennifer Sughrue, Sharon Hoffman, & Kathleen Campbell, Southeastern Louisiana University
A plethora of research provide principle preparation programs with substantial guidance on the value of school-family-community partnerships, on overcoming the barriers to meaningful and sustainable partnerships, and on the role of educational leaders in identifying and fostering partnerships. The presentation and paper will address how one preparation program coaches aspiring leaders to establish partnerships that benefit involved stakeholders.

Chair/Discussant: Gretchen Givens Generett, Duquesne University

050. Diversifying and Problematizing Principal Evaluations: Glimpses of Multiple Methods

Paper Session
2:10 to 3:30 pm
Hyatt Regency Hotel: Studio 5

Participants:
Policy Conditions and an Analysis of the Effects of Mandated Principal Evaluation Processes. Cameron Carlson, Southern Illinois University
This conference paper explores the current policy environment related to principal evaluation. Through NCLB waiver mandates, all school professionals are accountable for showing increases in student performance. In one state, the timeline regarding the implementation, however, placed principal evaluation in front of teacher evaluation. Teachers who might appear on a Reduction-In-Force list banded together to oust the principal who had made steady performance gains. This case concludes with implications for policy and practice.
Stereotype Threat and Principals in Urban Schools Under Sanction. Mary F. Beecroft, University of Illinois at Chicago
This paper explores one potential mechanism through which accountability policies and public discourse may undermine leaders’ ability to enact suitable leadership behaviors in the context of probationary status. I suggest that urban school leaders in schools under sanction are vulnerable to stereotype threat. Document analysis established that a stereotype of urban principals in failing
051. Influence of Principal Learning for Their Practice

Paper Session
2:10 to 3:30 pm
Hyatt Regency Hotel: Studio 6

Participants:
Influences on District Designs for New Principal Professional Development. John Hall, University of California, Berkeley
This study examines the factors that influence the design of professional development (PD) for novice principals. Drawing from institutional theory, I explore how actors shape PD, how district context impacts the planning of PD, and how ideas from the field are incorporated into PD practices. I find that certain logics informed the PD, a renewed focus on PD led to structural elaboration, and that PD events were utilized to enhance individuals’ and departments’ internal legitimacy.

Developing a Conceptual Framework and Blueprint for the Cultural Competence of Educational Leaders Questionnaire. Maysaa Y. Barakat & Joni Lakin, Auburn University
Cultural differences seen through the eyes of prejudice may deter student achievement. Incorporating cultural competencies within preparation programs can support multicultural diversity. Assessing cultural competence of students of preparation programs seems necessary; however, few programs do it. The purpose of this paper was to develop a questionnaire to measure the developing cultural competence of educational leaders. A conceptual framework and blueprint were developed by drawing from the fields of psychology and social work.

Principals’ Perceptions of Experiences That Helped to Improve Their Practice as Instructional Leaders. Matthew D. Thompson, University of Kentucky
This study focused on Kentucky principals’ perceptions of experiences in which they engaged and attribute their growth as instructional leaders. Through surveys and face-to-face interviews, participants were asked to identify instructional leadership experiences to which they attribute their growth as instructional leaders. Further analysis identified eight common themes regarding experiences leading to growth in instructional leadership. The themes were used to suggest a district-wide instructional leader growth system with additional implications for principal preparation programs.

Our study examines the relationship between professional development and the growth of instructional leadership. We specifically ask what type of professional development influences principals’ feelings of influence over the curricula, one important component of instructional leadership. We find that professional development does matter in principals’ feelings of influence over the curriculum even after holding constant other school and personal characteristics. Our study provides warrant for the increased attention to principals’ professional development.

Chair/Discussant:
Matt Clifford, American Institutes for Research

052. Ecologies of Innovation: Collaboration Across Critical Communities in New Doctoral Programs in North Carolina

Symposium
2:10 to 3:30 pm
Hyatt Regency Hotel: Theory A

What happens when collaboration expands to encompass several institutions? Supporting the theme of this year’s conference, this symposium will present several perspectives on collaborative initiatives within and between three doctoral programs, including a jointly sponsored Summer Studio for students of all programs. Key issues related to collaboration in doctoral level leadership preparation will form the basis for discussion among the presenters and the participants.

Participants:
The Catalyst: Developing a New Doctorate in Educational Leadership at High Point University. Vernon Farrington & Barbara J. Mallory, High Point University
Redesigning a Doctorate in Educational Leadership: The Challenges of Internal and External Collaboration. Kathleen Topolka JRorissen, Kofi Lomotey, & Dale Brotherton, Western Carolina University
Building the Airplane While in Flight: Exploring Redesign of an Active Doctoral Program. William A. Rouse, Jr., & Jim McDowell, East Carolina University

The Summer Studio: Program Collaboration to Establish Networks of Practice. Vernon Farrington, High Point University; Kathleen Topolka JRorissen, Western Carolina University; William A. Rouse, Jr., East Carolina University

Participant:
Robert Crow, Western Carolina University

Chair/Discussant:
Jill Alexa Perry, Duquesne University

053. Policy Implementation and Leadership: An Exploration of Intersecting Communities

Paper Session
2:10 to 3:30 pm
Hyatt Regency Hotel: Theory B

Participants:
Enacting Teacher Leadership in Two Schools: An Exploration of State Policy Implementation. Romina Valesk Madrid Miranda & Abigail Felber-Smith, University of Minnesota
Teacher leadership is increasingly recognized as integral to educational improvement efforts. However, whereas the teacher leadership literature is growing, little research has focused on the role of policies in teacher leadership development. This study explores the implementation of an optional Minnesota merit pay policy that requires the development of formal teacher leadership roles. The purpose is to explore the implementation process in two schools, and the implications for development of teacher leadership.

An Analysis of a Policy Mandate for Teacher Evaluation: How Did School Leaders Respond? Marilyn (Marks) Quick, Lori G. Boyland, & Michael Harvey, Ball State University
Educational policy makers recently have focused reform efforts on teacher evaluation. Indiana’s RISE model required new models for most districts beginning in 2012-13. This study gathered open-ended data (from 454 superintendents, principals, and special education directors) as they were preparing for implementation. Data analysis utilizing the Joint Committee's 2009 “Personnel Evaluation Standards” revealed that responses primarily clustered around three utility and accuracy standards. Findings, which contradicted expected reactions to mandated change, are explored
Theoretical.
State Policy Implementation. Liz Hollingworth, Sarah G. Hale, Kathleen Winn, Asih Askin-Garmager, & Sumaira Taj Khan, University of Iowa
As state departments of education wrestle with their role as policy leaders in educational reform, it is critical to understand the challenges a top-down policy approach brings to sustained professional development in K-12 schools. This study describes the findings of this year-long multiple case study. In short, three differing leadership styles at each of the case study sites impacted implementation of the program.
Chair/Discussant:
Andrea K. Rorrer, University of Utah/ UCEA

054. Sociocultural Context of Social Justice Leadership
Paper Session
2:10 to 3:30 pm
Hyatt Regency Hotel: Vision
Participants:
Social Justice Leadership in the Mormon Culture Region. Ashley McKinney & Larry Parker, University of Utah
This paper profiles social justice leaders in one region of the western U.S. where there has been tension around issues of poverty, racial discrimination, LGBT and gender bias. Our findings highlight why/how some social justice leaders seek to work with teachers and parents to create a social justice vision for student success, and ways it is compromised by a dominant religious and socially conservative culture that blames poverty and low school achievement on the students.
Leading Double Lives: Double-Consciousness Among Faculty of Color in Educational Leadership. Elizabeth T. Murakami, University of Texas of the Permian Basin; Danielle Alsandor, University of Idaho
This study examines how 12 junior faculty of color in educational leadership experienced the phenomenon of “double-consciousness” (Du Bois, 1897). Findings indicate participants were conscious of the identity politics specific to race that existed within their educational leadership departments where they were hyper-minoritized as one of the few or “only” faculty of color. Participants also experienced a sense of “two-ness,” but asserted their personal racialized identities as a form of resistance to the status quo.
School Leadership and Deaf Culture: A Case Study. Catherine Ann O’Brien, Gallaudet University; Jeffrey S. Brooks, University of Idaho
Schools for the Deaf are boundaries for the Deaf community, separating them from the dominant hearing society. Within these schools deafness is seen as a complex culture rather than a disability that reduces a students to the status of inferior or “special needs” in relation to dominant norms. The purpose of this case study was to explore the ways that school leadership influences (and is influenced by) Deaf culture in a Schools for the Deaf.
American Indian Educational Leadership in a Time of Financial Crisis. Eryka Charley, Pennsylvania State University
This paper acknowledges how the sequestration budget cuts have impacted a severely underprivileged population of students, while also exploring how one American Indian superintendent of an American Indian school district reconciles the tribal definition of leadership and administration as a community-recognized appointment of service.
Chair/Discussant:
Elizabeth T. Murakami, University of Texas of the Permian Basin

256. School Finance and Disrupted Communities: Impact on Students and Learning
Paper Session
2:10 pm
Hyatt Regency Hotel: Regency F
Participants:
Beyond School Walls: The Intersection of Leadership and the Community in Harnessing Educational Adequacy. Nicola A. Alexander, University of Minnesota
This paper develops a system of indicators that incorporate lessons from the literature on factors that matter to the achievement of children. It introduces a technique that develops a formative and summative educational fiscal adequacy template. This framework is a helpful tool for scaffolding the knowledge of school finance so that it systematically includes community and their contributions to student outcomes. In so doing, this approach probes the intersections between leadership, context, and educational adequacy.
“Every Kid is Money”: The Effects of Market Competition on School Leader Strategy in New Orleans. Huriya Jabbar, University of California, Berkeley
Competition is essential to the claims that are made about the benefits of school choice, yet there remain significant gaps in our knowledge of how market pressures actually influence the strategic actions of school leaders. To examine their perceptions and responses to competition, I interviewed and surveyed a stratified sample of 30 school leaders in New Orleans. I explored how these schools experienced competition, and the academic, extracurricular, and operational strategies they employed in response.
The Pursuit of Equity and Adequacy in Texas School Finance Reform Litigation. Mike Boone, Texas State University
Texas has been actively engaged in school finance litigation and resultant legislation for an extended period of time, including a currently active lawsuit brought against the state by over 600 school districts and school finance advocates. This presentation reviews the course of school finance reform litigation in Texas and examines how Texas courts have addressed the concepts of equity and adequacy.
The Opportunity Gap: Measuring the Persistent Challenge of Aligning Resources With Student Achievement. Robert C. Knoepfel & Matthew Della Sala, Clemson University
The purpose of this study is to explore the relationship between equity of revenues in support of education and equity of student achievement. Inherent in accountability policy is the requirement that all children reach proficiency; each state allocates resources in support of this goal. However, there is a misalignment between revenue distribution models and requirements for student learning. This paper introduces an opportunity gap that explores the misalignment of these policies.
Chair/Discussant:
David Arsen, Michigan State University

055. “Education for What?”: A Critical Conversation With Engaged Community Organizers
Critical Conversation/Dialogues
4:00 to 5:20 pm
Hyatt Regency Hotel: Concept A & B
The purpose of this session is to engage in conversation with students and community leaders who have historically been left out of the conversation regarding the purpose(s) of education. “Education for what?” is the central question posed by representatives of four community based organizations. The session participants explore this question from their relative “situated locations” revealing the often unsettled and sometimes unsettling nature of this question.
Participants:
Brendan David Maxcy, Indiana University-Purdue University Indianapolis
Samantha M. Paredes Scribner, Indiana University-Indianapolis
Francisco Guajardo, University of Texas Pan American
Miguel Angel Guajardo, Texas State University
Erica Fernandez, Indiana University
Javier Barrera, Latino Youth Collective
Neineh Plo, Burmese Community Center
Irving Salinas, Latin Youth Collective
Dariana Salinas, Latin Youth Collective
Armando Beltran, Latin Youth Collective
Marina Lagunas, Latin Youth Collective
Maria Sanches, Progreso Para Familias en la Comunidad
Miriam Rios, Progreso Para Familias en la Comunidad
Alejandro Olivares, Progreso Para Familias en la Comunidad
Bu Meh, Burmese Community Center for Education
Day Meh, Burmese Community Center for Education
Oo Meh, Burmese Community Center for Education
Ree Reh, Burmese Community Center for Education
Shar Say, Burmese Community Center for Education
Sun Light, Burmese Community Center for Education
May Oo Mutraw, Burmese Community Center for Education
Chairs/Discussants:
Thu Suong Nguyen, Indiana University-Purdue University Indianapolis
Jose Rosario, Indiana University-Purdue University Indianapolis

056. Social Justice and Students in the Margins: The Role of Policy
Paper Session
4:00 to 5:20 pm
Hyatt Regency Hotel: Concept C & D

Participants:
Policies and Practices to Reduce Poverty: Educator Advocacy and Homeless Students. Kerri Tobin, Marywood University; Joseph Murphy, Peabody College of Vanderbilt University
Child homelessness has risen 40% since 2007 and is expected to increase in years to come (NAEHCY, 2010). The purpose of this paper is to hear teachers’ and principals’ voices about how they use advocacy to support homeless student learning, and to blend them with scholarship on U.S. housing policy. Coupling practitioner advocacy with scholarly research is one way to answer the UCEA 2013 call for new “connections between…research, policy, and practice.”

What Are Schools Learning about Accountability and Implementation Policies? Exploring Rio de Janeiro’s School Network. Mariane Campelo Koslinski, Federal University of Rio de Janeiro; Cynthia Paes de Carvalho, PUC - Rio; Fatima Alves, PUC-Rio; Felipe Macedo de Andrade, Federal University of Rio de Janeiro
This exploratory study investigates the outcomes of accountability and school improvement policies on management practices and strategies (principal’s leadership, teachers’ collaboration, school community participation) of schools belonging to Rio de Janeiro’s public school network. Focusing these specific policies, the paper is guided by the following questions: What schools present higher chances of achieving the target established by the local government accountability policy? What are the schools “learning” with these policies?

From Legislation to Implementation: Distributing Leadership in Response to the Massachusetts Anti-Bullying Law of 2010. Alan Henry Cron, University of Massachusetts Boston
On May 3, 2010, following a number of high profile adolescent suicides directly related to bullying and internet cyberbullying, the Massachusetts Legislature passed a comprehensive anti-bullying law M.G.L. c. 71, § 37O requiring school districts to develop and implement comprehensive bullying prevention and intervention plans. Through the lens of distributed leadership theory, this study provides an in-depth, fine-grained analysis of how leadership was practiced by a district wide, K-12 Bullying Prevention Advisory Committee (BPAC).
Chair/Discussant:
Monica Byrne-Jimenez, Hofstra University

058. Composing a Scholarly Life: Conversations With Award Winners
Special Session
4:00 to 5:20 pm
Hyatt Regency Hotel: Cosmopolitan B

This session offers the opportunity for graduate students and junior scholars and other interested parties to interact with UCEA Award winners, to learn more about their scholarly careers and to gain an insight into “what counts” as significant contributions to scholarship, teaching, mentoring and the improvement of educational leadership preparation and practice.

Presenters:
Perry A. Zirkel, Lehigh University
Ed Moua, Lindsay Donaldson, University of Connecticut
Ed Fuller, Pennsylvania State University/ UCEA
Paula Short, University of Houston
Robert L. Crowson, Vanderbilt University

Chair/Discussant:
Erin Anderson, University of Virginia

059. Who Are Our Leaders?
Paper Session
4:00 to 5:20 pm
Hyatt Regency Hotel: Cosmopolitan C

Participants:
African American Women Principals: Heeding the Call to Serve as Conduits for Transforming Urban School Communities. Whitney Sherman Newcomb & Arielle Niemeyer, Virginia Commonwealth University

African American women leaders are often found in urban schools that have been exhausted of resources and lack support. However, due to their disproportionate representation in urban schools, African American women principals have become adept at uniting and engaging stakeholders in marginalized school settings into action. The intent for this research project was to illuminate commonalities of African American women leaders of urban school environments and understand how they make sense of their leadership roles.

The Vestiges of Brown: Placement of African American Principals in Florida (2010-2011). Leo Nesmith & Ira Bogotch, Florida Atlantic University

The purpose of this study was to examine the relationship between a school’s percentage of African American students enrolled and the placement of an African American principal for all of Florida’s K-12 traditional public schools during the academic year 2010-2011. The study found that a significantly positive relationship existed between a school’s percentage enrollment of African American students and the placement of an African American principal.

Who’s Leading Florida’s Schools: A Descriptive Analysis of the Principal Workforce in Florida. La’Tara Osborne-Lampkin, Jessica Sidler Folsom, & Carolyn D. Herrington, Florida State University

This study, a retrospective cohort analysis, describes the demographic make-up and professional backgrounds of Florida’s educational leaders and their career paths. The career paths of the 2011/2012 SY assistant principals and principals were followed over the course of the previous 11 school years from 2001/02 to 2011/12. Findings of the study show that the demographic backgrounds of the educational leaders in the state are diverse, along with the career paths they have taken to principalship.

Ironies and Limitations of Educational Leadership for Social Justice: A Call to Social Justice Educators. Colleen Capper, University of Wisconsin-Madison; Michelle D. Young, UCEA

In this paper, we identify five interrelated ironies and limitations of educational leadership for social justice: (a) the meaning of inclusive practice, (b) the intersection of identity and difference, (c) the emphasis given to student achievement, (d) the lack of policy and practice coherence, and (e) the separation of superheroes from critical collaborative leadership. We conclude with a call to educators for social justice to change their work in several fundamental ways.

Chair/Discussant:
Linda J. Searby, Auburn University
060. Julie Laible Memorial Session for UCEA Jackson Scholars
Special Session
4:00 to 5:20 pm
Hyatt Regency Hotel: Cosmopolitan D

First-year Jackson Scholars will gather with their Mentors to receive an orientation to the Jackson Scholars program and network. After the orientation session, new Scholars and Mentors will meet to make connections and build relationships to support their Jackson Scholars experience. The Jackson Scholars program is a 2-year program that provides formal networking, mentoring, and professional development for graduate students of color who intend to become professors of educational leadership.

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

061. The Art and Ethics of Leadership Development
Paper Session
4:00 to 5:20 pm
Hyatt Regency Hotel: Discovery A

Participants:

From a Frenetic to a Phronetic Mind: Attending to the Art of Leadership in Preparation Programs.
Bob L. Johnson, Jr., University of Alabama
This study explores a skill-set that essential to professional competence: the leader's ability to synthesize relevant information/data in measured proportions so as to competently perform various leadership tasks. Building on Aristotle's concept of phronesis, this skill-set is given the name phronetic competence. Using data from faculty in two professional schools (education leadership and divinity), a conceptual description of this competence is offered and the extent to which it is addressed in the curriculum explored.

Applying a Model to Process Emotion in Leadership From Practice to Community in Leadership Preparation.
Penny L. Tenuto, University of Idaho, Boise; Mary E. Gardiner, University of Idaho, Boise; Julie K. Yamamoto, Vallivue High School
The purpose of this article was to apply the findings of a study on emotion in leadership to a leadership preparation program. This conceptual article extends the research through application of leadership practice to an Educational Leadership preparation community. Preparation programs are provided situations within courses to integrate the topic of emotion. Self-reflection on situations helps leaders to understand themselves, improve communication, and avoid misunderstandings, strengthening leadership capacity.

James G. Allen, Northern Kentucky University; Robert E. Harper, University of Cincinnati; James William Koschoreck, Northern Kentucky University
This research-supported account of practice focuses on the revitalization of a professional organization through collaborative action learning. The researchers seek understanding of “persistent challenges,” specifically the capacity of executive leaders to change stagnant governance practices. Mature organizations fade away unless their members enliven them through dynamic work and the inclusion of female leaders and non-dominant groups in the upper ranks of decision making. Such organizations depend on the action learning of their diverse leadership teams.

Keith Gurley, Gary B. Peters, Loucressia Collins, & Matthew Fifolt, University of Alabama at Birmingham
Having recently surveyed their educational leadership students, authors point to a disconnect between best practices in the “first steps” of school improvement (i.e., development of mission, vision, values, and goals statements) and the daily practice of educational leaders charged with continuously improving student learning. Leadership students lacked the ability to recall MVVG statements and indicate a lack of impact on their daily practice. Implications for preparation of school leaders conclude the presentation.

Chair/Discussant:
Hollie J. Mackey, University of Oklahoma

062. UCEA Center for the Advanced Study of Technology Leadership in Education (CASTLE) - Boon or Bust: Technology and Adult Professional Learning
Symposium
4:00 to 5:20 pm
Hyatt Regency Hotel: Discovery B

This session is hosted by the UCEA Center for the Advanced Study of Technology Leadership in Education. In this open forum we will debate if and how technology is being used to support adult professional learning.

Participants:
John Beuhring Nash, University of Kentucky
Sara L. Dexter, University of Virginia
Justin Bathon, University of Kentucky

063. Collaboration and Reconciliation in Educational Leadership
Paper Session
4:00 to 5:20 pm
Hyatt Regency Hotel: Network

Participants:

Talking About Race in Schools: The Role of the Principal in Overcoming Fear.
Emily Lilja Palmer, Minneapolis Public Schools; Karen Seashore Louis, University of Minnesota
This paper investigates the way in which structured, multistory conversations about race occurred in five suburban schools with rapidly changing demographic compositions. The study found that (a) fear of being considered racist is a barrier for White teachers and administrators that prevents them from engaging in the work at a deep level; and (b) principals’ personal engagement was critical to mitigating fear, while helping teachers to engage with the implications of race for classroom practice.

Revitalizing the Executive Functions of Professional Organizations Through Collaborative Action Learning.
Carol A. Mullen, Virginia Tech; Mariela A. Rodriguez, University of Texas at San Antonio; Tawannah G. Allen, Fayetteville State University
This research-supported account of practice focuses on the revitalization of a professional organization through collaborative action learning. The researchers seek understanding of “persistent challenges,” specifically the capacity of executive leaders to change stagnant governance practices. Mature organizations fade away unless their members enliven them through dynamic work and the inclusion of female leaders and non-dominant groups in the upper ranks of decision making. Such organizations depend on the action learning of their diverse leadership teams.

Leading Change Together: A Follow-up Study of Common Core Professional Development.
Sharon Ann Wilbur, Linda Atkinson, Leslie Ann Williams, & Jean Cate, University of Oklahoma
This qualitative, follow-up study examines the impact of Common Core professional development on participants’ perceptions. Grounded in change theory and social learning theory, the study provides foundational research as one state transitions to the Common Core State Standards. An analysis of the data reveals an alignment of participant perceptions to change theory and learning as a social process. The study has implications for school leaders, teachers, professional development providers, and teacher and principal preparation programs.

Chair/Discussant:
Khaula Murtadha, Indiana University-Purdue University at Indianapolis
064. Models of External Support for School Improvement to Ignite Transformation and Build Capacity for Equity
Symposium
4:00 to 5:20 pm
Hyatt Regency Hotel: Regency E

This symposium features four models of external partnerships presented by scholars who provide support to schools for systemic improvement. Although all four models emphasize leadership development as a lever of change, the contexts and approaches of the support vary. Thus, the symposium is a unique collaboration that can reveal the tensions and opportunities of external partnerships that bridge research and practice, mutually informing both, in the areas of leadership development and school improvement.

Participants:
- Joseph F. Johnson, Jr., San Diego State University
- Andrea K. Rorrer, University of Utah / UCEA
- Cori Groth, University of Utah
- Rose Ylimaki, University of Arizona
- Jeffrey V. Bennett, University of Arizona
- Lynnette Brunderman, University of Arizona
- Thad Michael Dugan, University of Arizona
- Denise Tobin Airola, University of Arkansas
- Jennifer Renee’ Medeiros, University of Arkansas
- Catherine Ann O’Brien & Thomas M. Holcomb, University of Arkansas
- Denise Tobin Airola, University of Arkansas
- Thad Michael Dugan, University of Arizona
- Jennifer Renee’ Medeiros, University of Arkansas
- Ashley Kinney, University of Utah

Chair/Discussant:
- Irene H. Yoon, University of Utah

065. School Leaders’ Roles in Supporting Student Learning
Paper Session
4:00 to 5:20 pm
Hyatt Regency Hotel: Regency F

Participants:
- Herrera, Gallaudet University
- In this study we report three major findings:Administrators’ attitudes toward language choice were related to (a) how they perceived deafness, (b) their formal educational experiences, and (c) their personal knowledge and experiences. The results of administrative choices have not been beneficial to students. Perhaps it is time for educators to take a hard look at the students and have conversations about the injustices suffered when those students do not finish with useful educations.
- This paper draws together the findings of three coordinated studies concerning the way school and district leadership together create conditions for learning improvement across the school system. These investigations examined, respectively, leadership for learning improvement at the school level, the transformation of central offices to support system-wide improvement of teaching and learning, and the investment of resources at both school and district level to support learning improvement.
- This qualitative multiple case study of four urban high schools discusses the role school leaders play in creating an organizational definition of success for freshmen of color and how the enactment of that definition impacts educational opportunities for freshmen of color. Findings include that schools define success as credit attainment, which results in constrained educational opportunities for freshmen of color. Additionally, the definitions that schools create are in response to current policy and research agendas.
- Race-ing Away From Equity: How States’ Evaluation Systems Are Affected by Race to the Top. Anjale Welton, University of Illinois at Urbana-Champaign; Christopher Thomas, University of San Francisco
- The paper conducts a critical discourse analysis (CDA) of how state and district level leaders in California and Illinois comparatively make sense of and implement Race to the Top and principal and teacher evaluation policies, paying particular attention to the policies’ discourse on equity and race. We found that the less federal restrictions placed on states and districts, the more flexibility districts had to design equity-minded and race conscious principal and teacher evaluation systems.
- Chair/Discussant:
- Jo Beth Jimerson, Texas Christian University

066. Leadership Implications of Teacher Evaluation Systems
Paper Session
4:00 to 5:20 pm
Hyatt Regency Hotel: Studio 1

Participants:
- The Role of School Leaders in Culturally Responsive Teacher Evaluation. Priya Goel & Margaret Evans, University of Illinois at Urbana-Champaign
- This conceptual piece offers a new model of culturally responsive teacher evaluation. Part 1 outlines our multifocal framework of culturally responsive evaluation and culturally relevant pedagogy. Part 2 outlines and dissects our conceptualization of Culturally Responsive Teacher Evaluation (CRIE) with an explicit focus on evaluation criteria, evidence, and the role of evaluators. Part 3 builds upon the role of evaluators to discuss the school leader’s “new” role in CRIE.
- Walkthrough Teacher Evaluation: Empty Ceremony or Vital Activity. John C. Daresh, University of Texas at El Paso; Catherine Kennedy, Ysleta Independent School District
- “Walkthrough” teacher evaluations have become increasingly popular in recent years. The purpose of this study was to determine, according to insights shared by both experienced teachers and principals, if the walkthroughs are an effective approach to providing feedback to classroom teachers, or if the activity is little more than a “latest administrative fad.”
- A Comparison of Three Teacher Evaluation Methods and the Impact on College Readiness. Tammy Smalikas, Jimmy Byrd, & Deidra Parish, University of North Texas
- The purpose of this study was to compare three teacher evaluation methods that included principal appraisals, value-added, and a teacher productivity models and the impact on student performance on college entrance exams. The results indicated that the teacher productivity model was the most consistent predictor of college entrance exam success. The model produced stable and consistent results which were more useful than results provided by the principal appraisals and the value-added model.

Chair/Discussant:
- Susan Korach, University of Denver
067. Remodeling Leadership Preparation  
Paper Session  
4:00 to 5:20 pm  
Hyatt Regency Hotel: Studio 5  
Participants:  
State Mandated Principal Preparation Program Revision: The North Carolina Experience. James E. Lyons, Jim Watson, & James Bird, University of North Carolina at Charlotte  
This paper describes a study to determine if a top down mandate by the state legislature and state board of education to drastically revise principal preparation programs was perceived by the program directors and coordinators as having a positive effect. Although this mandate was initially resisted by many faculty members on the various campuses, it is now generally perceived to have improved the programs.  
Redefining and Redesigning Leadership Preparation and the Roles of Assistant Principals. Kerry Robinson, University of Tennessee Knoxville; Barbara Driver, Virginia Commonwealth University  
The roles of assistant principals have historically been different from those of principals. Roles are often distinguished along lines of management and instructional leadership roles. Leadership preparation programs emphasize principal preparation but the reality is a principal cannot alone do everything necessary to ensure school improvement (Harris et al., 2007). This paper assessed the extent to which the leadership preparation program at an urban university prepares and meets the perceived needs of assistant principals.  
From Coordination to Compliance: The Program Coordinator’s Changing Role. Ellen Reames, Auburn University; Donald Gene Hackmann, University of Illinois; Joy C. Phillips, East Carolina University  
The purpose of this study was to determine if the role of the program coordinator has changed due to reforms and program redesigns and if so, in what ways. The role of program coordinator has become much more complex due to policy decisions made outside of the university system. Coordinators surmised that their programs are much stronger due to the redesign but incentives for the position are lacking even more than before redesign.  
Business and Education Collaborate to Build Effective School Leaders. Daisy L. Lovelace, Indiana University; Ada B. Simmons, Indiana University; Gary M. Crow, Indiana University; Barbara J. Erwin, Indiana University-Bloomington  
School turnarounds, increasingly popularized by state and federal accountability mandates, require committed teams nested within school communities. This proposal outlines the model for a newly created partnership between a school of business and an education school that assists underperforming schools in developing and implementing a school improvement plan. This interdisciplinary approach bridges best practices from both fields to develop effective leadership capacity within school teams. Early observations and challenges from the pilot cohort are presented.  
Chair/Discussant:  
Margaret Terry Orr, Bank Street College  

068. Developing a Community of Educational Technology Leadership  
Innovative Session / Mini-Workshop  
4:00 to 5:20 pm  
Hyatt Regency Hotel: Studio 6  
This workshop will share data uncovered through Google's API and via individual surveys of the community members, moderators and owners. Reports on the statistical trends in engagement will be analyzed as the community undergoes drastic changes to increase the scholarly and professional interactions.  
Participant:  
Developing a Community of Educational Technology Leadership. Joseph T. Gayheart & Todd Michael Hurst, University of Kentucky  
Facilitator:  
Joseph T. Gayheart, University of Kentucky  

069. Community, Justice, and Activism in the History of School–Community Engagement  
Symposium  
4:00 to 5:20 pm  
Hyatt Regency Hotel: Theory A  
This symposium discusses school leaders’ engagement with urban multicultural communities in the past. Historical studies of a Black woman principal’s civic engagement work in early 20th century Richmond Virginia, a Black woman principal’s effort to create a Black community school in early 20th century Cincinnati, and a community initiated Black education programs in 1960s Toronto and London all raise critical questions about how school and community leaders represent and negotiate the interests of their communities.  
Participants:  
Jennie D. Porter, Harriet Beecher Stowe School and the Mis-identification of Community Interests. Kate Rousmaniere, Miami University of Ohio  
Chair/Discussant:  
Michael Dantley, Loyola University  

070. Perspectives on Trust and Optimism in Educational Leadership  
Paper Session  
4:00 to 5:20 pm  
Hyatt Regency Hotel: Theory B  
Participants:  
School Principals in Southern Thailand: Exploring Trust With Community Leaders During Conflict. Melanie Carol Brooks, University of Idaho  
This qualitative study reports findings of school principals in southern Thailand who work in areas targeted by Muslim insurgents. Data were gathered and analyzed using a conceptual framework that conceived of trust as five interrelated constructs: benevolence, honesty, openness, reliability, and competence. This study builds on prior trust research (Tschannen-Moran, 2004) and is a unique contribution our understanding of how school leaders in southernmost Thailand build and sustain trust with community leaders.  
Understanding Community Through Enabling School Structures and Academic Optimism in Professional Learning Communities. Julie A. Gray, University of West Florida; Roxanne M. Mitchell, University of Alabama  
This paper will explore the role of enabling school structures (ESS) and academic optimism, which consists of teacher trust in clients (TCL), collective efficacy (CE), and academic emphasis (AE) in the development of professional learning communities (PLCs). Enabling school structures will represent the formal aspect of the school as an organization, while the three components of academic optimism will comprise the informal part of the organization.  
Trust and School Context: An Examination of Two Urban and Two Rural Schools. Pamela Angelle, University of Tennessee  
This research examines shared beliefs through principal interviews and teacher perceptions of trust, through surveys, in an urban elementary, a rural elementary, an urban middle, and a rural middle school. This study affirmed that cultures of professional community resulted in the greatest trust. Principals who worked diligently for the students but worked alone did not engender trust. In this
The Effect of Academic Optimism on Self-Regulatory Climate in an Urban School District. Ellen Ansley Dollarthide, University of Oklahoma; Katherine A. Curry, Oklahoma State University; Gaetane Jean-Marie, University of Louisville

This study examines the relationship between academic optimism and a self-regulatory climate after controlling for prior academic achievement. The structural equation model confirmed the hypothesis that academic optimism has a direct effect on self-regulatory climate. Prior academic achievement also operated through academic optimism to influence a self-regulatory climate. The results affirm that establishing a culture of academic optimism is an important first step in creating school environments where students regulate their learning.

Chair/Discussant:
Gaetane Jean-Marie, University of Louisville

071. Principals Respond to Policy: Implications for the Field
Paper Session
4:00 to 5:20 pm
Hyatt Regency Hotel: Vision

Participants:
Principals’ Instructional Leadership in New York State During Race to the Top Implementation. Douglas M. Wieczorek & George Theoharis, Syracuse University

This qualitative study utilizes semi-structured interviews to investigate public school principals’ instructional leadership changes in New York State Race to the Top implementation. A purposive, snowball sample of 15-20 principals will be selected from rural, suburban, and urban districts for comparative analysis. Researchers seek to determine how principals’ practices may have been affected by the ongoing, policy-driven changes in education at the local level. Learning Practice: How School Leaders Translate Policy and Mandates to Tackle Challenges. Ellie Drago-Severson, Teachers College, Columbia University; Patricia Maslin-Ostrowski, Florida Atlantic University

Part of a larger, longitudinal study, we interviewed 12 school leaders from Bermuda, FL and NY about difficult challenges, how they manage them, and what formal-informal preparation assisted in working through challenges. Their challenges have elements of what Heifetz calls adaptive, technical, and mixed, and require these leaders to learn to tackle them. Regardless of their characterization of challenges, the responses involved professional learning among others and in self as part of the solution.

Race to the Top and School Improvement: What Counts as Innovation in Education? Anika Anthony & Sharon Watkins, Ohio State University

The term innovation is widely used in government grant initiatives to offer a pathway for educational improvement. A critical analysis of the term suggests it can be interpreted and enacted in numerous ways. This study examines the content of multiple winning grant proposals to elucidate how innovation has been enacted by LEAs. Examples vary widely among adoptive vs. generative practices and process vs. product goals. Authors discuss implications for educational practice, research and policymaking.

One Position, Dual Roles: Policy, Practice, and Principals Under Mayoral Control. Marsha Modeste, University of Wisconsin-Madison

This concept paper focuses on principals within large urban districts under mayoral control as a mode of reform. The purpose of this study will be to understand, uncover, and describe how principals within large urban school districts operating under mayoral control navigate district policies in a highly politicized context and how they use their positional power to comply with, avoid, or thwart the mandates of school reform.

Chair/Discussant:
Bradley W. Carpenter, University of Louisville


genre session i: texas a&m social justice speaker
welcome and introductions:
cynthia reed, auburn university/ ucea president
gerardo gonzalez, dean of school of education, indiana university
michelle young, ucea executive director, university of virginia
mark gooden, ucea president-elect, university of texas at austin

Dr. Jeff Duncan Andrade, San Francisco State University

Introduced by Gwen Webb-Johnson, Texas A&M University

Note to Educators: Hope Required When Growing Roses in Concrete

During this talk, Jeff Duncan Andrade will address how to develop educators that are better equipped in creating educational environments that understand and respond to the social toxins that emerge from inequality. By focusing on the concept of hope as essential for nurturing urban youth, he will explore and differentiate hope as used in the education community, specifically the conception of “critical hope.” Through the voices of young people and their teachers, and the invocation of powerful metaphor and imagery, he will proclaim critical hope’s significance for an education that relieves undeserved suffering in communities.

race to the top and school improvement: what counts as innovation in education? anika anthony & sharon watkins, ohio state university

the term innovation is widely used in government grant initiatives to offer a pathway for educational improvement. a critical analysis of the term suggests it can be interpreted and enacted in numerous ways. this study examines the content of multiple winning grant proposals to elucidate how innovation has been enacted by leas. examples vary widely among adoptive vs. generative practices and process vs. product goals. authors discuss implications for educational practice, research and policymaking.

one position, dual roles: policy, practice, and principals under mayoral control. marsha modeste, university of wisconsin-madison

this concept paper focuses on principals within large urban districts under mayoral control as a mode of reform. the purpose of this study will be to understand, uncover, and describe how principals within large urban school districts operating under mayoral control navigate district policies in a highly politicized context and how they use their positional power to comply with, avoid, or thwart the mandates of school reform.

chair/discussant:
bradley w. carpenter, university of louisville

072. General Session I: Texas A&M Social Justice Speaker, Jeff Duncan Andrade
Special Session
5:30 to 7:00 pm
Hyatt Regency Hotel: Regency A-D

During this talk, Jeff Duncan Andrade will address how to develop educators that are better equipped in creating educational environments that understand and respond to the social toxins that emerge from inequality. By focusing on the concept of hope as essential for nurturing urban youth, he will explore and differentiate hope as used in the education community, specifically the conception of “critical hope.” Through the voices of young people and their teachers, and the invocation of powerful metaphor and imagery, he will proclaim critical hope’s significance for an education that relieves undeserved suffering in communities.

Emcee:
samantha m. paredes scribner, indiana university-indianapolis

welcome and introductions:
cynthia reed, auburn university
gerardo gonzalez, indiana university
michelle young, ucea
mark gooden, university of texas at austin

072. General Session I: Texas A&M Social Justice Speaker, Jeff Duncan Andrade
Special Session
5:30 to 7:00 pm
Hyatt Regency Hotel: Regency A-D

During this talk, Jeff Duncan Andrade will address how to develop educators that are better equipped in creating educational environments that understand and respond to the social toxins that emerge from inequality. By focusing on the concept of hope as essential for nurturing urban youth, he will explore and differentiate hope as used in the education community, specifically the conception of “critical hope.” Through the voices of young people and their teachers, and the invocation of powerful metaphor and imagery, he will proclaim critical hope’s significance for an education that relieves undeserved suffering in communities.

Emcee:
samantha m. paredes scribner, indiana university-indianapolis

welcome and introductions:
cynthia reed, auburn university
gerardo gonzalez, indiana university
michelle young, ucea
mark gooden, university of texas at austin

072. General Session I: Texas A&M Social Justice Speaker, Jeff Duncan Andrade
Special Session
5:30 to 7:00 pm
Hyatt Regency Hotel: Regency A-D

During this talk, Jeff Duncan Andrade will address how to develop educators that are better equipped in creating educational environments that understand and respond to the social toxins that emerge from inequality. By focusing on the concept of hope as essential for nurturing urban youth, he will explore and differentiate hope as used in the education community, specifically the conception of “critical hope.” Through the voices of young people and their teachers, and the invocation of powerful metaphor and imagery, he will proclaim critical hope’s significance for an education that relieves undeserved suffering in communities.

Emcee:
samantha m. paredes scribner, indiana university-indianapolis

welcome and introductions:
cynthia reed, auburn university
gerardo gonzalez, indiana university
michelle young, ucea
mark gooden, university of texas at austin

072. General Session I: Texas A&M Social Justice Speaker, Jeff Duncan Andrade
Special Session
5:30 to 7:00 pm
Hyatt Regency Hotel: Regency A-D

During this talk, Jeff Duncan Andrade will address how to develop educators that are better equipped in creating educational environments that understand and respond to the social toxins that emerge from inequality. By focusing on the concept of hope as essential for nurturing urban youth, he will explore and differentiate hope as used in the education community, specifically the conception of “critical hope.” Through the voices of young people and their teachers, and the invocation of powerful metaphor and imagery, he will proclaim critical hope’s significance for an education that relieves undeserved suffering in communities.

Emcee:
samantha m. paredes scribner, indiana university-indianapolis

welcome and introductions:
cynthia reed, auburn university
gerardo gonzalez, indiana university
michelle young, ucea
mark gooden, university of texas at austin

072. General Session I: Texas A&M Social Justice Speaker, Jeff Duncan Andrade
Special Session
5:30 to 7:00 pm
Hyatt Regency Hotel: Regency A-D

During this talk, Jeff Duncan Andrade will address how to develop educators that are better equipped in creating educational environments that understand and respond to the social toxins that emerge from inequality. By focusing on the concept of hope as essential for nurturing urban youth, he will explore and differentiate hope as used in the education community, specifically the conception of “critical hope.” Through the voices of young people and their teachers, and the invocation of powerful metaphor and imagery, he will proclaim critical hope’s significance for an education that relieves undeserved suffering in communities.

Emcee:
samantha m. paredes scribner, indiana university-indianapolis

welcome and introductions:
cynthia reed, auburn university
gerardo gonzalez, indiana university
michelle young, ucea
mark gooden, university of texas at austin

072. General Session I: Texas A&M Social Justice Speaker, Jeff Duncan Andrade
Special Session
5:30 to 7:00 pm
Hyatt Regency Hotel: Regency A-D

During this talk, Jeff Duncan Andrade will address how to develop educators that are better equipped in creating educational environments that understand and respond to the social toxins that emerge from inequality. By focusing on the concept of hope as essential for nurturing urban youth, he will explore and differentiate hope as used in the education community, specifically the conception of “critical hope.” Through the voices of young people and their teachers, and the invocation of powerful metaphor and imagery, he will proclaim critical hope’s significance for an education that relieves undeserved suffering in communities.

Emcee:
samantha m. paredes scribner, indiana university-indianapolis

welcome and introductions:
cynthia reed, auburn university
gerardo gonzalez, indiana university
michelle young, ucea
mark gooden, university of texas at austin

072. General Session I: Texas A&M Social Justice Speaker, Jeff Duncan Andrade
Special Session
5:30 to 7:00 pm
Hyatt Regency Hotel: Regency A-D

During this talk, Jeff Duncan Andrade will address how to develop educators that are better equipped in creating educational environments that understand and respond to the social toxins that emerge from inequality. By focusing on the concept of hope as essential for nurturing urban youth, he will explore and differentiate hope as used in the education community, specifically the conception of “critical hope.” Through the voices of young people and their teachers, and the invocation of powerful metaphor and imagery, he will proclaim critical hope’s significance for an education that relieves undeserved suffering in communities.

Emcee:
samantha m. paredes scribner, indiana university-indianapolis

welcome and introductions:
cynthia reed, auburn university
gerardo gonzalez, indiana university
michelle young, ucea
mark gooden, university of texas at austin
CONVENTION OPENING RECEPTION IN HONOR OF UCEA PAST PRESIDENTS

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

Session 073 Thursday  7:00 to 9:00 pm  Cosmopolitan A&B and Foyer

073. Convention Opening Reception in Honor of UCEA Past Presidents
Reception
7:00 to 9:00 pm
Hyatt Regency Hotel: Cosmopolitan A&B and Foyer
Michelle D. Young, UCEA Executive Director and Cynthia J. Reed, the Immediate Past President of UCEA, welcome all UCEA participants to the Convention Opening Reception and extend a special welcome to those faculty from new UCEA member institutions. The Convention Opening Reception was established in honor of the contributions made to the field and the UCEA consortium by UCEA’s past presidents.
Welcome:
Michelle D. Young, UCEA

UCEA Past Presidents

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

FRIDAY NOVEMBER 8

074. Creating Community Through the Use of Simulations
Pre- and Postconvention Work Sessions and Workshops
7:00 to 9:20 am
Hyatt Regency Hotel: Concept A & B
The workshop will introduce a full-motion computer simulation for use in administrator preparation programs. The facilitators will describe how they developed this simulation and participants will play the simulation. The simulation is organized as a year-in-the-life of someone appointed as the Charles Thompson Jones Middle School’s interim principal. The sequence of events follows the school year – August includes master scheduling, hiring staff, and dealing with new parents.
Facilitator:
Charol Shakeshaft, Virginia Commonwealth University
075. **UCEA Taskforce on Distance Learning**
Meeting
7:00 to 7:50 am
Hyatt Regency Hotel: Concept C & D

This session focuses on the development of a UCEA taskforce focused on distance and digital education. UCEA will be extending its research and development efforts beyond the brick and mortar classroom in an effort to understand effective distance and digital teaching practices and tools, particularly those tools and practices that are meant to support the learning and development of educational leaders. All interested parties are welcome to attend and participate in this effort.

Participants:
- Ron Wideman, Nipissing University
- Teresa Miller, Kansas State University
- April Peters-Hawkins, University of Georgia
- Nancy Staub, University of Toledo
- Miles Bryant, University of Nebraska
- William Kyle Ingle, Bowling Green State University
- Michael Owens, Wayne State University

Chair/Discussant:
- John Beuhring Nash, University of Kentucky

076. **Learning and Teaching in Educational Leadership (LTEL) Executive Committee SIG**
Meeting
7:00 to 7:50 am
Hyatt Regency Hotel: Discovery A

Participants:
- Arnold Danzig, Arizona State University
- Beverly J. Irby, Sam Houston State University
- Donald Gene Hackmann, University of Illinois
- Danna M. Beaty, Tarleton State University
- Ellen Reamess, Auburn University
- Karen L. Sanzo, Old Dominion University
- Jennifer Clayton, George Washington University
- Daniel Reyes-Guerra, Florida Atlantic University
- T.C. Chan, Kennesaw State University
- Jennifer Friend, University of Missouri-Kansas City

Chair/Discussant:
- Liz Hollingworth, University of Iowa

077. **Politics of Education Association SIG**
Meeting
7:00 to 7:50 am
Hyatt Regency Hotel: Network

Participants:
- Catherine C. DiMartino, Hofstra University
- Tina Trujillo, University of California, Berkeley
- William Kyle Ingle, Bowling Green State University

Chair/Discussant:
- Bonnie C. Fusarelli, North Carolina State University

078. **Program Centers Director Board of Directors and Advisory Board Meeting**
Meeting
7:00 to 7:50 am
Hyatt Regency Hotel: Outlook

This Program Centers Advisory Board (PCAB) works with the Associate Director for Program Centers to support and improve the efforts of UCEA program centers. Members work focuses on UCEA policy, program center reviews, mini-grant proposal reviews, and the selection of graduate student program center fellowships. Committee members make recommendations to UCEA for changes in policy and practice.

Participants:
- Patricia F. First, Clemson University
- Christopher Michael Branson, University of Waikato
- Meredith L. Mountford, Florida Atlantic University
- John Beuhring Nash, University of Kentucky
- Stephen L. Jacobson, University at Buffalo/UCEA
- Gretchen Givens Generett, Duquesne University
- Walter Gmelch, University of San Francisco
- Cosette M. Grant-Overton, University of Cincinnati
- Karen Stansberry Beard, Miami University of Ohio
- Helen Wang, University of Kentucky
- Nnenna Ogbu, Pennsylvania State University

Chair/Discussant:
- Julian Vasquez Heilig, University of Texas at Austin/UCEA

079. **Leadership for School Improvement SIG**
Meeting
7:00 to 7:50 am
Hyatt Regency Hotel: Studio 1

Participants:
- Kristina Astrid Hesbol, University of Denver
- Jennifer Clayton, George Washington University
- Hans W. Klar, Clemson University
- Karen L. Sanzo, Old Dominion University
- William C. Frick, University of Oklahoma
- Jay Paredes Scribner, Old Dominion University
- Joseph Murphy, Peabody College of Vanderbilt University
- Susan Korach, University of Denver

Chair/Discussant:
- Shelby Cosner, University of Illinois at Chicago

080. **Latino Research SIG**
Meeting
7:00 to 7:50 am
Hyatt Regency Hotel: Studio 6

Participants:
- Angélica Aguilar Rodríguez, University of Texas at Austin
- Enrique Aleman, University of Utah
- Daisy Denise Alfaro, University of Washington, Seattle
- Samantha M. Paredes Scribner, Indiana University-Indianapolis
- Stephanie Cardona, Pennsylvania State University
- Teresa Cortez, University of Texas at El Paso
**081. Problematizing Conceptions of Equality, Efficiency, and Liberty in Education Finance**

**Policy: A Political Balancing Act**

**Critical Conversation/Dialogues**

8:00 to 9:20 am

Hyatt Regency Hotel: Concept C & D

The purpose of this session is to interrogate conceptions of equality, efficiency, and liberty vis-à-vis charter schools, the inequitable distribution of quality teachers, Federal Impact Aid, and the intersection of school quality and economic development. Participants will be invited to consider how community interests are/are not represented in policy examples and how we might balance tensions in the policy environment to ultimately achieve more equitable and high quality programs for students throughout the P-20 pipeline.

Participants:
- Diana E. Cruz, Clark County School District
- Anna Fernandez, Pennsylvania State University
- Maria Luisa Gonzalez, University of Texas at El Paso
- Leticia Grimaldo, University of Texas at Austin
- Francisco Guajardo, University of Texas Pan American
- Miguel Angel Guajardo, Texas State University
- Frank Hernandez, University of Texas Permian Basin
- Filomena Leo, University of Texas Pan American
- Gerardo R. Lopez, Loyola University-New Orleans
- Rosita Lopez, Northern Illinois University
- Sylvia Mendez-Morse, Texas Tech University
- Zulma Mendez, University of Texas at El Paso
- Elizabeth T. Murakami, University of Texas of the Permian Basin
- Maricela Oliva, University of Texas at San Antonio
- Alicia G. Olera, Our Lady of the Lake University
- Augustina H. Reyes, University of Houston
- Pedro Reyes, University of Texas at Austin
- Michael G. Richards, University of Texas at San Antonio
- Cristobal Rodriguez, New Mexico State University
- Jesus Rodriguez, California State University, Long Beach
- Mariela A. Rodriguez, University of Texas at San Antonio
- Brenda Rubio, University of Texas at Austin
- Timothy Salazar, University of Utah
- Cynthia Saldívar, University of Texas Pan American
- Janet Sheftelbine, University of Texas at Brownsville
- Kathryn E. Torres, University of Washington
- Mario Sergio Torres, Jr., Texas A&M University
- Tina Trujillo, University of California, Berkeley
- Trina Valdez, University of Utah
- Fernando Valle, Texas Tech University
- Brenda Valles, University of Utah
- Julian Vasquez Heilig, University of Texas at Austin/UCEA
- Adriana Villavicencio, New York University

Chair/Discussant:
- Monica Byrne-Jimenez, Hofstra University

**082. Student Engagement Through Rigor and the Arts**

**Paper Session**

8:00 to 9:20 am

Hyatt Regency Hotel: Cosmopolitan C

Participants:
- Reengagement With Formal Education After Dropping Out of High School. Kristin Swenson, Utah Education Policy Center; Erica Orians, Utah Education Policy Center; Andrea K. Rorret, University of Utah/UCEA
- Thinking Critically About the Roles of the Arts and Cultural Institutions in Education. Daniel H. Bowen, University of Arkansas

We evaluate arts exposure through an evaluation involving 3,811 students assigned by lottery to participate in a school visit to an art museum. Participants in the program perform significantly higher in critical thinking. Impacts are especially large for students from more disadvantaged backgrounds. There are strong policy implications for school administrators who need to make difficult decisions with regard to the value of school visits and how to allocate resources for these visits.

**Examining Differential Access to Advanced Courses.** Nnenna Ogbu, Pennsylvania State University; Ed Fuller, Pennsylvania State University/UCEA

This study investigated curriculum narrowing in Texas metro area public high schools over a time frame that included the adoption of NoLBB and a $5.4 billion budget cut for public education. The results suggest students in low-performing and high-poverty high schools had less access to advanced courses, but there were few differences between predominantly minority and predominantly White schools. Finally, budgets reduced access to advanced courses, particularly in low-performing and high-poverty schools.

**Inspiring Creativity and Innovation in Urban School Leaders: Lessons From the Arts.** Girija Kaimal, Temple University; Jon Drescher, Lehigh University; Adele Gonzalez, Temple University

This mixed methods study, funded by two School Leadership Program grants from the U.S. Department of Education at Lehigh University, examines how guided engagement with the arts can inspire creativity among urban school leaders. Findings indicate that experiential engagement with music, dance, and visual arts enables learning by identifying interdisciplinary connections; enhancing self-reflection about leadership practices by articulations of experiential metaphors; and for a few participants helps initiate innovative change in the school environment.

Chair/Discussant:
- Gwendolyyn Webb-Hasan, Texas A&M University

**083. Preparing for Teaching as Part of the Academy: Lessons From UCEA Master Professor Award Winners**

**Special Session**

8:00 to 9:20 am

Hyatt Regency Hotel: Cosmopolitan D

Teaching requires the right amount of content and professional knowledge in order to be successful. Do you want to know what it takes to a dynamic scholar both inside and outside the classroom? If so, this is the session for you. Attendees will gain valuable knowledge from the experiences of current scholars in the field. As former UCEA Master Scholar Award Recipients, the guest speakers know what it takes to thrive professionally. This session will offer tips and suggestions for current PhD students or new faculty on how to plan to be a productive and proactive in the classroom.

Presenters:
084. Takeover and Closure: Harnessing the Community’s Power to Resist
Paper Session
8:00 to 9:20 am
Hyatt Regency Hotel: Discovery A

Participants:
A Retrospective Study of School Closure: Implications for School Leaders. Glenda Toneff-Cotner, Cleveland State University
The purpose of this research was to understand the long-term impact of school closure among those who experienced the process of school closure two decades ago as an important and understudied phenomenon. Through an archival review and semi-structured interviews, this exploration of school closure in one Northwest Ohio urban community seen through the eyes of alumni who are now grown adults offers to contribute important attention to intangible variables affecting students’ experience of school closure.

“Not Without a Fight”: Grassroots Community Organizers’ Stories of Resistance to Urban Public School Closures. Colleen Cleary, University of Missouri-Columbia
Large numbers of urban public school closures are occurring across the U.S. as a consequence of poor performance, decreasing enrollments, and budget shortfalls. This narrative inquiry study used a Critical Race Theory framework to uncover the counter-narrative around school closure as articulated by grassroots community organizers. Community organizers’ stories show the multiple negative impacts that school closures have on low-income communities of color, and how these communities are organizing to resist school closure.

State Takeovers of Minority School Districts: Protecting Fourteenth Amendment Rights of Minority Residents. Joseph Oluwolé, Montclair State University
In March 2013, Governor Christie announced the takeover of the Camden School District, prompting great uproar. Some advocates of state takeovers argue that schools in minority districts have a history of failures which local residents are unable to rectify. This paper examines the Camden takeover and other state takeovers of minority districts. It analyzes laws and documents in order to define principles to ensure that these takeovers do not violate minorities’ Fourteenth Amendment rights.

This study focused on 10 geographical units known as archdioceses and dioceses that had experienced a significant number of Catholic school closures between 1965 and 2010. Two related concerns motivated this study: (a) the risks and benefits of leasing closed Catholic schools to charter schools and (b) good stewardship of church assets generally. The findings and recommendations have broad implications for church management and public policy.

Chair/Discussant:
Daniel Linden Duke, University of Virginia

085. The UCEA Center for the Study of Leadership and Ethics: An International Perspective on the Development and Practice of Ethical Educational Leadership
Symposium
8:00 to 9:20 am

Diana G. Pounder, University of Central Arkansas
Colleen Capper, University of Wisconsin-Madison
Gary M. Crow, Indiana University
Jim Scheurich, Indiana University-Purdue University Indianapolis
Maria Luisa Gonzalez, University of Texas at El Paso
Joan Polliner Shapiro, Temple University

Chair/Discussant:
James Vines, Clemson University

Hyatt Regency Hotel: Discovery B

086. CPED Members Only Meeting
Meeting
8:00 to 9:20 am
Hyatt Regency Hotel: Network

Chair/Discussant:
Jill Alexa Perry, Duquesne University

087. Membership Committee
Meeting
8:00 to 9:20 am
Hyatt Regency Hotel: Outlook

This committee focuses on UCEA membership policy, program standards, the review process, and improvement efforts. Committee members make recommendations to UCEA for changes in policy and practice.

Participants:
Cynthia Reed, Auburn University
Donald Gene Hackmann, University of Illinois
Christa Beske, Kent State University
Tricia Browne-Ferrigno, University of Kentucky
Bernard Oliver, University of Florida
Daniel Reyes-Guerra, Florida Atlantic University
Stacey Edmonson, Sam Houston State University
Latish C. Reed, University of Wisconsin-Milwaukee
Kirstinia Heshol, University of Denver

Chairs/Discussants:
Pamela D. Tucker, University of Virginia/UCEA
C. Cyress Brunner, University of Minnesota-Twin Cities
088. **Leadership Through Adversity: Overcoming Toxic, Racialized, and Challenging Contexts**

**Paper Session**  
8:00 to 9:20 am  
Hyatt Regency Hotel: Regency E

**Participants:**  
*Exploring Racial Congruence Between Students and School Administrators in Texas.* Bradley W. Davis, University of Texas at Arlington; Mark A. Gooden, University of Texas at Austin; Christian Marie Bell, University of Texas at Austin; Amy Lippa, University of Texas at Austin  
The purpose of this study is to explore the racial congruence between students and school administrators in Texas and how the degree of congruence might differ across varying school contexts. Using quantitative criticalist methods and perspective, the study seeks to problematize how institutional structures and race contribute to how principals select or are selected in schools across Texas. Furthermore, our research pursues a larger question of, “Does racial congruence matter?”

*Handling Toxic Leadership With Emotional Intelligence.* Margaret Sullivan-Carr, Susan Chan-Peter, Anthony DeBonis, Anthony Womack, & Jen Katz-Buonincontro, Drexel University  
Toxic leaders use negative behavior such as bullying, tyrannical outbursts and passive-aggressive actions to gain and maintain control (Bass, 1985; Hornstein, 1996; Pelletier, 2009), which can detract from educational organizations’ focus on student learning. The narrative research accounts of toxic leadership presented in this paper are intended for use as a guide for a dialogue on Critical Conversations.

*Leadership and its Impacts on Educational Innovation: Two Case Studies.* Huichun Li & Xiangyun Du, Aalborg University, Denmark  
Modern leadership theories in education domain usually assume a best, or a most appropriate leadership type for a particular organization setting. This study challenges this assumption by exploring the leadership and its impacts on educational innovation at two universities which are transforming their traditional lectured based learning approach to PBL (Problem Based Learning).

*Joining Social Work Practices to the Educational Leadership Knowledge Base & Practice.* Jo Bennett, Zayed University  
This paper discusses a qualitative research tool, the eco-map, used in social work practice. The aim of the paper is to stimulate thought in at least three ways: (a) to understand how educators can capture the experiences of adolescence, to adapt practices in classrooms; (b) to inform educational leadership programs of practices from the social work knowledge base; and additionally, though not finally, (c) to stimulate sharing ideas across disciplines in universities and schools.

Chair/Discussant:  
Brendan David Maxcy, Indiana University-Purdue University Indianapolis

089. **Districts Matter: Cultivating the Principals Urban Schools Need: A Wallace Foundation Sponsored Session**

**Special Session**  
8:00 to 9:20 am  
Hyatt Regency Hotel: Regency F

Recent research has demonstrated the important role that districts play in supporting, evaluating and developing school leaders. Participants in this session will focus on some of the lessons learned through their participation in The Wallace Foundation Pipeline Initiative regarding the district’s role in cultivating urban school leaders. Special attention will be given to a recent report released by The Wallace Foundation, *Districts Matter: Cultivating the Principals Urban Schools Need.*

Presenters:  
Mary Canole, Council of Chief State School Officers  
Rashida Morgan, Mecklenburg County Schools

090. **Leadership of and Within Uncertain Organizational Contexts**

**Paper Session**  
8:00 to 9:20 am  
Hyatt Regency Hotel: Studio 1

**Participants:**  
*Educational Leadership and Alternative Certification: The Emergence of a Hybrid Teacher.* Angus Shiva Mungal, OISE/ University of Toronto  
The objective of this paper is to consider the implication on educational leadership of the partnership between professional education schools and alternative teacher preparation programs (such as TFA) and the creation of the hybrid teacher. My research suggests that the severing of the relationship between university-based and some alternative programs may result in the creation of a more de-professionalized teacher and may be a lost opportunity in how we recruit and train teachers.

*Teachers’ Placement in School: A Critical Dimension in School Management.* Ronit Bogler, Open University of Israel; Adam E. Nir, Hebrew University of Jerusalem  
The study explores the means that may improve organizational effectiveness by focusing on two facets of organizational qualities: teacher commitment and job satisfaction. A questionnaire distributed to 841 randomly-sampled teachers in 118 Israeli elementary schools revealed that the fit between one’s job demands and abilities predicted both commitment and satisfaction. This finding reinforces the importance of best practice in recruitment and placement processes, thus assisting policy-makers in their decision where to invest the limited resources.

*Models of Organizational Culture: Markets, Hierarchies and Networks in the Educational Leadership Case Literature.* Chase Nordengren, University of Washington  
Discussing the role of culture in organizational improvement requires concrete examples of how culture manifests in organizations. This literature review examines 88 cases published in the Journal of Cases in Educational Leadership from 2008-12 by a tripartite typology of cultures: markets, hierarchies and networks. It finds that the majority of cases, using hierarchical models of leadership, do not discuss methods of sharing leadership and managing meaning among multiple stakeholders in K-12 schools.

*Organizational Leadership Model: Its Relationship to Principal and Teacher Satisfaction.* Karen Jackson, University of Utah  
The Organizational Leadership Model (OLM) describes four conditions of organizational leadership in school. OLM category is strongly associated with certain demographic characteristics of schools. Earlier analyses found that OLM is related to principal and teacher satisfaction, important indicators of school working conditions that support student learning. This study extends earlier research by further investigating the relationship between OLM and principal and teacher satisfaction, within the context of other variables describing the school and the staff.

Chair/Discussant:  
Liz Hollingworth, University of Iowa

091. **Intersections of Advocacy, Research and School Leadership**

**Critical Conversation/Discourses**  
8:00 to 9:20 am  
Hyatt Regency Hotel: Studio 6

Too often the topic of advocacy is marginalized as not a legitimate field of educational research or appropriate to the practice of school improvement leadership or leadership preparation programs.
This session will present six advocacy approaches: community-school partnerships, professional development, praxis, global-mindedness, courageous conversations, and historical perspectives in short vignettes meant to spark lively discussion in both large and small group formats.

Participants:
Brian R. Beabot, University of New Orleans; Arnold Dodge, Long Island University; Selahanttin Turan, Eskisehir Osmangazi University; Juan Nino, University of Texas at San Antonio; Phil HunsBerger, Educational Equity Consultants
Chair/Discussant:
Carolyn M. Shields, Wayne State University
Ira Bogotch, Florida Atlantic University

092. Problem-Solving Strategies of School Leaders Experiencing Accountability Mandates
Symposium
8:00 to 9:20 am
Hyatt Regency Hotel: Theory A
This symposium examines the sense making and problem-solving strategies used by school leaders who are experiencing NCLB-like accountability mandates. The studies provide empirical evidence of the strategies school leaders use to cope with problems and negotiate external demands while improving student performance. The voices and actions of principals, superintendents, and school board members are captured in a blend of quantitative and qualitative studies.
Participants:
School Leadership Challenges Under No Child Left Behind: Lessons from UCEAs Project Voices From the Field: Phase 3. Gary Ivory, New Mexico State University; Michele Anne Acker-Hocevar, Washington State University; Julia Ballenger, Texas A&M University-Commerce; William Place, St. Joseph's University
Exiting School Improvement Sanctions: Accountability, Morale, and the Successful Turnaround Principal. Ulrich C. Reitzug & Craig Martin Peck, University of North Carolina at Greensboro
Extending the Leadership Role From Policy Broker to Sense-Maker: Emerging Evidence From Charter Schools. Marytzia Gawlik, Florida State University
The Changing Conditions of Instructional Leadership: Principals' Perceptions of Teacher Evaluation Accountability Mandates. Mary Lynne Derrington, University of Tennessee
Chair/Discussants:
Bruce Barnett, University of Texas at San Antonio
Bonnie C. Fusarelli, North Carolina State University

093. Safe and Sound? Perspectives on School Safety and Security
Paper Session
8:00 to 9:20 am
Hyatt Regency Hotel: Theory B
Participants:
School Security: For Whom and With What Results? Timothy J. Servoss, Canisius College; Jeremy D. Finn, University at Buffalo-SUNY
The study examined whether a high security environment was associated with positive school outcomes, or whether security mitigates against students' sense of community, with negative outcomes. Two specific questions were addressed: What types of high schools use more extensive security measures? The focus was on racial/ethnic composition, SES, urbanicity, neighborhood crime, school size, and misbehavior. Second, how is school security related to school outcomes (suspension and dropout rates, the percentage of graduates that attend college)?

GENERAL SESSION II: UCEA PRESIDENTIAL ADDRESS
Emcee: Terah Venzant Chambers, Michigan State University
Welcome & Introductions: Andrea K. Rorrer, University of Utah
UCEA Presidential Address:
Dr. Cynthia Reed, Auburn University
Causes, Coalitions, and Communities: Learning From UCEA's History to Develop a New Call to Action
More than 60 years ago, UCEA was founded by 15 universities, the Kellogg Foundation, and the regional Centers for Educational Administration, all of whom recognized the need for inter-university collaboration to build a knowledge base of research and effective practice for the field of educational administration. Over the years, UCEA has evolved as an organization, tackling important social and educational causes related to leadership preparation, creating coalitions with other organizations in order to better leverage change, and redefining itself as a community of researchers and practice that continues to be focused on quality leadership preparation and development. The aim of this keynote address is to develop deeper understandings about our organizational history, the persistent issues and challenges UCEA has addressed that did and still do face educational leadership and preparation programs, and to offer insights about potential future directions and strategies for UCEA in the years ahead that emerge from reflections on our organizational history.

Session 095 Friday 9:30 - 10:40 am Regency A-D
In the context of zero tolerance policies, disproportionate levels of school suspension for lesser infractions persist among students of color. Some schools have begun experimenting with restorative practices, an alternative model for addressing interpersonal conflict. I examined six such schools in New York City and found that, without the administration's formal engagement, accountability is lacking. My findings have implications for educators and administrators, but also support the need for legislative reform.
Understanding Community Strengths Using Social Ecological and Social Norming Theories for Diversity-Based Bullying Interventions. Azadeh Farrah Osanloo, New Mexico State University
This paper explores the prevalence of diversity-based bullying in K-12 schools and explores the impact of community strengths as they relate to asset-based approaches to bullying prevention and intervention. This research provides philosophical reasoning for understanding diversity-based bullying underscoring the interconnectedness of social ecological framework and social norming theories. Lastly, the study offers community-based strategies grounded in ecological impacts and positively engaging in difference as suggestions for systemic interventions that address diversity based bullying.
Chair/Discussant:
Azadeh Farrah Osanloo, New Mexico State University
094. Urban School Reform and the Community Space
Paper Session
8:00 to 9:20 am
Hyatt Regency Hotel: Vision

Participants:
Planning for Comprehensive Community Education Reform. Peter M. Miller, University of Wisconsin-Madison; Alexis Bourgeois, University Wisconsin-Madison; Alan Barnicle, University of Wisconsin-Madison; Laura Harringa, University of Wisconsin-Madison; Van Lac, University of Wisconsin-Madison; Alexandra E. Pavlakis, University of Wisconsin-Madison; Kate Phillippe, Loyola University; Martin Scanlan, Marquette University

This paper delineates lessons learned from a comprehensive community education reform in a rural community in the Midwestern U.S. Specifically, we focus on the leadership, planning, and development of a federally-funded Promise Neighborhood (PN) program. There is a need to learn about how groups of diverse school and community partners are working together to conceptualize and implement PNs in this promising – yet highly competitive – era of comprehensive community school reform.

Leadership for Urban School Reform and Improved Neighborhood Outcomes. Terrance Green, University of Texas at Austin

The purpose of this study is to examine school-based leadership that advocates for urban school reform and improved community outcomes. To achieve this purpose, this study addresses the question, what actions do school-based leaders take to support urban school reform and improved community outcomes? Drawing on 10 interviews, observations, and archival data, this study uses community cultural wealth as a conceptual and analytic tool. This paper concludes with implications for practice and leadership preparation.

Creation vs. Conversion: Cross-Case Analysis of Urban School Reform. April L. Peters-Hawkins, Jia Liang, & Rejea A. Finklin, University of Georgia

This study examines challenges small school leaders have to face under creation and conversion models. The authors argue that the support from the district level is often inconsistent, unequal, and incomplete, but is critical for the success of small schools. While many studies have focused on barriers preventing small schools to thrive, little is known on how small school leaders navigate district bureaucracies in the current challenging political and economic landscape.

Chair/Discussant:
Michael Dantley, Loyola University

095. General Session II: UCEA Presidential Address Featuring Dr. Cynthia J. Reed
Special Session
9:30 to 10:40 am
Hyatt Regency Hotel: Regency A-D

More than 60 years ago, the University Council for Educational Administration (UCEA) was founded by 15 universities, the Kellogg Foundation, and the regional Centers for Educational Administration, all of whom recognized the need for inter-university collaboration to build a knowledge base of research and effective practice for the field of educational administration. Over the years, UCEA has evolved as an organization, tackling important social and educational causes related to leadership preparation, creating coalitions with other organizations in order to better leverage change, and redefining itself as a community of researchers and practice that continues to be focused on quality leadership preparation and development. The aim of this keynote address is to develop deeper reflections on our organizational history.

Emcee:
Terah Talei Venzant Chambers, Michigan State University

Welcome and Introductions:
Andrea K. Rorrer, University of Utah/UCEA

096. Encouraging Latina/o-centric Models of Leadership in Education: Creating a Latina/o Leadership Program Center
Critical Conversation/Dialogues
10:50 am to 12:10 pm
Hyatt Regency Hotel: Concept A & B

The purpose of this critical dialogue is to continue the discussion of a research collaborative intended to redefine, reframe and encourage the creation of Latina/o-centric models of leadership in education. The discourse among participants and presenter is an inclusive one, aimed at including students, parents, community members, teachers, as well as Latina/o and non-Latina/o P-20 administrators in order to advance Latina/o/a student success in all levels of education.

Participants:
Cristobal Rodriguez, New Mexico State University
Sabrina Suzanne Zamora, New Mexico State University
Enrique Alemán, University of Utah

Chair/Discussant:
Fernando Valle, Texas Tech University

097. How Do We Mentor the Assistant Principal in the Role of Instructional Leader?
Critical Conversation/Dialogues
10:50 am to 12:10 pm
Hyatt Regency Hotel: Concept C & D

The purpose of this Dialogue Session is to prompt discussion among faculty in leadership preparation programs on how to best prepare new graduates for their roles as assistant principals who are also instructional leaders. It is the opinion of the presenters that assistant principals are neglected parties in new administrator mentoring, yet they are expected to advance into the principalship with an instructional leadership focus that may be underdeveloped.

Participants:
Tricia Browne-Ferrigno, University of Kentucky
Keith Gurley, University of Alabama at Birmingham

Chair/Discussant:
Linda J. Searby, Auburn University

098. Policies and Perspectives Impacting and Informing our Communities
Ignite Session
10:50 am to 12:10 pm
Hyatt Regency Hotel: Cosmopolitan C

Participants:
Privatizing Education: School Vouchers Round Two. Martha M. McCarthy, Loyola Marymount University

This ignite presentation provides an overview of the Indiana voucher program, its political context, and its endorsement by the Indiana Supreme Court. Indiana’s is the most comprehensive voucher program adopted to date in terms of criteria for student eligibility, and it is touted by advocates as a model for other states. Questions will be posed to engage the participants in a discussion of implications of judicial endorsement of the Indiana voucher program for developments nationally.

In the Aftermath of Sandy Hook: Revisiting School Violence Prevention. Robert F. Hachiya, Kansas State University

Recent tragedies have re-ignited the debate surrounding school safety. There is clear research surrounding the best practices that keep schools safe. This Ignite Session will revisit current research
on school violence prevention as well as review past responses to school violence that serve to merely diminish student rights, create a false sense of security, or worst of all, make students and teachers less safe.

**A Call to Action, Indeed: Hannah Arendt and Education Scholarship.** Rodney S. Whiteman, Indiana University; Samantha M. Paredes Scribner, Indiana University-Indianapolis

The UCEA conference theme, “A Call to Action” spurs us to question exactly what we mean by “action.” In this Ignite presentation, we investigate “action” using the political theory of Hannah Arendt. Arendt’s ideas and theories are explored with connections made to education policy, leadership, ethics, and leadership preparation. The authors then invite educational researchers and leaders to join them in applying Arendtian thought to their research and action in the public-political sphere.

**Navigating Educational Change in an Increasingly Complex and Interconnected State and Federal Policy Environment.** Denise Tobin Airola & Jackie Micheleto, University of Arkansas

Education leaders are faced with greater complexity and a more unpredictable political landscape than leaders of the past. Strategic actions must evolve to meet new challenges facing leaders. This Ignite session highlights key lessons learned from interviews with a three consecutive state agency leaders from the past 13 years of state and federal policy. The presentation is designed to spark discussion of the implications these lessons have for leaders facing initiatives on the near horizon.

**A Place for Entrepreneurial Leadership in Public Education.** Jack Leonard, University of Massachusetts

Hardly a day goes by without an appeal for entrepreneurial leaders for America’s schools who are capable of “thinking outside the box.” However, entrepreneurship often means larger-than-life leaders who are willing to take ethically questionable risks in a fiercely competitive market – hardly the ideal environment for children. The purpose of this Ignite session is to suggest a place for entrepreneurial leadership within K-20 public education by presenting two comparative case studies of such leaders.

**“College For All: Get With It!”, Transforming a School District and Community Through Research-Based Practices.** Nilka Avilés, University of Texas at San Antonio; Intercultural Development Research Association (IDRA); Bradley Scott, IDRA; Juanita C. Garcia, IDRA; Yumuna Dhouk, University of Texas at San Antonio; Angela Gutsch, UCISD

College readiness initiatives, like “College For All: Get With It!”, call for structural, administrative, instructional and curriculum modifications to reduce the achievement gap. This case study explores structural and transformational practices which administrators and teachers are implementing to increase participation and graduation rates for marginalized student populations, in partnership with a national community-based organization and local higher education institutions. This research explores the need for college readiness initiatives for all students that begin in the PK-12 setting and the community.

**Role of a School Leader in Minimizing Cultural Discontinuity of the Involuntary Immigrant Students.** Joel Abaya, Wichita State University

Schools can no longer meet the needs of immigrant children in isolation from their communities (Goldring & Sullivan, 1996). Using ethnographic methods, the writer argues that refugee students from South Sudan have unique characteristics that lead to a sense of “otherness” among them and that they perceive schools and schooling. Therefore principals need to develop and implement strategies that enhance maximum participation of these refugee families (Goldring & Sullivan, 1996).

Chair/Discussant:
Lisa A. W. Kensler, Auburn University

**100. Instructional Leadership: Research, Policy, and Practice**

**Paper Session**

10:50 am to 12:10 pm

Hyatt Regency Hotel: Discovery A

**Participants:**
Examining the Evolving Research on Instructional Leadership From 25 years of Schools and Staffing Survey. Jared Boyce & Alex J. Bowers, Teachers College, Columbia University

Instructional leadership has been an active area of research in education leadership over several decades. The present study, a narrative literature review, explores how the National Center for Education Statistics (NCES) Schools and Staffing Survey (SASS) has been used to examine instructional leadership over 25 years and seven administrations. The results suggest that there are interesting associations between selecting particular SASS administrations and different research methodologies, research questions, and study findings.

The Theoretical Grounding and Operationalization of “Instructional Leadership”: Unpacking Meaning in Research and Policy. Lindsey Schrott, Pennsylvania State University

This paper analyses the ways in which the concept of “instructional leadership” is defined in and operationalized by policymakers. It further considers how policy-based understandings of instructional leadership coincide with and/or differ from the theoretical models of “instructional leadership” that populate education research. Preliminary results suggest that a significant number of policy documents that refer to “instructional leadership” do not provide a theoretical grounding justifying the use nor demonstrating thorough understanding of the concept.

Instructional Leadership in Chilean Elementary Schools. Joseph Flessa, OISE/University of Toronto; Javiera Marfan, Fundacion Chile; Stephen Anderson, OISE/University of Toronto

Chilean schools rely upon a unique administrative structure where leadership is shared between two outside-the-classroom leaders: directores (principals) and jefes pedagogicos (pedagogical heads). In this paper the authors analyze data from a multiyear, mixed-methods study of leadership in elementary schools in Chile; survey data from 649 elementary schools and fine-grained case studies of 12 elementary schools are analyzed. Results show a distribution of instructional leadership.

Puppets and Puppeteers: Instructional Leadership, Effective Teaching, and the School Accountability Gauntlet. Ed Bengtson & Sean P. Connors, University of Arkansas

This study examined how school leaders’ responses to the implementation of the Common Core State Standards influence how new teachers construct the meaning of what it means to be a...
teacher. Frameworks of instructional leadership constructs and threat rigidity theory were used to analyze qualitative data gathered over a 9-month period. Findings suggest that leader response to outside mandates can influence how beginning teachers construct what it means to be a teacher.

Chair/Discussant:
Kathrine Gutierrez, University of Oklahoma

101. UCEA Center for the Study of the Superintendency and District Governance: Educational Governance in Scotland, Finland, and the U.S.: Engaging the Community in Valuing Education
International Community Building Session
10:50 am to 12:10 pm
Hyatt Regency Hotel: Discovery B

The United States has systematically shifted the locus of control over educational policy to the federal government, yet other countries such as Scotland and Finland have systematically shifted the locus of control over educational policy to the district, school, and local community level. So, while educational policy in America is becoming increasingly centralized at the federal level, educational governance in Scotland and Finland is becoming increasingly decentralized.

Presenters:
Thomas Alsbury, Seattle Pacific University
Mika Risku, Institute for Educational Leadership, University of Jyväskylä, Finland
Marianne Robin Russo, Florida Atlantic University
Lindsay E. Jesteadt, Florida Atlantic University
Seppo Pulkkinen, Institute of Educational Leadership, University of Jyväskylä, Finland
Pekka Kanervio, Institute of Educational Leadership, University of Jyväskylä, Finland

Chair/Discussant:
Meredith L. Mountford, Florida Atlantic University

102. Learning From Each Other: Making Connections Between High Needs Schools and Leadership for Social Justice Research
International Community Building Session
10:50 am to 12:10 pm
Hyatt Regency Hotel: Network

This symposium seeks to bring together the two separate strands of the BELMAS-UCEA sponsored International School Leadership Development Network to help each strand better inform the work of the other. ISLDN conducts work across 18 countries, focused on two themes: High Needs Schools and Social Justice Leadership. This symposium fuses these two strands through a dialogic process in which each group shares its work and shapes the research agenda of the wider project.

Presenters:
Pamela Angelle, University of Tennessee
Heather Duncan, University of Wyoming
Ian Potter, Bay House School
Helene Arlestit, Umeå University
Katarina Norberg, Center for Principal Development
Ross Notman, University of Otago, New Zealand
Miles Bryant, University of Nebraska-Lincoln
Kristine Kiefer Hipp, Cardinal Stritch University
Mette Lise Baran, Cardinal Stritch University
Lawrie Drysdale, University of Melbourne

Chairs/Discussants:
Olof Johannson, Umeå University
David Gurr, University of Melbourne

103. UCEA Publications Meeting
Meeting
10:50 am to 12:10 pm
Hyatt Regency Hotel: Outlook

This committee focuses on UCEA publications. Members review proposals for books, monographs and research brief series. Members also reviews proposals to host and/or establish UCEA journals. Committee members make recommendations to UCEA for changes in policy and practice.

Participants:
Monica Byrne-Jimenez, Hofstra University
Cynthia Reed, Auburn University
William R. Black, University of South Florida
Pamela D. Tucke, University of Virginia/UCEA
Megan Tschannen-Moran, College of William and Mary
Jeanne Powers, Arizona State University
Pamela Angelle, University of Tennessee

Chair/Discussant:
Liz Hollingworth, University of Iowa
Participants: different critical theoretical perspectives being used in educational policy research to reshape and analyses. In this session, we bring together a group of critical educational policy scholars to explore little attention has been given to articulating what critical means with regard to policy studies and

Hyatt Regency Hotel: Regency E
10:50 am to 12:10 pm
Symposium
105. Critical Theoretical Perspectives on Educational Policy
Chair/Discussants:
Jennifer Friend, University of Missouri-Kansas City
Julia Ballenger, Texas A&M University-Commerce

A growing number of education policy researchers are interrogating the beliefs, practices, and policies associated with traditional frameworks and are using critical frameworks in their research. However, little attention has been given to articulating what critical means with regard to policy studies and analyses. In this session, we bring together a group of critical educational policy scholars to explore different critical theoretical perspectives being used in educational policy research to reshape and redefine the field.

Participants:
People for Education: A Critical Policy History. Sue Winton, York University; Curtis A. Brewer, University of Texas at San Antonio
Unveiling the Policy Vocabularies Guiding the Consideration of Leadership Effectiveness. Bradley W. Carpenter, University of Louisville; Sarah Diem, University of Missouri; Michelle D. Young, UCEA
Let’s Be Critically Honest: Towards a Messier Counterstory in Critical Race Theory. Erin Atwood, Texas Tech University; Gerardo R. Lopez, Loyola University-New Orleans
Troubling the Policy Discourse: Gender and the STEM Crisis. Katherine Cummings Mansfield, Virginia Commonwealth University; Anja Welton, University of Illinois at Urbana-Champaign; Margaret Grogan, Claremont Graduate University
Stepping Down From the Balcony: An Engaging Policy Approach to Critical Policy Analysis and Praxis. Patricia D. Lopez, University of Texas at Austin
Queering the Study of Educational Policymaking and Politics. Catherine A. Lugg & Jason Murphy, Rutgers University

Chairs/Discussants:
Michelle D. Young, UCEA
Sarah Diem, University of Missouri

104. UCEA Film Festival Showing I
Special Session
10:50 am to 12:10 pm
Hyatt Regency Hotel: Regency A-D
Grab your popcorn and sit back to see these 5-minute films. Session will include an intro and Q&A with the filmmakers.

“Arizona State University: Leaders Solving Problems of Practice,” Keith Wetzell & Karl Oschner, Arizona State University
“Comparing School Leadership Preparation and Development in the U.S. and England,” Rhonda Blackwell-Flanagan, Amber Smalley, & Erik Reed, Florida State University
“E-Learning in Superintendent Preparation,” Jennifer Friend & Jonathan Richard, University of Missouri-Kansas City
“My Leadership Story: Brian Hill,” Mark A. Gooden & Brian Hill, University of Texas at Austin
“The Northeast Leadership Academy,” Jackson Olsen, Matthew Millitello, & Bonnie Fusarelli, North Carolina State University
“Principal Rapid Orientation and Preparation in Educational Leadership (PROPEL),” Daniel Reyes-Guerra & Amanda Burns, Florida Atlantic University
“Vanderbilt Abu Dhabi Leadership Development Project – Year 2,” Patrick Schuermann, Lyle Jackson, & Ellen Goldring, Vanderbilt University

Chairs/Discussants:
Jennifer Friend, University of Missouri-Kansas City
Julia Ballenger, Texas A&M University-Commerce

106. Principalship Pathway: Examining Early Career Experiences of School Administrators
Paper Session
10:50 am to 12:10 pm
Hyatt Regency Hotel: Studio 1
Participants:
The Micro-Political Experiences of Early-Career, Anti-Racist, Educational Leaders. Mark A. Gooden, University of Texas at Austin; Bradley W. Davis, University of Texas at Arlington; Dottie Hall, University of Texas at Austin; Daniel Spikes, University of Texas at Austin
Students enrolled in a principal preparation program were interviewed about their experiences in the early stages of their careers. Participants were asked to reflect on how the program may have influenced their values and actions. Of particular interest was the students’ action around issues of race. Findings showed that participants had a heightened level of racial awareness and that they experienced resistance to their social justice efforts which we analyzed using a micropolitical framework.

This study examined the experiences of early career assistant principals. This work helped provide necessary information about contemporary experiences of assistant principals so that districts and those who provide staff development can tailor programs that address the practical needs of early career assistant principals. Understanding more about the role of mentoring, guidance from their building principal, challenges faced, as well as successes can inform both leadership preparation and district professional development.

Seeking New Understandings of the Job of Assistant Principals. Anna Sun, University at Buffalo, SUNY
This presentation attempts, using mixed research methods, to examine the impact of accountability-driven reforms on jobs of assistant principals in New York State public schools. It concludes that the roles of assistant principals have never been more important. Although the traditional professional identity and roles of assistant principals have not changed much, the extent to which they are involved in managerial duties has declined while their involvement in instructional areas has increased substantially.

Principals’ Sensemaking and Enactment of Conflicting Messages of Instructional Leadership. Jessica Righy, Vanderbilt University-Peabody College
This investigation, a cross-case study using sensemaking theory, looks across six first-year principals to investigate their engagement with specific messages of instructional leadership around teacher supervision and the ways in which they made sense of the messages. I found that principals’ informal social networks influenced the messages they received about instructional leadership and how they enacted teacher evaluation practices in their work on their campuses more so than their school context or their previous experience.

Chair/Discussant:
Jennifer Holme, University of Texas at Austin

107. Investigating Educator Job Satisfaction and Attrition
Paper Session
10:50 am to 12:10 pm
Hyatt Regency Hotel: Studio 5
Participants:
Botswana Senior School Teacher Decision-Making and Job Satisfaction as Correlates of Commitment. Paul Alan Mosithi, Duane Melvin Covrig, & Jimmy Kijai, Andrews University
Botswana has limited openings for students in its 27 senior public high schools. One reason is the lack teachers. Increasing teacher participation and satisfaction as a way to improve commitment and to attract and retain teachers has become a major focus. This exploratory study investigated the relationship of teacher participation in decision-making and job satisfaction to organizational
commitment and found teacher high decision-making and job satisfaction predicted high

The Relationship Between Teacher Job Satisfaction and Teacher Evaluation in One Urban District.
Maura Walsh, Lynn English High School
Although there is wide consensus that teacher evaluation processes should be used to identify and measure effective teaching, this has always been an elusive goal. How teachers perceive the evaluative process is a crucial determinant of how the results of the evaluations are utilized. This study was focused on that relationship based on self-reporting survey of teachers in a Massachusetts urban public school district.

Exploring Principals’ Perceptions of Teacher Attrition in Indiana Catholic Schools: Using Richard Ingersoll’s Model.
Joe Bretnacher, Central Catholic Junior-Senior High School; Duane Melvin Covrig, Andrews University; Gary Gifford, Andrews University; Lou Trenta, Andrews University; Isadore Newman, University of Akron/Florida International University
Perceptions on teacher attrition from 122 Indiana Catholic school principals were compared to Ingersoll’s attrition model. Principals significantly agreed that younger, special education, male, urban and secondary teachers from schools with lower salaries, lack of administrative support and faculty influence were more at risk to leave. Significant differences with Ingersoll model were noted on older and male teachers’ likelihood for attrition with variation by type of Catholic school.

Recommendations for practitioners and researchers are discussed.

The Persistent Challenge of Special Educator Attrition: A Quantitative Study.
Teresa Ann Tyler, University of Minnesota; C. Cryst Brunner, University of Minnesota-Twin Cities
Persistent challenges to school leadership include special education teacher attrition. In fact, 98% of districts nationwide report shortages of special educators critical for educational service provision for disabled schoolchildren, a group already marginalized. This quantitative study found a strong, statistically significant relationship between an untested attrition-related factor, workplace decision-making perception, and job satisfaction, a retention indicator. Districts forecast special needs student enrollment increases. Administrators need retention solutions as they face future attrition issues.

Chair/Discussant:
Ed Fuller, Pennsylvania State University/UCEA

108. Confronting the Intersection of Social Justice and Instructional Leadership: Leading Learning Improvements for Students With Disabilities
Critical Conversation/Dialogues
10:50 am to 12:10 pm
Hyatt Regency Hotel: Studio 6
This session provides a forum for generating new understandings about the persistent challenges of how to select, prepare, and support school leaders capable of—and committed to—leading instructional improvements for all students, including students with disabilities and other diverse learners. Panelists with expertise in leadership development, special education, and teacher education will guide the critical conversation. Challenging data, vignettes, and provocative questions will stimulate lively discussion about professional preparation and calls for reform.

Participants:
Bonnie Billingsley, Virginia Tech
G. Thomas Bellamy, University of Washington, Bothell
Chair/Discussant:
Jean B. Crockett, University of Florida

109. Facebook, Twitter, Social Media—Oh My! Social Media Presence in Ed. Leadership
Paper Session
10:50 am to 12:10 pm
Hyatt Regency Hotel: Theory A
This paper presents findings related to different elements of the wide educational community who act as accountants that principals face (i.e., those to whom they are responsible), drawn from an empirical larger study into the multiple accountabilities experienced by public high school
principals. This study found 30 different categories of accountants, grouped into 7 super-categories. The most significant accountants were based on professional ethics and were not policy makers or organizational superiors.

**Leading Schools Under Accountability Sanction: Key Actions and Considerations.** Shelley Cosner, Mary F. Beecroft, & Martha Trueheart, University of Illinois at Chicago

This paper draws on reviews of literature regarding schools under accountability sanction to detail organizational/instructional responses that have been documented and point to limitations inherent in the majority of these responses. Models of integrated leadership are then drawn upon to conceptually frame an analysis of this literature, which identifies key integrated leadership considerations and responses most salient for leaders seeking to improve student learning in sanctioned contexts. The paper concludes with implications for leadership preparation.

**Developing a District Approach for Supporting School and Classroom Data Use.** Shelby Cosner, University of Illinois at Chicago

As expectations for data use mount, attention must be given to ways in which districts support varied kinds of data practices within schools. Addressing this need, I mined data-use research with findings/implications instructive for considering the ways in which districts support school and classroom data use. From this broad review, I advance a framework that identifies five broad domains of district work that comprise a district strategy of support for school and teacher data use.

Chair/Discussant:
William Firestone, Rutgers University

**111. Equity, Support, and Achievement: Organizing for School Improvement**

**Paper Session**
10:50 am to 12:10 pm
Hyatt Regency Hotel: Vision

**Participants:**
*Indicators of Readiness for School Improvement: A Conceptual Framework for Leadership Development and School Support.* Irene H. Yoon, University of Utah; Andrea K. Rorrer, University of Utah; UCCEA; Cori Groth, University of Utah

Leadership teams and schools in improvement embark on the change process from different starting points. This paper develops a framework that adapts “organizational readiness for change” from literatures in substance abuse intervention and public health for educational reform. We highlight how an organizational readiness perspective suggests ways to support leadership development for schoolwide improvement. Therefore, this framework provides conceptual and practical guidance for capacity building at multiple levels of organizations and systems in improvement.

*A School in Need of Improvement: The Interaction of Leadership Practice and Organizational Factors.* Erin Anderson, University of Virginia

Schools in need of improvement are disproportionately located in high-poverty, urban settings. While research has focused on schools that have “beat the odds,” a dearth of research has explored the day-to-day factors that help or hinder the process of improving a school. This study explores the interaction of the school, district, and community level organizational factors and the leadership practices of an administrative team in a low-performing school, located in a major urban area.

*Putting Equity at the Forefront: Revising a School Improvement Plan.* Jonathan Hamilton, Joseph Wiemelt, & Michael Lehr, University of Illinois at Urbana-Champaign

In an effort to improve our nation’s underperforming schools, school improvement plans serve as a tool for accountability agencies to direct schools toward rational management of school improvement. School improvement research often focuses exclusively under a managerialist paradigm, ignoring the structural inequities that plagued schools. By incorporating a social justice evaluation approach, this study showcases how educational leaders can develop school improvement plans that center on equity—to address the educational debt.

Chair/Discussant:
Michael Patrick O’Malley, Texas State University

**112. A Critical Analysis of Economic, Intellectual, and Moral Poverty in Schools and Communities**

**Symposium**
10:50 am to 12:10 pm
Hyatt Regency Hotel: Regency F

The purpose of this session is to broaden scholarly horizons with regard to how we conceptualize poverty and how this impacts schools and communities. While many are familiar with poverty and its economic implications, there is less discussion with regard to our understandings of intellectual and moral poverty. This session seeks to provide a forum for the discussion of poverty in more nuanced forms and ways to address it in schools and in our communities.

**Participants:**
*A Critical Interrogation of Education, Poverty, and Accountability Through a Radical, Prophetic, and Historical Imagination.* Terrance Green, University of Texas at Austin; Michael Danley, Loyola University

*Beyond Fire Drills and Emergency Plans: School Leaders Responding to Critical Incidents and Community Crises.* Ty-Ron M. O. Douglas & Noelle Witherspoon Arnold, University of Missouri-Columbia

*Raising the “Poverty” of Youth Voices From the Underground Toward Critical Urban Youth Leadership.* Darius D. Prier, Duquesne University

*The Role of the School and Community in the Educative Process of Black Males.* Carlos McCray, Fordham University

Chair/Discussant:
Floyd Beachum, Lehigh University

**113. Community Engagement Through Collective Inquiry**

**Critical Conversation/Dialogues**
12:20 to 1:40 pm
Hyatt Regency Hotel: Concept A & B

This proposal specifically addresses a signature pedagogy of a new EdD program, the annual summer Education Forum. At the conference session, program faculty and students will illuminate the rationale for the Forum and the planning process, duplicate elements of the experience for attendees, and report on immediate outcomes of the Forum, particularly as these relate to planning of cohort capstone projects.

Participants:
BetsAnn Smith, Michigan State University

Chair/Discussant:
Susan Printy, Michigan State University

**114. Current Issues in Special Education Law for School Leaders**

**Critical Conversation/Dialogues**
12:20 to 1:40 pm
Hyatt Regency Hotel: Concept C & D

Legal and ethical principles have played a pivotal role in shaping the development of the public educational system in the United States. While there are many legal issues that confront educational leaders, the complex issues surrounding special education law are often at the forefront. This presentation will address recent developments with regard to special education law and how these changes impact school leaders.

Participants:
Colleen Chesnut, Indiana University
Erica Fernandez, Indiana University
Janet R. Decker, Arizona State University
Charlie Russo, University of Dayton
Suzanne Elizabeth Eckes, Indiana University
Chair/Discussant:
Suzanne Elizabeth Eckes, Indiana University

115. Distributed Leadership, Collective Learning, and Reflective Practice
Paper Session
12:20 to 1:40 pm
Hyatt Regency Hotel: Cosmopolitan C

Participants:
Distribute or not? Leadership Practice in the School. Yan Liu, Michigan State University
This research adopted qualitative interview to explore the perspective and practice of two principals in Michigan in order to look at why, how and with whom the principals launch to distribute leadership; what leadership functions are most distributed; and what are the patterns of distributed leadership within four leadership functions in the school. The four leadership functions investigated are setting the school mission, professional development programs, redesigning the organization and managing instruction.

Little empirical knowledge exists concerning the professional communities of STEM-focused high schools that foster collaborative innovative pedagogical practices to increase student math and science engagement and achievement. Through a year-long interaction with the members of a STEM-focused high school professional community, artifact, observation, and interview data were collected with 18 participants. Results indicated that through enacting roles differently due to a norm of risk taking, leadership emerged in various ways throughout the professional community.

Development of Learning Communities Through Leadership Institutes. Barbara Wilson, Candace Raskin, & Melissa Krull, Minnesota State University-Mankato
MSU faculty and school district administrators have worked together for two years to support leadership development in professional learning communities. The Learning Communities Culture Indicator survey was given in the beginning of our work and repeated at the close of our two-year project. Change and growth of culture indicators will be shared, as well as content used and anecdotal learning from implementation of the Leadership Institute.

The Cycle of Leadership, Dialogue, Reflection, and Praxis. Jason Andrew Swanson, University of Illinois at Urbana-Champaign
Since institutional leadership is highly influential, if not the strongest factor, in the promotion and realization of school success, (Mckenzie & Schuerich, 2007), the principal is responsible for ensuring discussions of oppressive policies, procedures, and practices are raised. There is a paucity of literature describing how the principal unmasks oppressive forces in non-stereotypical ways. I will describe how one principal distributed leadership and fostered the growth a grassroots process to address systemic inequities.

Chair/Discussant:
Brendan David Maxcy, Indiana University-Purdue University-Indianapolis

116. “Shoulda, Coulda, Woulda...”: What We Wish We Had Known Before Becoming a Professor: The Remix
Special Session
12:20 to 1:40 pm
Hyatt Regency Hotel: Cosmopolitan D

This session will provide an opportunity for graduate students to talk openly with faculty about successfully transitioning to and fostering successful careers in academe. Panelists will share insights from their own experiences and also entertain questions from the audience. This informal conversation will focus on issues graduate students should think about in preparation for the academic job market.

Presenters:
Liz Hollingworth, University of Iowa
Madeline Mavrogordato, Michigan State University
Terrance Green, University of Texas at Austin
Dana Thompson Dorsey, University of North Carolina at Chapel Hill
Chair/Discussant:
Terah Talei Venzant Chambers, Michigan State University

117. Urban Governance and Community: Limitations and Promise of School Reform
Paper Session
12:20 to 1:40 pm
Hyatt Regency Hotel: Discovery A

Participants:
An Examination of the Effects of Urban School Governance Reform and their Indicators of Institutional Progress. Shaun Black & Michael Owens, Wayne State University
This paper evaluates mayoral control as a means for achieving urban school reform. While mayoral control does indeed have a positive marginal effect on student achievement based upon state standardized tests, it does not have a significant positive effect on institutional progress (i.e., graduation rates and college readiness) or student achievement per the NAEP. This paper makes a new urban school governance reform policy recommendation based upon case studies from Boston and Detroit.

School Board Decision Making: The Political Context of Diversity in Urban-Suburban Communities. Sarah Diem, University of Missouri; Erica Frankenberg, Pennsylvania State University; Colleen Cleary, University of Missouri-Columbia
This study examines school board decision-making within two urban-suburban school districts and communities in the South experiencing changing demographics. Both districts have a history of voluntary integration efforts, and research shows that diverse countywide districts make integration more feasible. However, as the mechanisms utilized in diversity policies to establish/maintain racial integration continue to be constrained, it is crucial to examine how school boards navigate the politics of their communities and their competing conceptions surrounding diversity.

School Board Governance and Student Achievement: School Board Members’ Perceptions of their Behaviors and Beliefs. Bobbie Plough, California State University, East Bay
Although school boards possess the authority and responsibility for educating students, scant empirical research explores just how school boards create and sustain the conditions that foster high student achievement in a school district. This study examined school board members’ perceptions of their behaviors and beliefs related to student achievement in California’s high performing poverty districts compared to school board members’ perceptions of their behaviors and beliefs related to student achievement in California’s low-performing poverty districts.

This research focused on principals’ and superintendents’ action, beliefs and institutional context, to understand how these leaders engaged with Linked Learning high school reform initiative. Struggles to implement reform were due in part to unequal power relationships across key stakeholders. Power is a central feature of education policy both in development and implementation. Our investigation among educational leaders draws attention to the way differences in leaders’ degree and use of power can affect reform outcomes.

Chair/Discussant:
Thomas Alsbury, Seattle Pacific University
118. UCEA Center for Leadership in Law and Education: Persistent Legal Problems: Access and Justice Across the P-20 Continuum
Symposium
12:20 to 1:40 pm
Hyatt Regency Hotel: Discovery B

Presentations on this panel represent topics under study in the UCEA Center for Leadership in Law and Education at Clemson University

Participants:
- **Persistent Legal Problems: Access and Justice Across the P-20 Continuum.** Patricia A. L. Ehrensal, George Washington University; Patricia F. First, Clemson University; Chinasa A. Ordu, Clemson University; Forrest M. Stuart, Furman University; James Vines, Clemson University; Lori M. Pindar, Clemson University

Chair/Discussant:
- Patricia F. First, Clemson University

119. We Know What Effective Leadership Preparation Looks Like
Symposium
12:20 to 1:40 pm
Hyatt Regency Hotel: Network

In this session members of UCEA's leadership team will facilitate a discussion focused on effective leadership preparation programs. Joining the leadership team are faculty and program coordinators for two award winning programs: the University of Illinois at Chicago and the University of Texas at San Antonio. These two programs received the 2013 UCEA Effective Leadership Preparation Award. Participants:
- Pamela D. Tucker, University of Virginia/UCEA
- Andrea K. Rorrer, University of Utah/UCEA
- Cindy Reed, Auburn University/UCEA
- Steven Elliott Tozer, University of Illinois at Chicago
- Shelby Cosner, University of Illinois at Chicago
- Encarnacio Garza, University of Texas at San Antonio
- Betty Merchant, University of Texas at San Antonio

Chairs/Discussants:
- Diana G. Pounder, University of Central Arkansas
- Michelle D. Young, University of Virginia/UCEA

120. Jackson Scholars Advisory Board Meeting
Meeting
12:20 to 1:40 pm
Hyatt Regency Hotel: Outlook

Participants:
- Mark A. Gooden, University of Texas at Austin
- Pamela Angelle, University of Tennessee
- Lisa Bass, North Carolina State University
- Gary M. Crow, Indiana University
- Ernestine K. Enomoto, University of Hawaii-Manoa
- Cosette M. Grant-Overton, University of Cincinnati
- Maria Luisa Gonzalez, University of Texas at El Paso
- Muhammad Khalifa, Michigan State University
- Melissa Ann Martinez, Texas State University
- Carlos McCray, Fordham University
- Khaua Murtadha, Indiana University-Purdue University Indianapolis

William Place, St. Joseph's University
Mariela A. Rodriguez, University of Texas at San Antonio
Alan Shoho, University of Texas at San Antonio

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

121. Ethical Leadership and Moral Literacy
Paper Session
12:20 to 1:40 pm
Hyatt Regency Hotel: Regency E

Participants:
- **Examining Ethical Dilemmas as Dramatic Rehearsal in the Development of Moral Literacy in Educational Leaders.** Patrick M. Jenlink, Stephen F. Austin State University
  - The study reported examines a pedagogical approach, using self-authored ethical dilemma cases, to advance moral literacy in educational leaders. Dewey's “dramatic rehearsal” is examined as lens in preparing ethical leaders for moral decision-making. The researcher used a two-tier case study design. Tier 1 examined moral literacy and ethical dilemma perspectives in relation to fostering moral leadership. Tier 2 examined the implications of participants’ experience in self-authoring ethical dilemma cases as dramatic rehearsal.

- **A New Generation of African American Advocates: Creating New Communities for Social Justice and Ethics?** Gretchen Givens Generett, Duquesne University; Michael G. Gunzenhauser, University of Pittsburgh
  - This paper highlights a new generation of African American educators who have chosen to do social justice work in charter schools, foundations, and non-profit organizations. We draw from the work of historians, sociologists, and philosophers in social justice traditions to theorize ways in which these educators position themselves in relation to communities, how they define and defend social justice work, and how their personal and community histories influence their beliefs, goals, and methods.

- **Grow Your own Ethical Leaders: Cultivating Ethical Organizations.** Claire Jeanne Lapointe & Lyse Langlois, Université Laval
  - To identify organizational conditions which foster or hinder the enfolding of ethical leadership, we created an instrument which measures the ethics proposed by Starratt, how they define and defend social justice work, and how their personal and community histories influence their beliefs, goals, and methods.

- **Ethical Leadership: Is it Compromised When Students Score Low on Moral Reasoning in Graduate School?** Jennifer L. Greer, University of Alabama at Birmingham; Linda J. Searby, Auburn University; Steve Thoma, University of Alabama
  - Ethical dilemmas occur daily in schools, yet prior research shows both teachers and school principals score significantly lower than average on moral reasoning. This study measured moral judgment in 113 graduate students in five educational leadership/administration preparation programs and found that students scored significantly lower on moral thinking than the national norm.

Chair/Discussant:
- David Henderson, Montana State University-Bozeman
122. Cultivating Parent–School Community Partnerships

Paper Session
12:20 to 1:40 pm
Hyatt Regency Hotel: Studio 1

Participants:
Cultural Brokers as Leaders: District and Community-Based Initiatives and Equitable Parent–School Collaboration. Ann Ishimaru, Joe Lott, Kathryn E. Torres, & Jessica E. Salvador, University of Washington

The leadership roles of cultural brokers who work to foster equitable parent-school collaborations vary across organizational contexts. There are often tensions and dilemmas that complicate their work. Through a comparative case study of two school districts and two community-based organizations, we highlight the ways in which organizational structures support their work. Findings suggest a range of implications for cultural brokers as a direct conduit for fostering equitable collaborations and developing parents as leaders.

Partnership, Student Achievement and Parental Involvement: A Multilevel Growth Curve Analysis. Mohomodou Boncana, Georgia Southern University; Enrique Aleman, University of Utah; Christine Hirt, University of Utah; John Kircher, University of Utah; Douglas Hacker, University of Utah

The purpose of this study was to test whether a university partnership with urban elementary school students affected parental involvement and whether parental involvement affected students’ school performance. Specifically, the study tested if parental involvement mediated the effects of the partnership on academic achievement. The results of the study indicated that slope of the growth curve for students in the partnership was significantly greater than the slope for students in the regular program.


Leadership for improving student outcomes requires effective partnerships with parents and community members, but school systems struggle to engage marginalized parents. Using civic capacity, organizing, and democratic theories, we conducted a comparative case study to understand how two district-led parent engagement initiatives work to build the participation of non-dominant parents and families. Findings indicate the potential for equitable collaboration, but also highlight challenges in engaging and collaborating with diverse, non-dominant families, communities, and schools.

Leadership for English Language Learner Programs: Uniting Policies, Practices, and Parents to Support Secondary Students. Jennifer Friend, University of Missouri-Kansas City; Uzziel Pecina, University of Missouri-Kansas City; Michael Wei, University of Missouri-Kansas City; Chiachih D. C. Wang, University of North Texas

This study examined the role of school leaders in promoting effective practices and parental engagement in English Language Learner (ELL) secondary programs. A written survey explored cultural identity, motivation for school, and academic performance Spanish- and Chinese-speaking students (n = 170) and parents (n = 151). This study also utilized interviews to examine perceptions of ELL program students and parents, school leaders, teachers, and other educators to explore the impact of education and immigration policies and practices.

Chair/Discussant:
Bradley W. Carpenter, University of Louisville

123. Understanding National and “Common” Standards: Implications for Policy and Practice

Paper Session
12:20 to 1:40 pm
Hyatt Regency Hotel: Studio 5

Participants:
Understanding the Role of Chilean School Administrators in Achieving National Inglés Abre Puertas Goals. Michael Patrick O’Malley, Texas State University; Sarah W. Nelson, Texas State University; Claudio Jaramillo, Universidad Alberto Hurtado; Mabel Diaz, Universidad Alberto Hurtado

This research project is a qualitative, multi-case study that seeks to understand the impact of Chilean school administrators’ form of engagement with the national Inglés Abre Puertas program. The research design was constructed by a joint Chilean–U.S. research team in two iterative phases, online survey and school site visits. Findings document distinct ways that administrators provide contextual leadership in the implementation of this initiative, illuminating a crucial link in the school improvement process.

The Rise of Neurotics: Social Networks, Leadership, and Efficacy in District Reform. Alan J. Daly, University of California, San Diego; Yi-Hwa Liou, University of California, San Diego; Natalie Tran, California State University, Fullerton; Frank Cornelissen, University of California, San Diego; Vicki Park, University of California, San Diego

Evidence suggests the importance of social infrastructure between district and site leaders, empirical understanding of the factors that explain a leader’s influential social positions is scare. We examine the relationship between leaders’ social network positions and personality traits, and self-efficacy controlling for demographics. Results suggest the importance of personality traits (particularly self-identified neuroticism) and self-efficacy in understanding a leader’s influential social position. We posit that the centrality of “neurotic leaders” may reflect increasingly sanction-driven environments.

The Curious Case of Oklahoma: An Analysis of the Passage of Universal Pre-Kindergarten Legislation. Christian Marie Bell, University of Texas at Austin

In this environment of modest state funding for Pre-K, the state of Oklahoma has managed to rise to the forefront of the universal Pre-K movement. This study seeks not only to explain the development and passage of universal Pre-K in Oklahoma, but to also understand what lessons can be taken from a historical analysis of this issue for contemporary education policy.

Common Core: Let’s Talk About the “Community” Served/Affected by the Goals/Intent of the Standards. Kathrine Gutierrez, University of Oklahoma

This session will illuminate/discuss the Common Core State Standards (CCSS) and reflect on the “community” served/affectected by the goals/intent of the Standards; in relation to principals’ reality of implementing/leading CCSS initiatives in their school. Discussion will also focus on the Standards impact on the work of school leaders and how the notion of ‘community’ is interpreted and/or should be interpreted by school leaders/educators/researchers when addressing: ‘Who’ is affected by the CCSS?

Chair/Discussant:
Kent Seidel, University of Denver

124. Mapping for Mutuality: Making Data More Accessible to Education Policymakers and the Communities They Serve

Innovative Session / Mini-Workshop
12:20 to 1:40 pm
Hyatt Regency Hotel: Studio 6

The purpose of this innovative session/mini-workshop is to propose the use of data mapping as a tool to build greater mutuality between state policymakers and local communities. In particular, this session will explore the merits of mapping as a method to represent communities’ social, economic, and political particularities within the discourse about education policy in South Carolina.

Participants:
Patrick Womac, Clemson University
Ben Binnewald, Clemson University

Facilitator:
Matthew Della Sala, Clemson University
125. Community Learning Exchange Pedagogies: Democratic Structures Promote Learning
Symposium
12:20 to 1:40 pm
Hyatt Regency Hotel: Theory A

Six pedagogical approaches developed in the Community Learning Exchange (CLE) offer a rejoinder to traditional forms of presentation-style learning in preparation programs and district professional development sessions. The CLE promotes active and engaged learning in a community context with an emphasis on democratic structures that encourage inclusive representation and voice. The six pedagogies are explored in an interactive world café format.

Participants:
Matthew Militello, North Carolina State University
Monica Valadez, Texas State University
Chris Janson, University of North Florida
Francisco Guajardo, University of Texas Pan American
Miguel Angel Guajardo, Texas State University
John A. Oliver, Texas State University
Kwesi S. Rollins, Institute for Educational Leadership
Lynda Tredway, Institute for Educational Leadership

Chair/Discussant:
Lee Francis, Texas State University

125b. Budget Hold’Em - An Interactive Exploration of School System Strategic Budget Tradeoffs
Mini-Workshop
12:20 to 1:40 pm
Hyatt Regency Hotel: Theory B

School Budget Hold’em is more than a game. It’s an interactive exploration of the thoughtful trade-offs school administrators must make in these challenging budget times. It evolved out of Education Resource Strategies’ (ERS) experience working with large urban districts around the country. Hold’em helps change the conversation from “Where do we cut?” to, “How can we best use each dollar to achieve our long-term vision for student success?” Experience the game and see how you can use it with your students.

Facilitators:
Randi Feinberg, Educational Resource Strategies
David Rosenberg, Educational Resource Strategies

126. Confronting Issues of Diversity in District Level Leadership
Paper Session
12:20 to 1:40 pm
Hyatt Regency Hotel: Vision

Participants:
Leadership Lessons for Policy and Practice From School District Diversity and Equity Directors. Allison Mattheis, University of Minnesota (current), California State University, Los Angeles (Fall 2013)
This paper presents a selection of findings from a larger study that examined a statewide network of central district administrators whose positions are primarily funded through school desegregation or integration program revenues. Investigating the practice of educators in unique leadership roles can provide insight into how state educational policy is interpreted and enacted at the local level, highlight challenges particular to different district types, and promote the adoption of effective and positive practice across settings.

Stranger in a Strange Land: The Perils That Lack of Community Bring to Women Superintendents. Kerry Robinson, University of Tennessee Knoxville; Charol Shakeshaft, Virginia Commonwealth

**Town Hall**
1:45 to 3:05 pm
Hyatt Regency Hotel: Regency A-D

For the last few years, The Wallace Foundation has sponsored a town hall conversation during the UCEA Convention focused on critical issues related to leadership preparation, practice and policy. Federal, state, and district leaders are increasingly focusing on the quality of educational leadership and how leaders are prepared for practice. High-quality leadership preparation and development are essential to high-quality practice, which in turn optimizes the capacity of schools and central offices to support student engagement and learning. In this town hall session panelists will discuss and debate the utility of various policy and professional levers used to leverage quality preparation. Continue the town hall conversation over coffee and cookies at the Friday Afternoon Coffee Break in the UCEA Exhibition area, 3:05-3:35 pm.

Panelists:
- Rick Ginsberg, Board Member, Council for the Accreditation of Educator Preparation/Dean, College of Education, University of Kansas
- Janice Poda, Council of Chief State School Officers
- Gerardo Gonzales, Dean, Indiana University
- Sara Shelton, Senior Policy Specialist, National Conference of State Legislatures
- Michelle D. Young, UCEA Executive Director

Facilitator:
- Andrea Rorre, University of Utah

Sponsor:
UCEA thanks the generous support of The Wallace Foundation, which has supported town hall sessions at the UCEA Convention over the past 6 years.


**Critical Conversation/Dialogues**
3:30 to 4:40 pm
Hyatt Regency Hotel: Concept A & B

Darling Hammond (2010) noted, “Key is the creation of networks that allow teachers, leaders, schools, and districts to learn from one another” (p. 327). Policymakers, educators, researchers, parents, and students increasingly recognize the role educational policy plays in negotiating equity and opportunity.

School leaders play a pivotal role in the implementation of policy. This critical dialogue is sets forth the exploration of social justice relevant policy and impacting practices.

Chair/Discussant:
- Karen Stansberry Beard, Miami University of Ohio

129. **The Expansion of Educational Leadership Clinical Faculty: Implications for Leadership Preparation Programs**

**Critical Conversation/Dialogues**
3:30 to 4:40 pm
Hyatt Regency Hotel: Concept C & D

Recent research has documented significant growth in nontenure-line positions in leadership preparation programs, with approximately one in six full-time faculty members now holding clinical appointments. This conversation session involves clinical faculty from leadership preparation programs in three universities, with a focus on their roles, responsibilities, and relationships with their tenure-line colleagues.

Participants:
- Mary Beth Herrmann, University of Illinois at Urbana-Champaign
- Ann O’Doherty, University of Washington
- Lynne Patrick, Auburn University
- Linda C. Sloat, University of Illinois at Urbana-Champaign

Chair/Discussant:
- Donald Gene Hackmann, University of Illinois

130. **Districts and Partnerships: The Role of Consultants, Universities, and the Community**

**Paper Session**
3:30 to 4:40 pm
Hyatt Regency Hotel: Cosmopolitan C

Participants:
- Answering the Call for Change: Findings From a University-School District-State Partnership. Allison M. Borden, Arlie Woodrum, & David F. Bower, University of New Mexico
  - The purpose of this paper is to present the practical implications for the educational leadership preparation field based on data from the first two years (2011 and 2012) of a university-school district-state partnership that is funded by the U.S. Department of Education School Leadership Program. We draw on two data sources, external program evaluation reports and the university’s instructor evaluation forms. On the whole, this field-based program represents a successful learning experience for our students.
- The Ties That Bind: School Boards, State Monitors and the Effect on the Community. Joseph John Dietrich, University of North Texas; Joshua Childs, University of Pittsburgh
  - This study explores the relationship between local school boards and state oversight monitors in 3 U.S. school districts. The purpose is to understand the effect state oversight has on communities and schools. Board members and state monitors are interviewed to document their perception of their roles. This study includes discussion of local control and community engagement in monitored districts. It concludes with discussions of building stronger ties between state monitors, the board, and the community.
- Bridging Theory and Practice: A Conceptual Framework for Consulting Organizations. Meca B. Mohammed, Georgia Leadership Institute for School Improvement; Jennie Christine Welch, University of Georgia; Leslie Hazle Bussey, Georgia Leadership Institute for School Improvement
  - A growing number of organizations are emerging as partners to districts pursuing systemic improvement. What distinguishes effective from ineffective consulting organizations? This investigation tested a conceptual framework drawing on a robust literature base against findings from interviews and surveys of expert practitioners – both district leaders and consultants. The framework can be used by district leaders, consultants and policymakers to guide practice more likely to lead to achieving district goals.

Chair/Discussant:
- Noni Mendoza-Reis, San Jose State University

131. **Advocating for Yourself: Advice for Negotiating Conflict as a Graduate Student**

**Special Session**
3:30 to 4:40 pm
Hyatt Regency Hotel: Cosmopolitan D

While conflict is uncomfortable, it is important to understand why it happens and how we, as graduate students, can manage these conflicts in a productive manner. In this interactive presentation, Dr. Katherine Schaefer will provide an overview of conflict and strategies to successfully manage it.

Presenter:
- Katherine Schaefer, University of Rochester

Chair/Discussant:
- Kristina Franciska Brezicha, Pennsylvania State University
132. Vulnerability of Marginalized Students: Implications for Educational Leadership
Paper Session
3:30 to 4:40 pm
Hyatt Regency Hotel: Discovery A

Participants:
Student Mobility and Education Policy: Broadening Understandings of a Persistent School Leadership Challenge. Alexandra E. Pavlakis, University of Wisconsin-Madison

Student mobility, or non-promotional school change, has implications for students and schools—and creates unique challenges for educational leaders. By providing a comprehensive review of the literature on student mobility and its related policies and practices, this paper broadens educational leaders’ scholars’ and policymakers’ understandings of a persistent challenge. Not only does this review explore how mobility impacts school communities but it also examines how policy might facilitate or militate educational leaders’ efforts to respond.

Servicing the Poorest of the Poor: Seven Strategies to Help Homeless Students Succeed in School. Joseph Murphy, Peabody College of Vanderbilt University; Kerri Tobin, Marywood University

Child homelessness is on the rise in the United States, having experienced a 40% increase from 2007. Homeless student numbers are expected to increase in years to come (NAEHCY, 2010). Indeed, children comprise nearly half of the homeless population (National Law Center on Homelessness and Poverty, 2004). Our work on homeless students shows how school leaders can reduce the effects of the extreme poverty associated with homelessness, particularly as they relate to school achievement.

Homelessness Comes to School: When Poverty and Education Interact. Kerri Tobin, Marywood University; Joseph Murphy, Peabody College of Vanderbilt University

Child homelessness is on the rise in the United States, up 40 percent since 2007 and expected to increase in years to come (NAEHCY, 2010). Children comprise nearly half of the homeless population. In order for researchers understand the complex interactions between poverty and education, it is instructive to review what is known about the educational experiences of homeless students, who can be thought of as the most high-risk group of students living in poverty.

Childhood Obesity and School Nutritional Policy: A Comparative Analysis of Schools and States. Stephen Kotok, Pennsylvania State University

Increasingly, communities are looking to schools as a means for promoting and regulating childhood nutrition. Concurrently, many school leaders are embracing this role as obesity is adversely related to academic development. Using data from School Health Policies and Practices Study 2006, I examine the extent that states vary in how they regulate nutrition, the degree these policies are associated with childhood obesity rates, and how effectively schools and districts implement and/or create nutritional guidelines.

Chair/Discussant:
Peter M. Miller, University of Wisconsin-Madison

133. UCEA Center for Educational Leadership and Social Justice - At the Intersections of Black and White: Defining Social Justice From Different Perspectives
Critical Conversation/Dialogues
3:30 to 4:40 pm
Hyatt Regency Hotel: Discovery B

This session explores how individual narratives and lived experiences in familial and community contexts have shaped two academics’ understanding of social justice and how they engage the ways in which social justice frames educational leadership preparation and practice. The session will underscore the importance of perspective and framing in one’s understandings of social justice, and in teaching about social justice to aspiring educational leaders who must respond to their own community contexts.

Participants:

134. Policies, Practices, and Preparation for Turnaround Leadership in Low-Performing Schools
International Community-Building Session
3:30 to 4:40 pm
Hyatt Regency Hotel: Network

The purpose of this international community-building session is to share the research being conducted on high-need, turnaround schools by members of the International School Leadership Development Network. The authors describe the accountability policy contexts operating in several countries that affect high-need school reform, examine how these policies influence the effectiveness of school leaders and teachers, and provide snapshots of how future leaders are being prepared to turn around high-need schools.

Participants:
Turning Around Low-Performing Schools: Are Good Working Relations Between School Boards and Principals a Necessity for Success? Otlof Johansson, Umeå University; Elisabet Nihlfors, Uppsala University

A Bold Approach to Developing Leaders for Low-Performing Schools. Daniel Linden Duke, University of Virginia

“Ordinary” Schools in Shanghai: How Principals Can Make a Difference. Haiyan Qian, Hong Kong Institute of Education; Allan Walker, Hong Kong Institute of Education; Yang Xiaowei, East China Normal University; Annie Cheng, Hong Kong Institute of Education

RT3 and Me: A Case Study of One School’s Progression Through the Accountability Process. Jama Royal Berry, Georgia State University

A High Needs Azeri School: A Georgian Perspective. Miles Bryant, University of Nebraska-Lincoln; Nino Sh难ashidze, Georgian Ministry of Education

Ground-Breaking Leadership: Challenges Facing New Zealand School Leaders in the Christchurch Earthquake. Ross Notman, University of Otago, New Zealand

Slow Journey on a Difficult Slope. David Gurr, Lawrie Drysdale, & Helen Goode, University of Melbourne

Chair/Discussant:
Bruce Barnett, University of Texas at San Antonio
Lori G. Boyland, Ball State University

135. UCEA Review Editorial Team Meeting
Meeting
3:30 to 4:40 pm
Hyatt Regency Hotel: Outlook

Participants:
April L. Peters-Hawkins, University of Georgia
Mariela A. Rodriguez, University of Texas at San Antonio
Lisa Bass, North Carolina State University
Hans W. Klar, Clemson University
William Kyle Ingle, Bowling Green State University
Michelle D. Young, UCEA

Chair/Discussant:
Liz Hollingworth, University of Iowa
136. Perspectives of Parental Involvement, Engagement, and Responsibility
Paper Session
3:30 to 4:40 pm
Hyatt Regency Hotel: Regency E

Participants:

Social Determinants of Parent Responsibility: Evidence From an Urban School District. Katherine A. Curry, Oklahoma State University; Gaetane Jean-Marie, University of Louisville

Cooperative partnerships between the home and school are essential for student success, especially in high poverty communities. However, little is known about the formation of parent responsibility in the education of children. This quantitative correlational study examined social factors that influence parent behavior in a setting where school improvement has been inconsistent and social resources scarce. Findings suggest that schools can influence parent responsibility through effective outreach efforts and by encouraging parent relationships through social networks.

Latino Parent Involvement: Testing the Hoover-Dempsey and Sandler Model in a Community School. Anne Marie FitzGerald & George White, Lehigh University

Indicators that Latino parents perceived holding or sharing responsibility with the school for their child’s educational success, despite reported low levels of knowledge, skills, time and energy. Parents responded to school, teacher, and student invitations; however, they did not describe the school as a community school. All parents reported communicating values, goals, expectations, or aspirations, yet only one parent reported planning for post-secondary education. Implications for practice and further research are presented.

How Do We Measure it? A Review of Parent Engagement Indicators. Jessica E. Salvador, Ismael Fajardo, Ann Ishimaru, & Joe Lott, University of Washington

Educational leaders seeking to create equitable learning environments are increasingly expected to partner with parents and families to ensure student success. This paper focuses on the identification of parent engagement measures from the literature and proposes an examination of these measures within the context of a framework of authentic equitable collaboration. Findings indicate that there is a need to identify and create measures that are aligned to authentic equitable collaboration outcomes.

Social Networks in Adult Education Programs That Support Parent Involvement. Catherine Dunn Shiffman, Shenandoah University

Adult education programs provide social networks with the potential to inform and support parent involvement efforts. The paper will draw on case study data collected from three community-based organizations providing adult education programs. Specifically, the paper will examine the social networks of the organizations, individual adult educators, and students to better understand how, and the extent to which, these connections foster sharing of resources and information about schools and access to related educational supports.

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

137. Contexts and Consequences of Principal Selection Practices
Paper Session
3:30 to 4:40 pm
Hyatt Regency Hotel: Regency F

Participants:


This study reframes understandings of the practices used to select principals as persistent and socially constructed tools within and across socio-cultural time through the lens of an adapted version of Scheurich’s (1994) policy archaeology framework. The aim is to make the historical strands of selection practices more transparent for critical analysis in light of cultural-historical contexts. Through this framework, selection practices that are known to be ineffective can be challenged in novel ways.

The Impacts of Leadership Selection on Developing and Implementing Student Supports in Urban High Schools. Jason Salisbury, University of Wisconsin-Madison

This qualitative multiple case study analysis of two urban high schools demonstrates the ways that non-principal leaders assume positions as leaders in a program of support for freshmen of color. Additionally, this work highlights the impacts of this leadership selection process on the design and implementation of the program of support for freshmen of color. Finally, the implications of each selection process are discussed in relation to possible positives and negatives of each approach.

Gender, Race, and the Assignment of Public School Administrators. Bradley W. Davis, University of Texas at Arlington; Mark A. Gooden, University of Texas at Austin

Using state-wide, longitudinal data on Texas public school educators employed between the 1995-96 and 2010-11 school years, this study explores the disproportionate selection of campus leaders based on ethnicity and gender. Findings show that ethnicity, gender, and their interactions have a statistically significant relationship with one’s odds of working in a campus leadership position. We also found that over the past decade, movement toward a more equitable workplace has leveled-off and significant inequities persist.

Chair/Discussant:
Tricia Browne-Ferrigno, University of Kentucky

138. Activism and Community-Based Reform: Leveraging Community Resources for Change
Paper Session
3:30 to 4:40 pm
Hyatt Regency Hotel: Studio 1

Participants:

Examining the Intersection of Anti-Immigration Reform and School Policies on Latin@ Parental Engagement. Samantha M. Paredes Scribner, Indiana University-Indianapolis; Erica Fernandez, Indiana University

The authors document immigrant parent organizing as a form of school-community engagement amid multiple school reforms. The authors analyze the intersection of organizational reform narratives with the counter narrative of a group of undocumented Latin@ parents engaging with the school. Individual and collective stories reveal intersections between organizational practices and local immigration measures that educational administrators view as disconnected, and as such, leaders miss opportunities to authentically engage these parents.

Forging Community Partnerships: How Non-Governmental Organizations Build Bridges Between Schools and Refugee Populations. Patricia Lavon Hanna, Ohio State University

School-aged children comprise nearly one-third of the annual number of refugees who enter the United States. Federal policy requires schools serving immigrant and refugee youth to build partnerships with these populations, yet preclusive language barriers, cultural differences, and assimilation issues complicate districts’ attempts to do so. Using democratic representation as a theoretical lens, this study explores how Non-Governmental Organizations assist school districts and function as liaisons to build educational partnerships with refugee communities.

Educational Leaders and the Community: Creating Safe Spaces to Contest Immigrant Policy & Practice. Emily Crawford, University of Missouri-Columbia

Despite recent signs of progress toward U.S. immigration policy overhaul, the nation is far from reconciling inalienable social rights for undocumented students. This paper highlights how educational leaders serving in communities with undocumented students and/or undocumented families can work with those communities to create local spaces to contest broader national immigration policy discourse by acting at the local level.

Broken Windows and Catching Frogs: Multiple Forms of Community Activism That Prompted School Finance Reform. Erin Atwood, Texas Tech University

Activism played a major role in prompting the San Antonio v. Rodriguez case. Latino activism in San Antonio has a long and complex history. This case was influenced by this history of labor
organizing, traditional civil rights activism, as well as by the new Chicano and youth movements. This paper uses a LatCrit framework and historic comparative methods are used in this investigation of community activism related to school finance.

Chair/Discussant:
Jim Scheurich, Indiana University-Purdue University Indianapolis

139. Rethinking the EdD - Research, Practice and Possibilities

Paper Session
3:30 to 4:40 pm
Hyatt Regency Hotel: Studio 5

Participants:
Theories Leaders in EdD Programs Use When Trying to Solve Problems of Practice. Debby Zambo, Arizona State University
Aligned with UCEA's conference theme of re-uniting research, policy, and practice, is the idea of leadership development. To develop, leaders are seeking professional practice degrees and writing action research dissertations focused on problems of practice. The purpose of this study was to understand theory's use through a content analysis of dissertations. Results indicate school leaders choose theories to support student and teacher development and work for social justice and change.

Using Community to Support Student Research. Ronald Zambo, Debby Zambo, & Ray R. Buss, Arizona State University
Leader Scholar Communities in an EdD program for Innovation and Leadership comprised of 5-7 doctoral students working with faculty mentors during the proposal and dissertation process have supported students in the completion of their degrees in a timely manner with 91% graduating within 3 years. Students working in communities beyond coursework appears to be an effective strategy of support.

Executive EdD in Educational Leadership Three-Year Study of Persistence, Student Expectations, and Goal Alignment. Rosemarye Taylor, University of Central Florida; Nicole Marsh-Hanchi, Orange County Public Schools
The 3-year study considers the implementation of the Executive EdD in Educational Leadership designed for scholar practitioners. The study consisted of 6 surveys over the time period to track changes in students' perceptions as their experience changed with courses and with their dissertation research. Findings indicate that their expectations were met and that they perceived alignment with working principles with which the program had intended to align.

School Board Presidents' and Superintendents' Recommendations for Superintendent Preparation Programs: Community Influence Through Board Governance. John W. Hunt, Southern Illinois University-Edwardsville; Ji-Hyun Kim, Texas A&M University-Commerce; Sandra G. Watkins, Western Illinois University; Jenny Susan Tripes, Bradley University
This paper compares recommendations of public school superintendents and school board presidents regarding the major elements which need to be included in university superintendent preparation programs. Based on two statewide surveys in Louisiana (1) and Texas (2) will be shared.

The purpose of this paper is to share findings of a study designed to explore district-level support of professional learning communities within elementary, middle, and secondary schools. The overarching question was, how do school district personnel (central office staff) support schools in the professional learning community process? Findings from individual interviews and focus groups of school level administrators, teacher leaders, and central office staff from three districts in Louisiana (1) and Texas (2) will be shared.

Investing in Potential: Exploring Preservice Teachers' Social Capital and Outcomes. Yi-Hwa Liou, Alan J. Daly, Cheryl A. Forbes, Joyce Hsiao, & Nienke Moolenaar, University of California, San Diego
The preservice teacher preparation is critical to improve the quality of education. While research suggests the importance of social relationships among preservice teachers and their effectiveness, empirical evidence about the relationship between individual social infrastructure and their teaching performance is scarce. We examine the relationship between the social capital of preservice teacher and their teaching performance using social capital theory and social network analysis. Findings suggest that investing in social capital potentiates preservice teachers' effectiveness.

Bad Teacher/Good Teacher: An Examination of Inherent Complexities Within Social Justice. Israel Aguilar, Texas State University/ Dallas ISD; Sarah W. Nelson, Texas State University; Juan Manuel Niño, University of Texas at San Antonio
This qualitative study examined the teacher leadership traits of one teacher in south Texas with an equity lens. The researcher conducted interviews, observations, and reviewed artifacts in order to explore the process of one teacher who moved towards inclusive environments within a socio-political climate that already condones discrimination against difference. While the teacher was an advocate and made space for students with differences in her classroom, findings also suggested the teacher enacted contradictory behavior.

Chair/Discussant:
Karen Seashore Louis, University of Minnesota

140. Development, Enactment and Support of Teacher Leadership

Paper Session
3:30 to 4:40 pm
Hyatt Regency Hotel: Studio 6

Participants:
The Ties That Teach: Understanding Elementary School Distributed Leadership Through Qualitative Social Network Analysis. Chase Nordengren, University of Washington
This study combines qualitative social network analysis and qualitative case study in an attempt to better understand the informal teacher leadership dynamic in a dual language elementary school. It uses distributed leadership theory, understanding leadership as situational, in order to understand whom teachers turn to for various kinds of advice, information and support. It then follows up with leaders identified through social network to understand the nature of their professional practice.

An Exploration of District Support for the Professional Learning Community Process. Dianne F. Olivier, University of Louisiana at Lafayette; Jane B. Huffman, University of North Texas
The purpose of this paper is to share findings of a study designed to explore district-level support of professional learning communities within elementary, middle, and secondary schools. The overarching question was, how do school district personnel (central office staff) support schools in the professional learning community process? Findings from individual interviews and focus groups of school level administrators, teacher leaders, and central office staff from three districts in Louisiana (1) and Texas (2) will be shared.

Creating Publics in Online Communities(?). Sue Winton, York University
The Other Side of the Coin: Community Perspectives on Strategic Alliance Building With Education
142. Evaluation and the Common Core: Considerations for STEM and Equity

Paper Session
3:30 to 4:40 pm
Hyatt Regency Hotel: Theory B

Participants:
Findings of research conducted for a project of a College of Education, a College of Mathematics & Natural Sciences, and a large urban district to collaboratively design, pilot, evaluate, and prepare for broad dissemination a comprehensive, sustained, coached professional development series to build elementary teachers’ content knowledge. Content learning for teachers is anchored in the Common Core State Standards for mathematics and English, Next Generation Science Standards, science notebooking, claims / evidence/reasoning, and leadership development.

Teaching, Leaders, and the Common Core: Supporting Educational Equity Under the Common Core State Standards. Emily Hodge, Pennsylvania State University
The Common Core State Standards now being implemented in 46 states espouse the message, “rigor for all.” This qualitative study investigates how teachers interpret and apply the Common Core and “rigor for all” across divergent school contexts, and across curricular tracks within schools. It considers the implications of teachers’ understandings for educational equity, and also draws lessons for how educational leaders can build teacher capacity and help ensure high-quality learning experiences for all students.

Evaluating a Community of Learners Based on Student Achievement. Deidra Parish, Jimmy Byrd, & Stephanie Nicole Brown, University of North Texas
The purpose of this study was to explore the impact of teacher professional development on student achievement measured by scores on teacher-made, district-wide, curriculum-based assessments. The study was conducted to find the impact of professional development on student achievement as measured by math and science curriculum-based assessments. The results of the study indicated that students taught by teachers participating in content focused professional development scored statistically significantly higher on mathematics assessments.

Does Professional Development Matter for Student Mathematics Achievement? Jeongmi Kim, San Diego State University
Since the No Child Left Behind Act was implemented, professional development has been considered as one of the key strategies for maintaining highly qualified teachers. Although numerous studies addressed professional development, most research examined professional development in terms of teachers’ learning and teaching practice. This study examines the relationship between professional development and mathematics achievement. Based on the analysis National Assessment of Educational Progress data, the current study findings suggest practical and policy implications.

Chair/Discussant:
Jon Schmidt-Davis, Southern Regional Education Board/ Georgia State University

143. Trust and Optimism in Elementary and Middle Schools

Paper Session
3:30 to 4:40 pm
Hyatt Regency Hotel: Vision

Participants:
The Relationship Between Collective Efficacy and Teachers’ Social Networks in Urban Middle Schools. Dan Berebitsky, Southern Methodist University; Serena Jean Salloum, Ball State University
In this study, we aim to learn how teachers’ social networks may foster collective efficacy, particularly in urban school contexts engaged in mathematics reform efforts. To test our hypotheses, we construct a structural equation model (SEM) linking structural aspects of the school social networks (density and centralization) with teachers’ perceptions of the collective efficacy in a school. Preliminary analyses indicate a positive relationship between network density and collective efficacy.

Enhanced Trust and Reduced Friction: Critical Components of High Performing Elementary Math Classrooms. Wowek Sean Kearney, Texas A&M University-San Antonio; Julie A. Gray, University of West Florida; Curt M. Adams, University of Oklahoma
This study examines the impact teacher trust and classroom friction have on elementary math achievement. Student and teacher perceptions are explored. Surveys were collected from 482 students and their teachers from 26 math classrooms across 10 elementary schools in Texas. Multi-level analyses indicate that both teacher trust and classroom friction make statistically significant impacts on the variance in elementary math achievement. Teacher years of experience on campus and socioeconomic status are examined. Implications are discussed.

Collegial Leadership, Teacher Professionalism, Faculty Trust: Predicting Teacher Academic Optimism in Elementary Schools. Sylvia D. Dean, Nicole Danielle Vaux, & C. J. Tarter, University of Alabama
This study investigates collegial leadership, professional teacher behavior, and faculty trust and how they are related to academic optimism. With continuous accountability demands placed on education, school effectiveness remains a prime focus to researchers and administrators. A persisting problem is exploring academic optimism and its predictors. This study aims at finding out whether collegial principal leadership, teacher professionalism, and faculty trust in colleagues and the principal are factors that predict academic optimism in teachers.

Chair/Discussant:
Megan Tschanne-Moran, College of William & Mary

144. Principal Responses to and Uses of Data Systems

Paper Session
4:50 to 6:00 pm
Hyatt Regency Hotel: Concept A & B

Participants:
This paper presents the findings related to the vast variety of the multiple accountances that principals face (i.e., that for which they are responsible), drawn from an empirical larger study into the multiple accountabilities experienced by public high school principals. This study found 47 different categories of accountors, grouped into 11 super-categories. This range of accountances are far more varied than the various roles ascribed to principals would predict, and this range is rarely recognized.

What Are You Driving At? How School Leaders Use Data and Evidence for School-Wide Improvement. Lydia R. Rainey, University of Washington
This comparative case study examines the types of data and evidence school leaders use, and when they use them, in decisions for school-wide improvement. It highlights how school leaders use, in addition to student outcome data like test scores, data and evidence from staff and community surveys, personal experiences, research findings, and their schools’ history.

Assessment IQ of Principals. Sarah G. Hale & Liz Hollingworth, University of Iowa
Despite the demands on school leaders, little is known about how much they actually know about assessment and data or how well prepared they feel to make data-driven decisions. This
145. Analyzing “Big Data” in Educational Leadership Research: Complex, Multilevel, and Longitudinal Analysis of Large-Scale Datasets

Critical Conversation/Disclosures
4:50 to 6:00 pm
Hyatt Regency Hotel: Concept C & D

This interactive dialogue session will engage a panel of active researchers skilled in the use of recent methodological innovations in a conversation on the analysis of large-scale education datasets to address relevant education leadership and policy research questions. The panel will discuss the use of national, state and district datasets, present brief overviews of analysis strategies and findings and will lead a discussion on modeling real-world complex, multilevel, longitudinal, conditional education data.

Participants:
- Marisa Cannata, Vanderbilt University
- Yongmei Ni, University of Utah
- Heather E. Price, University of Notre Dame
- Angela Urick, University of Oklahoma

Chair/Discussant:
Alex J. Bowers, Teachers College, Columbia University

146. Investigating Partnerships for Leadership Preparation

Paper Session
4:50 to 6:00 pm
Hyatt Regency Hotel: Cosmopolitan C


This paper describes IMPACT V, a grant-funded innovative partnership among a community of institutions, then considers whether such a partnership is a viable way to cultivate both transformational and transformative sensibilities in building leaders. The research question considers: To what extent and in what ways are the discourses of transformational and transformative leadership evident in summative student artifacts? Answers to this question can hopefully inform leadership preparation moving forward as it stands at a crossroads.

Improving University/K-12 Educational Leadership Partnerships: What Do We Know Since Redesign? Ellen Reames, Auburn University; Jo Beth Jimerson, Texas Christian University; Frances Kochan, Auburn University; Ann Sundstrom Allen, Western Carolina University

Educational leadership programs in the United States have undergone major changes. Most calls for reform of these programs include a strong emphasis on engaging school/university partnerships (Brown-Ferrigno, 2011). Researchers investigated the development of partnerships between two universities and their respective K-12 school districts. How partnerships are evolving since redesign is relatively unknown. Useful mechanisms for developing partnerships surfaced: advisory councils, instructional gatherings for professional development, clinical faculty and having a strong presence in schools.

A New Avenue in Connecting School and University: Knowledge Networks and Processes in Master’s Programs. Frank Cornelissen, Alan J. Daly, & Yi-Hwa Liu, University of California, San Diego

This mixed method study explores the way knowledge processes originating from master’s students’ research occur in the school-university network of a master’s program embedded in a K-12 Charter school environment. Data were analyzed at three network levels: school, dyad, individual. Findings indicate that the interactive network structure in school provide a supportive context for collaboratively engaging in knowledge developing and sharing, but little evidence was found of actual knowledge use.


This analysis investigate specific instructional leadership practices that impact how teachers view their principal as an instructional leader. This research contributes to the field by more clearly identifying specific instructional leadership practices that are concrete and as close to practice as possible, and provide school districts with guidance around how to support principals across the district to develop the expertise necessary support the development of high quality mathematics instruction in their school.

Chair/Discussant:
Ann O’Doherty, University of Washington

146b. Fireside Chat With Keynote Speaker Vanessa Siddle Walker

4:50 to 6:00 pm
Hyatt Regency Hotel: Cosmopolitan D

Please join 2013 UCEA Keynote Speaker Vanessa Siddle Walker for a fireside chat, which offers the opportunity for graduate students and other interested parties to interact and gain insight into their work on racial equity and diversity in education.
146c. The Politics of Conference Locations: An Unconference Session
4:50 to 6:10 pm
Hyatt Regency Hotel: Network
Special Session
Too often, conferences are located in states that do not have policies that promote equity and social justice. What is the responsibility of an organization and its members, if any, to address and speak against these issues? UCEA invites members to contribute their opinion.
Participants:
Mark A. Gooden, University of Texas at Austin
Joanne Marshall, Iowa State University
Frank Hernandez, University of Texas of the Permian Basin

147. What is the Research Base for the Standards (e.g., ELCC and UCEA) that Guide UCEA Program Content and Features?
Symposium
4:50 to 6:00 pm
Hyatt Regency Hotel: Discovery A
In this session participants will discuss a set of recent reviews of the literature developed to inform the standards most relevant to leadership preparation, including both content (ELCC) and program features (UCEA). Participants will also share the processes and plans in place to revise these standards and the processes through which they are used.
Participants:
Amy Reynolds, University of Virginia
Erin Anderson, University of Virginia
Rodney S. Whitman, Indiana University
Gary M. Crow, Indiana University
Margaret Terry Orr, Bank Street College
Pamela D. Tucker, University of Virginia/UCEA
Cindy Reed, Auburn University
Diana G. Pounder, University of Central Arkansas
Hanne Mawhinney, University of Maryland
Chair/Discussant:
Michelle D. Young, UCEA

148. Expanding the Educational Leadership Community: Retired Women Professors
Critical Conversation/Dialogues
4:50 to 6:00 pm
Hyatt Regency Hotel: Discovery B
The Conversation proposes discussion about how retired women professors expand their service beyond traditional educational leadership communities. This session will advance dialogue among retired women professors about how they have used their skills, knowledge, and experiences to expand the community of educational leaders. The session will provide an opportunity for participants to share their own experiences and to discuss how these experiences can be used to expand the educational leadership community.
Participants:
Martha N. Ovando, University of Texas at Austin
Edith Rusch, University of Nevada/Las Vegas
Carolyn Louise Wanat, University of Iowa
Martha M. McCarthy, Loyola Marymount University
Nancy Evers, University of Cincinnati
Chair/Discussants:
Maria Luisa Gonzalez, University of Texas at El Paso
Flora Ida Ortiz, University of California, Riverside

Symposium
4:50 to 6:00 pm
Hyatt Regency Hotel: Regency E
This “Ignite” session intends to examine and learn lessons from the way leadership for social justice is conceptualized in several disciplines and to consider how these lessons might improve the preparation and practice of school leaders. In particular, the series of papers will be presented by participants from 10 universities throughout the United States and Asia and who represent philosophy, anthropology, sociology, economics, political science, African American studies, public policy, interdisciplinary studies, legal studies, and psychology.
Participants:
Jeffrey S. Brooks, University of Idaho
Gaetane Jean-Marie, University of Louisville
George J. Petersen, California Lutheran University
Sarah Diem, University of Missouri
Bradley W. Carpenter, University of Louisville
Fenwick Walter English, University of North Carolina at Chapel Hill
Nicole Limperopulos, Teachers College, Columbia University
Lynn Ilon, Seoul National University
Tawannah G. Allen, Fayetteville State University
Rosemary Papa, Northern Arizona University
Mark Berends, University of Notre Dame
Genevieve Parker Siegel-Hawley, Virginia Commonwealth University
Diane C. Rodriguez-Kiino, California Lutheran University
Paula T. McWhirter, University of Oklahoma
Chair/Discussant:
Anthony H. Normore, California State University, Dominguez Hills

150. Evaluating and Negotiating Teacher Evaluations
Paper Session
4:50 to 6:00 pm
Hyatt Regency Hotel: Studio 5
Participants:
Principals’ Knowledge of Special Education Policy: School Leaders Negotiating Teacher Evaluations in the Dark. Lindsay E. Jesteadt & Meredith L. Mountford, Florida Atlantic University
Research shows most school leaders lack the knowledge necessary to deal with issues that special education programs encompass. This places special education programs, teachers, and students at a clear disadvantage at a time when educational policy reform such as teacher evaluations carry unprecedented impact to teachers and students alike. Findings of this study demonstrate the level of knowledge in special education Florida principals possess, where they acquired the knowledge, and their accuracy of special education evaluations.
Principal Observation & Feedback: Leading Towards Improvement in Ambitious Math Instruction. Jessica Rigby, Charlotte Jean Munoz, Brooks A. Rosenquist, Adrian Larii-Cheriil, Paul Cobb, & Thomas Smith, Vanderbilt University
In this quantitative analysis we examine the relationship between the frequency and type of principal feedback middle school mathematics teachers receive and the improvement in the quality of their instruction. We use data from four large urban school districts that had the aim
of implementing ambitious mathematics curricula over 4 years. Preliminary findings indicate that the more principals observed teachers, regardless of teacher experience, the more likely a teacher's instructional quality decreased.

**Impact of State Mandated Teacher Evaluation on Principals’ Leadership Roles: Case Study of a School District.** Mehmet Sukru Bellihas & Jae Bum Han, Michigan State University

The purpose of the current case study is to investigate the impact of state mandated teacher evaluation on principal leadership and their relationships with teachers. We found emergence of two types of relationships between teachers as they implement evaluations: Professional and Emotional. Principals have more professional relationships with teachers which correspond to their role as instructional leadership. Emotional relationships are used as means to alleviate the negative impact of evaluation on teachers.

Chair/Discussant:
Sheneka Williams, University of Georgia/UCEA

**151. Supporting Effective and Equitable Evaluation in Leadership Preparation and School Districts**

Critical Conversation/Dialogues
4:50 to 6:00 pm
Hyatt Regency Hotel: Studio 6

The purpose of this critical conversation/dialogue is to interrogate traditional notions of principal evaluation by examining the policies and practices of leadership evaluation through the lens of a university preparation program, an urban school district, and a case study of two urban principals. Through this interactive session audience members will engage in surfacing their own beliefs about leadership evaluation, interact with the evaluation tool, and role-play goal setting using a critical friend protocol.

Participant:
Kyla Johnson-Trammell, Oakland Unified School District
Chair/Discussant:
Christopher Thomas, University of San Francisco

**152. Examining Persistent Challenges: Gaining New Understanding of Dynamic Educational Leadership Practices to Transform School/Community Relations**

Symposium
4:50 to 6:00 pm
Hyatt Regency Hotel: Theory A

Transformational change in public schools that focuses on creative, systemic, and sustainable ways in which school leaders unite research, policy, practice to make dramatic changes in community engagement merit closer examination as education policy continues to shift (Epstein, Galindo, & Sheldon, 2011). This symposium will juxtapose educational politics and policy against innovative engagement merit closer examination as education policy continues to shift (Epstein, Galindo, & Sheldon, 2011). This symposium will juxtapose educational politics and policy against innovative engagement merit closer examination as education policy continues to shift (Epstein, Galindo, & Sheldon, 2011). This symposium will juxtapose educational politics and policy against innovative engagement merit closer examination as education policy continues to shift (Epstein, Galindo, & Sheldon, 2011). This symposium will juxtapose educational politics and policy against innovative engagement merit closer examination as education policy continues to shift (Epstein, Galindo, & Sheldon, 2011). This symposium will juxtapose educational politics and policy against innovative engagement merit closer examination as education policy continues to shift (Epstein, Galindo, & Sheldon, 2011). This symposium will juxtapose educational politics and policy against innovative engagement merit closer examination as education policy continues to shift (Epstein, Galindo, & Sheldon, 2011). This symposium will juxtapose educational politics and policy against innovative engagement merit closer examination as education policy continues to shift (Epstein, Galindo, & Sheldon, 2011). This symposium will juxtapose educational politics and policy against innovative engagement merit closer examination as education policy continues to shift (Epstein, Galindo, & Sheldon, 2011).

Participant:
The Role of Spirituality in Educational Leadership: A Narrative Inquiry of One Leader’s Ability to Transform a Failing School and Build Community. Katherine Woodson-Williams, University of Oklahoma
The Irony of Community Involvement for School Leaders: A Balancing Act of Unity and Need. Daniel Buckmaster, University of Oklahoma
An Examination of Transformational Change and What We Do to Prevent it. John Morrison, University of Oklahoma
Supporting School Leaders to Effectively Develop and Sustain Partnerships with Diverse Community Stakeholders. Scott Beck, University of Oklahoma
Leadership Transition and Community Engagement in an Urban Context. Katheryn Elizabeth

**153. From Theory to Classroom to Practice: Preparing Students to Lead Schools in Diverse Contexts**

Critical Conversation/Dialogues
4:50 to 6:00 pm
Hyatt Regency Hotel: Theory B

This Critical Conversation/Dialogue session examines concepts of Social Justice, Culturally Competent Leadership, and Ecological Systems Theory within leadership preparation practice. Specifically, we examine curriculum, activities, best practice strategies useful in preparing leaders to be effective in diverse contexts. The purpose is to facilitate a “mini-community” willing to grapple with the challenges of this work, and share ideas across contexts. Participants engage in double loop learning informed by the reciprocal relationship between theory and practice.

Participants:
April L. Peters-Hawkins, University of Georgia
Karen Slansberry Beard, Miami University of Ohio
Latish C. Reed, University of Wisconsin-Milwaukee
April L. Peters-Hawkins, University of Georgia

**154. Persistent Challenges in ELL/Bilingual Education**

Paper Session
4:50 to 6:00 pm
Hyatt Regency Hotel: Vision

Participants:
**155. General Session IV: Barbara Jackson Memorial Session and New Scholar Recognition Ceremony**

Special Session
6:15 to 8:00 pm

Hyatt Regency Hotel: Regency A-D

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

Welcome and Introductions:
- Cynthia Reed, Auburn University
- Michelle D. Young, UCEA
- Michael Dantley, Loyola University
- Khula Murtadha, Indiana University-Purdue University Indianapolis

**156. Barbara Jackson Scholars Annual Reception**

Reception
8:00 to 9:00 pm

Hyatt Regency Hotel: Cosmopolitan A&B and Foyer

---

**We Have a New Look**: Politics of Rapid Demographic in the New Latino/a Diaspora. Hilario Lomeli, Jr., & Eric Ian Farmer, Pennsylvania State University

This qualitative case study examines the experience of one education-based community organization in responding to the politics of demographic change in the New Latino/a Diaspora, illuminating the struggles, triumphs, and lessons of their efforts. In engaging these politics of demographic change, this research critically engages the case of Hazleton, PA in relationship to national debates on race, ethnicity, immigration, and national belonging in order to elucidate the stakes for Latino/a students in new destinations.

**Leading-Language-Focused-Learning: Seeking New Understandings for the Persistent Leadership and Policy Challenge of Bilingual-Learning**. Sue Feldman & Sara Exposito, Lewis and Clark College

This is a case study of a bilingual program design process in a network of 25 schools in a large, urban, midwestern school district. The study aims to analyze, explain and describe the design process including the use of outside consultants and the school and district level leadership activity that supports and constrains the design process in three focal schools.

**Leveling the Playing Field: Investigating Vocabulary Development in Latino Preschool-Age English Language Learners**. Carl Hermanns, Arizona State University

The author investigated English and Spanish vocabulary growth in 138 Head Start Latino English language learners over the course of a 12-week intervention. Classrooms were randomly assigned to a Spanish-English treatment, an English-only treatment, or a control condition. Children in Spanish-English classrooms showed greater English vocabulary growth than children in English-only classrooms, indicating that the inclusion of the home language in instruction facilitated English vocabulary growth more than English-only instruction.

**Organizing Instruction in New Immigrant Destinations: Leadership and Infrastructure to Support English Language Learners**. Rebecca Lowenhaupt, Boston College; Megan Hopkins, Northwestern University

This paper focuses on how district and school leaders develop infrastructure to support growing populations of ELLs in new immigrant destinations. Using social network surveys from 14 elementary schools in a rural, Midwestern district, along with district and school staff interviews, we examine the links between leadership, infrastructure, and the distribution of expertise. We describe how leaders develop infrastructure for ELLs and consider how this infrastructure informs the distribution of expertise across teachers and subjects.

Chair/Discussant:
William R. Black, University of South Florida

---

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

Meeting
7:00 to 7:50 am

Hyatt Regency Hotel: Concept A & B

Participants:
- Thomas Alsbury, Seattle Pacific University
- Barbara De Luca, University of Dayton
- James Berry, National Council of Professors of Educational Administration
- Curtis Brewer, University of Texas at San Antonio
- Suzanne E. Eckes, Indiana University-Bloomington
- Patricia A.L. Ehrensial, George Washington University
- Fenwick English, University of North Carolina at Chapel Hill
- Martha McCarthy, Loyola Marymount University
- Rosemary Papa, Northern Arizona University
- James W. Satterfield, Clemson University
- Jacqueline A. Stefkovich, Pennsylvania State University
- Jennifer Sughrue, Southeastern Louisiana University
- Mario S. Torres, Jr., Texas A&M University
- Julie Underwood, University of Wisconsin
- Deborah Verstegen, University of Nevada
- R. Craig Wood, University of Florida
- Michelle D. Young, UCEA
- Perry Zirkel, Lehigh University
- David Alexander, Virginia Tech University

Chair/Discussant:
Patricia F. First, Clemson University

---

**158. UCEA Center for the Study of Leadership and Ethics**

Meeting
7:00 to 7:50 am

Hyatt Regency Hotel: Concept C & D

Participants:
- Allan Walker, Hong Kong Institute of Education
- Haiyan Qian, Hong Kong Institute of Education
- Charles Thomas Burford, Australian Catholic University
- Scott Eccott, Australian Catholic University
- Dana L. Mitra, Pennsylvania State University
- Jacqueline Stefkovich, Pennsylvania State University
- Heather Rintoul, Nipissing University
- Ron Wideman, Nipissing University
- Joan Poliner Shapiro, Temple University
- Steven Jay Gross, Temple University
- Oluf Johansson, Umeå University
- Katarina Norberg, Center for Principal Development
- Nancy Tuana, Pennsylvania State University
- Sarah Clark Miller, Pennsylvania State University

Chair/Discussant:
Christopher Michael Branson, University of Waikato
159. Division A & L Graduate Student Breakfast: Publishing 101
Special Session
7:00 to 7:50 am
Hyatt Regency Hotel: Cosmopolitan D
This session will provide early to mid-career doctoral students with an opportunity to hear from both scholars and editors about the publication process. Graduate students will gain a better understanding of the publication process in general and will leave with helpful tips and advice on how to be successful. Areas for discussion include: choosing the “right” journal; communicating with editors; the revision process; and publication timeframes.
Presenters:
Linda Skrla, Texas A&M University
Julian Vasquez Heilig, University of Texas at Austin/UCEA
Alan J. Daly, University of California, San Diego
Larry Parker, University of Utah
Donald J. Peurach, University of Michigan

Chairs/Discussants:
Alexandra E. Pavlakis, University Wisconsin-Madison
Huriya Jabbar, University of California, Berkeley
Kate Rollett, Michigan State University
Nadine Hylton, University of Rochester

160. UCEA Center for Research on the Superintendency and District Governance Meeting
7:00 to 7:50 am
Hyatt Regency Hotel: Discovery A
Participants:
Bruce Barnett, University of Texas at San Antonio
C. Crissy Brunner, University of Minnesota-Twin Cities
Peter Cistone, Florida International University
Larry Lee Dlugosh, University of Nebraska-Lincoln
Lance D. Fusarelli, North Carolina State University
Mika Risku, Institute for Educational Leadership, University of Jyväskylä
Catherine Marshall, University of North Carolina
Diana G. Ponder, University of Central Arkansas
Margaret Grogan, Claremont Graduate University
Rick Hess, American Enterprise Institute
Chairs/Discussants:
Meredith L. Mountford, Florida Atlantic University
Thomas Alsbury, Seattle Pacific University

161. UCEA Center for the Advanced Study of Technology Leadership in Education (CASTLE) Meeting
7:00 to 7:50 am
Hyatt Regency Hotel: Discovery B
Chair/Discussant:
John Beuhring Nash, University of Kentucky

162. Leadership for Social Justice SIG Meeting
7:00 to 7:50 am
Hyatt Regency Hotel: Network
Participants:
Noelle Witherspoon Arnold, University of Missouri-Columbia
Frank Hernandez, University of Texas of the Permian Basin
Joanne M. Marshall, Iowa State University
Hollie J. Mackey, University of Oklahoma
Chair/Discussant:
Whitney Sherman Newcomb, Virginia Commonwealth University

163. UCEA Center for the Study of School Site Leadership Meeting
7:00 to 7:50 am
Hyatt Regency Hotel: Regency E
Participants:
David Gurr, University of Melbourne
Lawrie Drysdale, University of Melbourne
Helene Arlestig, University of Umeå
Olof Johansson, Umeå University
Jeffrey V. Bennett, University of Arizona
Elia M. Villasenor, Arizona University
Lukretia Beasley, University of Arizona
Lisa Fetman, University of Arizona
Erin Mattyjasik, University of Arizona
Lynnette Brunderman, University of Arizona
Sue Winton, York University
Gary M. Crow, Indiana University
Samantha M. Paredes Scribner, Indiana University-Indianapolis
Katina Pollock, University of Western Ontario
Elizabeth T. Murakami, University of Texas of the Permian Basin
Hans W. Klar, Clemson University
Jane Clark Lindle, Clemson University
Robert C. Knoeppel, Clemson University
Kenya Reese, Clemson University
Matthew Della Sala, Clemson University
Stephen L. Jacobson, University at Buffalo/UCEA
RYAN SCHOFENFELD, University at Buffalo
Betty Merchant, University of Texas at San Antonio
Encarnation Garza, University of Texas at San Antonio
Rebecca Elaine Garza, University of Texas at San Antonio
Jeanette Monreal, University of Texas at San Antonio
Willie Black, University of Texas at San Antonio
Carrie Fuller, Boston College
Chris Day, University of Nottingham
Michael Uijens, Abo University
Chairs/Discussants:
Lauri Johnson, Boston College
Rose Ylimaki, University of Arizona
164. UCEA Center for Educational Leadership and Social Justice
Meeting
7:00 to 7:50 am
Hyatt Regency Hotel: Studio 1
Participants:
Launcelot Brown, Duquesne University
Rick McCoun, Duquesne University
Darius D. Prier, Duquesne University
Chairs/Discussants:
Gretchen Givens Generett, Duquesne University
Jill Alexa Perry, Duquesne University

165. UCEA Center for the Study of Leadership in Urban Schools
Meeting
7:00 to 7:50 am
Hyatt Regency Hotel: Studio 5
Participants:
Lionel Brown, University of Cincinnati
Calvert Smith, University of Cincinnati
Laura Mitchell, Cincinnati Public Schools
Debra Shipman Hutchinson, University of Cincinnati
Sarah Gee, University of Cincinnati
Vanessa White, University of Cincinnati
Chair/Discussant:
Cosette M. Grant-Overton, University of Cincinnati

166. UCEA Research on Women in Leadership SIG
Meeting
7:00 to 7:50 am
Hyatt Regency Hotel: Theory A
Participants:
Sharon Adams-Taylor, American Association of School Administrators
Whitney Sherman Newcomb, Virginia Commonwealth University
Kerry Robinson, University of Tennessee Knoxville
Joyce Eku Wilson-Tagoe, University of Education, Winneba, Ghana
Margaret Grogan, Claremont Graduate University
Michelle D. Young, UCEA
Chair/Discussants:
Jill Sperandio, Lehigh University
Cheryl T. Sider, Wilfrid Laurier University

167. District Level Reforms: The Role of Partnerships and Superintendents
Paper Session
8:00 to 9:20 am
Hyatt Regency Hotel: Concept A & B
Participants:
Successful Intelligence in the Superintendency of Medium-Sized Districts. Gary Ivory, New Mexico State University
Psychologist Robert Sternberg developed the concept of “successful intelligence,” which he described as the balance of one’s strengths and weaknesses toward the achievement of desired goals, given a particular sociocultural context. Goals depend on values. I report on the analysis of eight focus groups with 40 superintendents to ascertain their values and how they enact successful intelligence. Based on my findings, I recommend means to prepare and develop superintendents.

For Better or Worse: An Urban District’s Efforts to Create More Inclusive Schools. David DeMatthews, University of Texas at El Paso
This paper presents findings from a qualitative case study of one urban school district implementing special education related inclusion reform over the course of 4 years. A case description of the district’s special education inclusion policy implementation process, the challenges district administrators were confronted with, and the positive and negative outcomes of the district’s policies are described. Findings inform next-generation policy initiatives and future lines of inquiry.

A Texas School District’s Efforts for Cultural Competency: Expanding Understanding of Islam and Religious Difference. Miriam Ezzani, University of North Texas; Melanie Brooks, Iowa State University
This paper investigates a Texas school district’s efforts in cultural competency to improve community relationships due to a growing Muslim population. Among many efforts, the district developed modules with one year devoted to cultural competency training on religious expression in the workplace. Findings revealed a range, from pluralistic-minded district leaders to principal and teacher attitudes and behaviors which at times conflict with inclusivity and negate the district’s vision and value commitments to their community.

Superintendents’ Practices in School Reform: Superintendents From Seven Regions of the U.S. Pauline M. Sampson, Gloria Gresham, & Kerry L. Roberts, Stephen F. Austin State University
This qualitative cross case study of seven successful superintendents from different geographic regions of the U.S showed similarities of a focus on classroom instructional changes, collaborative plans, monitoring campus level actions, and finances for the reform. The differences were varied measurement tools and different levels of evaluations.

Chair/Discussant:
Bernard Oliver, University of Florida

168. How to Establish and Sustain International Work in Educational Leadership: An Ignite Session
Ignite Session
8:00 to 9:20 am
Hyatt Regency Hotel: Concept C & D
Increasingly, scholarship and practice in educational leadership is not only informed by best practices and innovation in local settings, but also by teaching and learning from colleagues worldwide. Accordingly, the purpose of this Ignite Session is to stimulate thinking and conversation around (a) international research in educational leadership, (b) international teaching in educational leadership, (c) international service and outreach in educational leadership, and (d) winning grants to pursue international initiatives in educational leadership.

Participants:
Teaching Educational Leadership in the Global Community. Anthony H. Normore, California State University; Dominguez Hills; Joel Abaya, Wichita State University
Doing Homework, Living Research: International Research in Educational Leadership. Ty-Ron M. O. Douglas, University of Missouri-Columbia; Gaetane Jean-Marie, University of Louisville; Steve Sider, Wilfrid Laurier University
How to Find and Win International Grants in Educational Leadership. Jeffrey S. Brooks, University of Idaho; Ian Edwin Sutherland, Old Dominion University
International Service and Outreach in Educational Leadership. Melanie Carol Brooks, University of Idaho; Muhammad Khalifa, Michigan State University
Chair/Discussant:
Tyson E. J. Marsh, Iowa State University
169. New Perspectives on School Improvement: Lessons From the Community

Paper Session
8:00 to 9:20 am
Hyatt Regency Hotel: Cosmopolitan C

Participants:
Democratic Leadership Practices in Education: Seeking New Understandings of P-20
Partnerships for School Improvement.  Penny L. Tenuto, University of Idaho, Boise

This paper explores the idea of the Re-Inventing Schools Coalition Model (RISC) as a way to
rebuild schools that are in the school-to-prison pipeline.  With a focus on community and
active dialogue, this paper will explore how one failing school district became an award-
winning district using RISC. It will also examine how other schools in the school-to-prison
pipeline can use RISC to reinvent themselves.

School, Academy, Community Partnerships: Harnessing the Power of Democratic Design Spaces
for the Improvement of Schools. Jill Alexa Perry, Lina Dee Dostilio, Rick McCown, & Gretchen
Givens Generett, Duquesne University

This paper discusses a new approach to addressing the problems of urban schools—
establishing a conversation through a partnership of major stakeholders. The School-
Academy-Community (SAC) Partnership initiative brings together PK-12 schools, the academy
and universities, and the broader community to collaboratively identify the obstacles that
prevent too many urban youth from completing their education, and to work together to
design, research, and develop solutions that ameliorate the growing attrition rate in our
schools.

Principals Overcoming Challenges Through School and Community Engagement. Tonya
Nichelle Hyde, Fort Sam Houston Independent School District; Elisabeth Krimbill, University of
Texas at San Antonio; Pamela L. Gray, Austin Independent School District

Today’s urban school leader is faced with many challenges related to changing
demographics. This study attempted to contribute to existing knowledge by examining
community and school demographics, assets, and challenges to determine effective strategies
for principals to employ towards organizational success. The leader’s role is examined in
respect to (a) Community Assets and Challenges, (b) School Assets and Challenges, and (c)
School and Community Collaborative Opportunities.

Chair/Discussant:
Scott C. Bauer, George Mason University

170. Show Me the Money! (Or, Maybe not...)

Special Session
8:00 to 9:20 am
Hyatt Regency Hotel: Cosmopolitan D

This is an interactive workshop focused on the promises and pitfalls of external and internal
funding opportunities. Designed for early-career scholars (or, those just early to grant-seeking),
we will discuss organizing to build a fund-seeking agenda that will ENHANCE your career goals
and tenure-track journey. Topics will include sources of funding; various uses of funding such
as research, program development, and professional development; and building partnerships
for funding. Please bring a recent CV as well as your thoughtful goals for research and community
partnership work. Participants will also receive limited-time access to some extensive online
resources after the workshop, to help act on their workshop planning after the Convention.

Presenters:
Susan Korach, University of Denver
Kristina Astrid Hesbol, University of Denver
Facilitator:
Kent Seidel, University of Denver

171. Evaluating Principal Performance

Paper Session
8:00 to 9:20 am
Hyatt Regency Hotel: Discovery A

Participants:
The Impact Of Authentic Performance Assessments On Candidates’ Leadership And
Organizational Development. Margaret Terry Orr, Bank Street College

This paper presents the impact of three performance assessments in an aspiring leaders
program. The underlying theory is that completing these leadership tasks transforms
learners, effectively evaluate proficiency and benefit organizational change. Qualitative
and quantitative results are based on Kirkpatrick’s four-stage evaluation model (from initial
reaction to organizational impact). The findings show that well constructed tasks are
positive learning experiences, differentiate candidate skills and contribute to organizational
development although more challenging in high needs districts.

A Bridge Too Far? Examining Efforts to Evaluate Principal Effectiveness. Ed Fuller, Pennsylvania
State University/UCEA; Liz Hollingsworth, University of Iowa

This study examines the assumptions underlying efforts to evaluate principal effectiveness
by student test scores, reviews the extant research on efforts to estimate principal
effectiveness, and discusses the appropriateness of including estimates of principal
effectiveness in principal evaluations efforts. We conclude there are currently no strategies
to estimate principal effectiveness that accurately capture the independent effect of
principals on student test scores, thus send inaccurate signals to principals, supervisors, and
policymakers.

Principles Matter for Principals: Urban School Leaders’ Professional Development and
Evaluation. Jessica Rigby, Vanderbilt University- Peabody College; Lynda Tredway, Institute for
Educational Leadership; Christopher Thomas, University of San Francisco

This study examines an inquiry-based leadership support and evaluation process in a large
urban school district. Principals concurrently participated in a novel inquiry process around
problems of practice and engaged with a new rubric of a support and evaluation process.
The preliminary findings indicate that principals (a) found the process useful towards
improving their leadership and (b) were worried that the complexity of the district was too
big of a hurdle for widespread implementation.

University; Eryka Charley, Pennsylvania State University; Ed Fuller, Pennsylvania State
University/UCEA

This paper examines five characteristics of state principal evaluation policy: (a) use of
student growth, (b) model used to assess student growth, (c) use of multiple measures, (d)
weight applied to performance metrics, and (e) types of measures other than test scores.
While the paper reaches several conclusions, the most important conclusion is at least 40%
of states have adopted statistical models that yield highly inaccurate results and will cause
more harm than good.

Chair/Discussant:
Mark Blitz, University of Wisconsin-Madison
172. Mentoring Session for Associate Professors Seeking to Be Full Professors
Innovative Session / Mini-Workshop
8:00 to 9:20 am
Hyatt Regency Hotel: Discovery B

The purpose of this session is to provide associate professors access to the cultural and social capital of full professors who have successfully achieved the highest academic rank. This session will utilize an interactive “speed dating” format so that all attendees get an opportunity to informally dialogue with each of the participating full professors in small groups regarding strategies to make the successful transition from associate to full professor.

Participants:
Leonard Burrello, University of South Florida/Indiana University
Nancy Evers, University of Cincinnati
Frances Kochan, Auburn University
Martha N. Ovando, University of Texas at Austin
Diana G. Pounder, University of Central Arkansas
Joan Puliner Shapiro, Temple University
Jim Scheurich, Indiana University-Purdue University Indianapolis
Colleen Capper, University of Wisconsin-Madison
Gary M. Crow, Indiana University
Maria Luisa Gonzalez, University of Texas at El Paso

Facilitator:
Bruce Barnett, University of Texas at San Antonio

173. Micro and Macro Context of Schooling: Understanding Social Justice From a Global Perspective
International Community Building Session
8:00 to 9:20 am
Hyatt Regency Hotel: Network

The BELMAS-UCEA International School Leadership Development Network propose an international session with researchers from the US, New Zealand, Costa Rica, Hong Kong, Ghana, and China, who have studied local and national communities in light of their connections to the global issue of social justice. Presentation will examine the role of context in the enactment of social justice leadership and present and apply a framework for a micro and macro context to schools in international settings.

Presenters:
Anna Sun, University at Buffalo, SUNY
Christopher Michael Branson, University of Waikato
Charles Slater, California State University, Long Beach
Nancy Torres, Universidad Nacional de Costa Rica
Annie Cheng, Hong Kong Institute of Education
Elson Szeto, Hong Kong Institute of Education
Jill Sperandio, Lehigh University
Meng Tian, University of Jyväskylä, Finland

Chair/Discussant:
Mika Risku, Institute for Educational Leadership, University of Jyväskylä

174. UCEA Film Festival Showing II
Film Festival
8:00 to 9:20 am
Hyatt Regency Hotel: Regency A-D

Grab your popcorn and sit back to see these 5-minute films. Session will include an intro and Q&A with the filmmakers.

175. Teacher Leaders in Community: Their Preparation, Perceptions, Practice, Impact, and Evaluation
Symposium
8:00 to 9:20 am
Hyatt Regency Hotel: Regency E

Principals working alone cannot accomplish the diverse responsibilities and challenges of leading a successful school because the task is too complex for a single person. Utilization of collective instructional leadership has placed significant emphasis on the importance of teacher leaders. This symposium presents five research-based papers that describe teacher leaders’ preparation, perceptions, practices, impact, and evaluation in diverse settings. All authors have expertise as teacher leaders or as principals working with teacher leaders.

Participants:
Developing Teacher Leaders to Serve School Communities. Tricia Browne-Ferrigno, University of Kentucky
Principal and Teacher Perceptions on the Role of Teacher Leadership in K-12 Schools. Amanda Ellis, University of Kentucky
Becoming a Teacher Leader: A Study of Leadership Development in Three High Schools. Kristin Huggins, Washington State University; Hans W. Klar, Clemson University
From Preparation to Practice: The Case of the Galileo Teacher Leadership Academy. Cynthia L. Carver, Oakland University
Implementing Teacher Evaluation: Layers of Leadership. Mary Lynne Derrington, University of Tennessee

Chairs/Discussants:
Tricia Browne-Ferrigno, University of Kentucky
William C. Frick, University of Oklahoma

176. Continuing to Disrupt the Status Quo? Young and New Women Professors of Educational Leadership
Symposium
8:00 to 9:20 am
Hyatt Regency Hotel: Regency F

This is a follow-up to Mertz’s (2009) work on the first women faculty admitted into departments of educational administration. We gathered narratives of women new to the field and made comparisons to those stories shared by the veteran women to highlight similarities and differences as a way to preserve and continue the tradition of sharing voices. If veteran women are “firsts,” “pioneers,” and...
177. Comm(unity) Perspectives: Recognizing the Value of Community in Educational Leadership

Paper Session

Hyatt Regency Hotel: Studio 1

8:00 to 9:20 am

Participants:
Accessing Voice and Self Determination to Address Persistent Challenges: A Community Nearly Left Behind. Barbara Pazey & Heather Cole, University of Texas at Austin

The ways special population students attending an urban turnaround high school use their self-determination skills to confront persistent challenges they faced within their school community was explored. Self Determination Theory (SDT) was used as the theoretical framework for analysis. Autonomy, competence, and relatedness serve as the three constructs absolutely essential for optimal functioning in one's immediate environment (Ryan & Deci, 2000). The research design honors student voice as the primary source of data.

Latina Students, Social Action, and Early College High Schools: Do We Value Community Cultural Wealth? Leslie Ann Locke, University of Southern Mississippi

The Early College High School (ECHS), a post-secondary, P-16 demonstration project, is an intervention strategy for students who traditionally have not been well served by conventional high schools. This paper interrogates the effectiveness of the ECHS policy, through the perceptions of Latina students, and Yosso’s framework of Community Cultural Wealth.

A Dream Deferred—The Power of Community. Cynthia S. Garcia, University of Texas at San Antonio (doctoral program); Encarnacion Garza, University of Texas at San Antonio

Inspired by a project in Educational Leadership course at The University of Texas at San Antonio, students were asked to create positive means of inviting parents to participate in authentic student success, but contributes to a positive extended community as it pertains to business, neighborhoods, family and crime, we must begin to bridge the two entities, schools and community, to create positive change.

Building and Flying the Plane: Theoretical and Methodological Pillars of Success Within a Community Coalition. Daniel Reyes-Guerra, Maria Vasquez, & Marianne Robin Russo, Florida Atlantic University

A collaborative partnership was established between a university and a local school district community in order to offer degrees and training to a cadre of future educational leadership candidates with federal Race to the Top (RTT) monies. Three “theoretical and methodological pillars” for the “Integration and Implementation Science” consisting of “systems thinking and complexity science, participatory methods, and knowledge management, exchange, and implementation” (Bammer, 2005, p. 6) is the theoretical framework within a mixed-methods analysis.

Chair/Discussant:
Terrance Green, University of Texas at Austin
181. Educational Advocacy in the USA, Canada, and England: Parents, Teacher Unions, Universities, and Communities
International Community-Building Session 8:00 to 9:20 am
Hyatt Regency Hotel: Theory B

This symposium includes five papers that problematize traditional understandings of school-family-community partnerships across three national contexts by identifying different kinds of communities that advocate for educational change in ways and for purposes not often recognized in the literature. Methodologies include cross-national and ethnographic case studies, historical analysis, and interpretative essays. Presenters will discuss how community-based organizations use research, issues in teacher union organizing, community-university partnerships, and historical school district efforts to promote race equality policies.

Participants:
Conducting, Citing, Disseminating: How Community-Based Organizations Use Research to Influence Policy. Sue Winton, York University; Michael P. Evans, Miami University of Ohio
Entrenched Enemies, Tactical Partners, or Steadfast Allies? Exploring the Fault Lines Between Teacher Unions and Community Organizations in the United States. Dennis Shirley, Boston College
Natural Allies? Understanding Teacher-Parent Alliances as Resistance to Neo-Liberal School Reform in England. Howard Stevenson, Nottingham University; Allison Gilliland, University of Lincoln
Community-University Partnerships as Vehicles of Radical Leadership, Service and Activism. Rodney Hopson, George Mason University; Peter M. Miller, University of Wisconsin, Madison; Temple S. Lovelace, Duquesne University

Chair/Discussants:
Yongmei Ni, University of Utah; Principal Turnover: Upheaval and Uncertainty in Charter Schools?
Elisabeth Krimbill, University of Texas at San Antonio
Exploring Teachers’ Reactions to a Principal Leaving Mid-Year: A Phenomenological Approach. Elisabeth Krimbill, University of Texas at San Antonio

182. Turnaround and School Closure: Making Sense of the Current Context
Paper Session 8:00 to 9:20 am
Hyatt Regency Hotel: Vision

This paper highlights students’ perspectives of leadership in urban turnaround high schools. Examining students’ perspectives of school turnaround and leadership in schools is important. Students have a front row seat in the turnaround process as they watch their principal and teachers being replaced and return the following school year to their school. This paper focuses on how students experienced the changes in their schools and their perspectives of the importance of leadership in their schools.

Qualitative Findings: Wallace Foundation Turnaround Principal Leadership Program. Mitzi P. Trahan, University of Phoenix; Dianne F. Olivier, University of Louisiana at Lafayette
Qualitative evaluation findings of a collaborative Wallace Foundation and Board of Regents School Turnaround Evaluation Grant are presented in this paper. Principals and leadership team members participating in this study attended two turnaround leadership programs: University of Virginia Executive Education for School Leaders program and the Louisiana Department of Education School Turnaround Specialist program. The results complemented turnaround research and provided new understanding of leader behaviors and characteristics for effective turnaround initiatives.

The Turnaround Principal Paradox: Heroic Icon or Distributor of Leadership? Craig Martin Peck & Ulrich C. Reitzug, University of North Carolina at Greensboro
Using empirical data collected in a longitudinal case study, we explore the turnaround principal paradox. In prevailing policy and literature, turnaround principals are tasked with cultivating shared leadership, but they are also positioned as the individuals ultimately responsible for school success or failure. We present a series of data-based vignettes that demonstrate how our study’s principal navigated tensions attendant to her simultaneous role as heroic icon and distributor of leadership. We close by discussing implications.

Chair/Discussant:
Gwendolyn Webb-Hasan, Texas A&M University

183. Principal Turnover in an Age of Accountability and Uncertainty
Paper Session 9:30 to 10:50 am
Hyatt Regency Hotel: Concept A & B

Participants:
More Than One Agenda: School Closures, Social Change and the Rhetoric of Participation. Tirza Wilbon White, University of Maryland, College Park; Michael Steudeman, University of Maryland
This study captures the perspectives of school, housing and community constituents during urban school closure reform to uncover attributes that illuminate reform conceptualization efforts within their social contexts. Analysis of multiple stakeholders’ generated a multi-layered rendering of findings that highlight political motivations and strategies of key leaders, tensions between Black leaders and its citizenry despite shared educational goals, and techniques presented to foster democratic deliberation that ultimately stifled authentic community participation.

Students’ Perspectives of Leadership in Turnaround Schools. Jennifer Olson, University of Illinois at Chicago
Principal Turnover: Upheaval and Uncertainty in Charter Schools? Yongmei Ni, University of Utah;
184. Perspectives on Multiple Models of Leadership

**Ignite Session**

9:30 to 10:50 am

**Hyatt Regency Hotel: Concept C & D**

**Participants:**

**It's Time for Culturally Relevant Leadership.** Floyd Beachum, Lehigh University; Carlos McCray, Fordham University.

This session examines the implementation of a co-principalship leadership model. A district superintendent decided such a model would be more effective than the traditional solo principal for his schools. The questions being investigated include (a) the problems and challenges associated with implementing a co-principalship, (b) the impact of the model on job satisfaction for the co-principals and teachers; and (c) whether the model has the potential to address future leadership needs.

**Moving Beyond Evaluation and Compliance: Utilizing a Formative Assessment of Distributed School Leadership.** Mark Blitz, University of Wisconsin-Madison.

This Ignite presentation focuses on the theory, method, and value of assessing distributed leadership and providing formative feedback through the development and validation of the Comprehensive Assessment of Leadership for Learning (CALL). The presentation explores issues around leadership assessment and reveals emerging approaches to measuring leadership practice and providing actionable data that supports school leaders. The presentation discusses the CALL theory of action and demonstrates the function of the formative assessment and feedback system.

**Teacher Leadership: Framing Reform in Achievement through a New Conversation (FRANC).** Susan E. McLaughlin-Jones, Fayette County Public Schools/University of Kentucky.

Many instructional leaders aspire to establish school culture harmonious to students from diverse backgrounds. Very few leaders, however, successfully establish and sustain a positive, engaging culture that supports the achievement of all students. This ignite session describes how a classroom teacher applied culturally engaging leadership in a large urban, high school in Kentucky to create a functional professional learning community committed to creating an inclusive school climate.

**Use of Online Simulations For Problem-Based, Context-Rich Leadership Development Across the Educational Leadership Career Lifespan.** Eric Bernstein & Michael Johanek, University of Pennsylvania.

This 5-minute IGNITE session will share an innovative, research-based collaborative project between a graduate school of education and three major professional associations for K-12 school leaders aimed at developing human capital in school leadership through blended peer-to-peer (P2P) professional development in the form of online branching simulations.

**Field Research: An Analogy for Assistant Principal Preparation.** Vonzell Agosto, University of South Florida.

This session proposes that the preparation of assistant principals (APs) lends itself to the use of an analogy based on steps in field research (Neuman, 2003). This analogy can incite thought on (a) how programs might foster AP identity building that merges interests in research/scholarly and practice and (b) how programs might facilitate the conclusion of AP preparation while opening the possibilities for sustained relationships with their students as in a community of scholar-practitioners.

**The End of School Improvement: Community-Focused Leadership as the Highest Leverage Change Strategy.** Charles Vanover, University of South Florida, Petersburg.

This IGNITE session explores the community-focused school leadership as a strategy for raising student outcomes. To put the session’s major proposition in a highly provocative form: it is argued that the accountability movement has made U.S. accountability environments so dysfunctional that school improvement is no longer a high leverage change strategy. Questions regarding the description, measurement, and practice of school-focused community leadership will be addressed.

**Chair/Discussant:**

Jane Clark Lindle, Clemson University

**Participants:**

**185. Developing Anti-Racist Leaders**

**Paper Session**

9:30 to 10:30 am

**Hyatt Regency Hotel: Cosmopolitan C**

**Participants:**

**Creating Social Justice Curricula and Praxis in P-20 Educational Settings Through Quality Leadership Preparation.** Cosette M. Grant-Overtont, University of Cincinnati; Richard Reddick, University of Texas at Austin; Samuel Burbanks, University of Cincinnati.

This paper attempts to fill a void of the lack of research on African American scholars and doctoral students in predominantly White institutions (PWIs). Scholarly personal narratives (Ellis & Bochner, 2003; Nash, 2004) of African American scholars in educational leadership at PWIs are used to detail African American scholars’ struggles and advantages in advancing non-traditional perspectives into practice in their programs and classrooms and students’ learning. The authors centralize critical race discourse and mentoring to transform PWIs.

**Innovative Leadership to Foster the Development of Diverse Communities in Spain.** Serafín Antúnez, University of Barcelona; Patricia Silva, University of Barcelona; Charles Slater, California State University, Long Beach.

The purpose of this study was to examine innovative leadership of principals in northern Spain and the leadership necessary to create multiple types of community. School inspectors identified a sample of school directors who made significant advances in student achievement and contributed to the development of community. The main research question was: what characterizes the day-to-day practice of innovative principals? A profile of innovative leadership was developed to indicate the actions that they carried out.

**Answering the Challenges of Integrating Anti-Racism Within Transformational Leadership Preparation Paradigms.** Brenda J. McMahon, University of North Carolina at Charlotte; Denise Armstrong, Brock University.

This paper examines the tensions inherent in conceptions of social justice as they relate to educational administrator preparation programs. We conduct a document analysis of publicly available information related to provincial K-12 leadership preparation programs and identify an ideological bias towards transformational leadership paradigms that unintentionally restate hierarchical management paradigms and democratic forms of racism. We propose an integrative antiracist approach to leadership preparation that is possible within a mandated transformational paradigm.

**Engaging Aspiring Educational Leaders in Critical Self-Reflection Regarding Race/Ethnicity and Privilege.** Melissa Ann Martinez, Texas State University.

This narrative study utilized critical race theory to examine the reflections of aspiring educational leaders regarding race/ethnicity and privilege.
leaders in a sociocultural context of education course as they grappled with understanding their racial/ethnic identities and privileges within schools and society. Students’ reflections revealed how they had been challenged by the readings and dialogue in class, and how this facilitated questioning of their own beliefs about race and racism and enabled changes in how they perceived equity and social justice.

Chair/Discussant: Jim Scheurich, Indiana University-Purdue University Indianapolis

186. Having it All: Finding the Perfect Work/Life Balance, Sponsored by AERA Division A

Special Session
9:30 to 10:50 am
Hyatt Regency Hotel: Cosmopolitan D

In order to effectively guide others, educational leaders must manage their demanding work schedules and also attend to their non-work related commitments. This session will provide doctoral students with an opportunity to hear from scholars in educational leadership about how to manage their doctoral studies and future careers in academia or practice while also balancing family, friendships, finances, and personal interests. Invited scholars have all published on the work/life balance and are in different stages of their careers. Areas of discussion include (a) time management tips, (b) suggestions for securing funding for graduate work and early career research, (c) advice for pursuing opportunities in campus and/or professional organizations, (d) tips for academic conferences, (e) how to avoid overcommitting, and (e) how to keep the work/life balance in mind when on the job market.

Presenters:
George Theoharis, Syracuse University
William R. Black, University of South Florida
Peter M. Miller, University of Wisconsin-Madison
Bonnie C. Fusarelli, North Carolina State University
Joanne M. Marshall, Iowa State University
Latish C. Reed, University of Wisconsin-Milwaukee

Chair/Discussants:
Alexandra E. Pavlakis, University Wisconsin-Madison
Kate Rollert, Michigan State University

187. Models for Using Accountability Data in Educational Leadership

Paper Session
9:30 to 10:30 am
Hyatt Regency Hotel: Discovery A

Participants:
Perceptions and Use of Data: How Principals View Alternative Accountability Measures. Kelly McMahon, University of Michigan
Enthusiasm for using data has overshadowed an important point: simply, that using data to make decisions about practice is not straightforward. We need to understand how principals perceive and use data. Using survey data, this study aims to investigate how principals (n = 170) perceive and respond to alternative accountability tools and measures. Specifically, this exploratory study will investigate how principals in a Midwestern city respond to a Site Visit process that was implemented in 2012.

The Use of Mentors in Building Capacity for Data Use: Results From a Pilot Study. Jo Beth Jimerson, Texas Christian University; Marnie Russell Choate, Texas Christian University; Laurel K. Dietz, University of Texas at Austin
Educational data use is at the heart of continuous improvement and accountability efforts across the United States, and one way school districts support data use among novice teachers is through the provision of mentors. However, few studies examine how able mentors are to model data-informed practice. Findings from this pilot study in a small Texas district suggested that mentors were no more adept at data use-related skills than those they were positioned to mentor.

Leadership Teams Within Latino and ELL Serving Schools: Team Discourse Surrounding Accountability and ELL Student Learning. Kathryn E. Torres, University of Washington
Leadership for improving diverse student outcomes requires active problem-solving processes. However, school leaders in Latino and ELL-serving schools often struggle to utilize external expectations to support improvement activities. This case study examined team meetings within an elementary school that problematized and resolved group issues around sources of evidence, problems of practice, and instructional solutions. Findings indicate the potential for forming shared meaning around problems and solutions to practice within Latino and ELL serving schools.

Student-Involved Data Use: Trends in Practice and Research. Jo Beth Jimerson, Texas Christian University; Ellen Reames, Auburn University
Across the United States, the press to engage in formal data use has extended from policymakers to school leaders to teachers. Now, the press extends to students, as practitioners increasingly involve students in ongoing data analysis. While such practices have been studied among adults, issues related to student-involved data use have largely gone unexamined. This paper examines research and practitioner literature to describe trends in student-involved data use and the research base for such practices.

Chair/Discussant:
Angeline Kathryn Spain, University of Michigan

188. From Policy to Practice: Project Sharing From the School Leadership Program

Innovative Session / Mini-Workshop
9:30 to 10:50 am
Hyatt Regency Hotel: Discovery B

The School Leadership Program is a federal leadership preparation and development grant. This mini-workshop involves interactive small and large group activities featuring the work of grantees around their innovative practices and lessons learned about school leadership preparation and development, especially around the issue of sustainability of practices. The innovative format will allow SLP Grantees to share practical, usable lessons learned from their experiences with the grants, based on their research, project data, and practical experience.

Participants:
From Policy to Practice: Project Sharing From the School Leadership Program. Betty Fry, Southern Regional Education Board; Kelly Tomsmeir, Alaska Staff Development Network; Kathy Blanc, Alaska Staff Development Network; Al Bertani, Consultant; Stephen H. Davis, Cal Poly Pomona; Miriam Fulzt, Desertfrost Consulting, Inc.; Anthony H. Normore, California State University; Dominguez Hills; Antonia Iss Lahera, California State University, Dominguez Hills; David F. Bower, University of New Mexico; Arlie Woodrum, University of New Mexico; Allison M. Borden, University of New Mexico; Jay Paredes Scribner, Old Dominion University; Charol Shakeshaft, Virginia Commonwealth University; Barbara Driver, Virginia Commonwealth University; Kerry Robinson, University of Tennessee Knoxville; Arnold Danzig, Arizona State University; Gary Kiltz, School District of Menomonee Falls, Wisconsin; Jennifer Clayton, George Washington University; Tricia Browne-Ferrigno, University of Kentucky; Mark A. Gooden, University of Texas at Austin; Dottie Hall, University of Texas at Austin; Jennifer Wilkerson, Virginia Commonwealth University

Facilitator:
Karen L. Sanzo, Old Dominion University

189. The Intersection of State Policy and Teacher and Leader Preparation

Symposium
9:30 to 10:50 am
Hyatt Regency Hotel: Network

Education policy and politics are meeting more often than ever. It is important for those in leadership positions and those interested in education policy to have a considered response to the continuing
array of challenges. This session will include a presentation by Dean Gerardo Gonzalez on the 4-year statewide battle in Indiana over teacher education rules. It will also include preliminary results from a UCEA project to analyze state policy requirements for principal preparation programs and administrator licensure.

Participants:
Leadership Response and Institutional Actions to Proposed Major Changes in State Teacher Education Policy. Charles Larkin Carney, Jill Shedd, & Gerardo Gonzalez, Indiana University
Analyzing State Policy for Principal Preparation and Licensure: Preliminary Findings From a UCEA Report. Erin Anderson, University of Virginia; Amy Reynolds, University of Virginia; Ed Fuller, Pennsylvania State University/ UCEA; Pamela D. Tucker, University of Virginia/ UCEA; Margaret Terry Orr, Bank Street College; Hanne Mawhinney, University of Maryland; Carolyn Kelley, University of Wisconsin-Madison; Don Hackmann, University of Illinois at Urbana-Champaign
Chair/Discussants:
Michelle D. Young, UCEA
Sheneka Williams, University of Georgia/ UCEA

190. Leading Beyond Traditional Partnership Frameworks: Critical Approaches to Community-Based Collaboration, Resistance, and Coalition-Building
Symposium
9:30 to 10:50 am
Hyatt Regency Hotel: Regency E
This symposium will bring together scholars whose theorizing, empirical research, and policy analysis encompass critical conceptualizations and examinations of school-family-community partnerships. Our work suggests that current and future educational leaders must be prepared to respond to the macro socioeconomic and political forces that affect school communities and understand how their communication, decision-making, and approaches to collaboration either advance or impede student learning and equitable community-building. We consider community shifts and reform efforts across the U.S.
Participants:
Increasing Educational Leaders’ Ability to Ally With Marginalized Families: From Fatalistic to Transformative Approaches. Camille M. Wilson, Wayne State University
Where has all of the Community Rage Gone? Neoliberalism, Community Encroachment, and Unconventional Resistance in Detroit. Muhammad Khalifa, Michigan State University
Building Coalitions, Capacity, and Community Through School and District Leadership: The “Promise” of Community-Based Education Reform. Sonya Douglass Horsford, George Mason University
Chair/Discussant:
Camille M. Wilson, Wayne State University

191. Perspectives on Improving School Culture and Climate
Paper Session
9:30 to 10:50 am
Hyatt Regency Hotel: Regency F
Participants:
Using Staff Latino Members to Improve a School Culture: Los Abuelitos. Jo Bennett, Zayed University
Immigrant youth in U.S. schools may face staggering challenges. This qualitative study considers how a school (Grades 9 and 10) for immigrant youth in the south central United States uses older Latino staff as stand-in grandparents (fondly called abuelitos). The findings are part of a larger study, examining the importance of relationships for improving school culture. The older staff from the students’ home culture facilitated quasi-academic learning, as described in Stanton-Salazar’s social capital theory.

192. Challenges of Local and International PLCs: The Role of Equity and Community
Paper Session
9:30 to 10:50 am
Hyatt Regency Hotel: Studio 1
Participants:
The Professional Learning Community as Perceived by Teachers, Principals and Superintendents. Chen Schechter, Bar-Ilan University
This study explored teachers’, principals’, and superintendents’ perceptions of the determinants of professional learning community. In this qualitative, topic-oriented study, interviews were conducted with 45 professionals: 15 teachers, their respective principals (15) and superintendents (15). Principals and teachers indicated that overload, lack of resources, and top to bottom commands were factors that inhibited the professional learning community. Superintendents related to the principal's leadership style as a main factor that fosters the professional learning community.
This paper provides an overview of the proposed job-embedded professional development policy in Michigan, reviews previous literature on the topic to develop a framework for evaluating the potential effectiveness of job-embedded professional development policy, and applies the framework to the case of Michigan. Implications are explored regarding planning and implementation of job-embedded professional development within public school systems and the expectations that it will lead to improved school effectiveness and student achievement.
Equity in Mathematics Education Through Critical Collaborative Inquiry in Professional Learning: A Case Study. Paulo Tan, Indiana University; Kathleen King Thorius, Indiana University-Purdue University Indianapolis; Marsha Simon, University of South Florida
Students with severe disabilities are typically excluded from participating in rich mathematical
138 139

Participants: with novel problem-solving approaches.

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

The purpose of this paper addresses multiple issues: (a) to present a study framework conceptualizing the PLC process through a global perspective, (b) to share research findings of an exploration of comprehensive high schools using the professional learning community concept, (c) to identify structures and processes within these high schools that characterize their identification as productive PLCs, and (d) to share the reconceptualization of the global PLC process as a result of study findings.

Chair/Discussant:
Kristin Shawn Huggins, Washington State University

193. Additive Leadership Practices in a Climate of Subtractive and Performance-Based Accountability Policies
Critical Conversation/Dialogues
9:30 to 10:50 am
Hyatt Regency Hotel: Studio 5

This conversation session addresses the complicated web of sociopolitical forces that continue to impinge educational leaders' ability to provide successful schooling experiences for all students. Panelists will engage in storytelling and will provide counter-narratives to discuss how educational leaders can still do what is best for students in a climate of subtractive and an era of performance based accountability.

Participants:
Jason Andrew Swanson, University of Illinois at Urbana-Champaign
Anjale Welton, University of Illinois at Urbana-Champaign
David Stovall, University of Illinois at Chicago
Joseph Wiemelt, University of Illinois at Urbana-Champaign
Iris Jun, University of Illinois at Urbana-Champaign
Jonathan Hamilton, University of Illinois at Urbana-Champaign
David Conrad, University of Illinois at Urbana-Champaign

Chair/Discussant:
Priya Goel, University of Illinois at Urbana-Champaign

194. Mini-Workshop on Arts-Based Approaches to Leadership Preparation: Using Drawing, Photo Captioning and Improvisational Theatre
Innovative Session / Mini-Workshop
9:30 to 10:50 am
Hyatt Regency Hotel: Studio 6

This innovative session will introduce and engage participants in arts-based approaches to educational leadership development. Session facilitators will lead participants in exercises including reflective journaling, drawing, photo captioning, and improvisation. All exercises are presented as ways to invite developing educational leaders to reconsider their own experiences and their community contexts by reframing intractable educational problems, reflecting on issues related to social justice, recognizing previously unnoticed human and material resources, and experimenting with novel problem-solving approaches.

Participants:
Jen Katz-Buonincontro, Drexel University
Christa Boske, Kent State University
Noelle Witherspoon Arnold, University of Missouri-Columbia
Facilitator:
Joy C. Phillips, East Carolina University

195. Community Collaboration to Implement Formative Assessment in an Educational Leadership Program
Symposium
9:30 to 10:50 am
Hyatt Regency Hotel: Theory A

The University of Indianapolis principal preparation program, iLEAD, is utilizing the Friends of iLEAD cadre to support our students’ leadership skill development by reviewing signature projects (formative assessments), mentoring, creating modules, and making presentations. The Friends of iLEAD are current school district community leaders. The session will present qualitative and quantitative data along with addressing lessons learned, our continuous improvement process, and future assessment implications.

Participant:
Community Collaboration to Implement Formative Assessment in an Educational Leadership Program. Lynn Wheeler & John W. Somers, University of Indianapolis

Chair/Discussant:
Lynn Wheeler, University of Indianapolis

196. Perspectives on Educational Reform to Foster Student Success
Paper Session
9:30 to 10:50 am
Hyatt Regency Hotel: Theory B

Participants:
Changing to Later Secondary School Start Times to Combat Adolescent Sleep Deprivation: One Community’s Experience. Lori G. Boyland, Ball State University; Michael Harvey, Ball State University; William Riggs, Mt. Vernon Community School Corporation; Barbara Campbell, Mt. Vernon Community School Corporation

Chronic sleep deprivation is as a serious problem for adolescents, placing them at risk for academic difficulties. This study examines one school community’s efforts to implement later secondary school start times to reduce teen sleep deprivation. Pre and post data sets are analyzed including stakeholder survey results and records of students’ attendance, achievement, and sleep attainment. Results suggest improved outcomes for secondary students and increased stakeholder agreement with the change over time.

Factors in African American Educational Success. Wafa Hozien & Randolph Mitchell, Virginia State University

This study explores the ways in which the family, school, and community environments contribute to academic success of urban, African American high school graduating seniors from low-income, single-parent families; focusing on resilience and the ability to succeed in the face of adversity. For 3 months in-depth individual and group interviews with 10 seniors were conducted. The qualitative segment found four themes emerged: (a) parental expectations, (b) extracurriculars, (c) motivation, and (d) relationships with adults.

Assessing the Effects of a Community-Based College Preparation Program on the Performance of Middle School Students. Barry Aidman, Texas State University; Catherine Malerba, Round Rock Independent School District

This study compares the academic achievement and noncognitive skills of participants and non-participants in a community-based college preparation program. It builds upon a previous study examining baseline pre-participation characteristics. Preliminary findings
197. UCEA Center for the Study of Academic Leadership: Faculty Leadership: The Seasons in the Lives of Department Chairs and Deans

Critical Conversation
9:30 to 10:50 am
Hyatt Regency Hotel: Vision

Participants:
Christopher Thomas, University of San Francisco
Mary John O’Hair, University of Oklahoma
Gretchen Givens Generett, Duquesne University
Frank Hernandez, University of Texas of the Permian Basin
Lemuel Watson, University of South Carolina

Chair/Discussant:
Irene H. Yoon, University of Utah

198. General Session V: Pennsylvania State University Mitstifer Lecture Featuring Vanessa Siddle Walker

Symposium
11:00 to 12:10 pm
Hyatt Regency Hotel: Regency A-D

In an era when educational practice is dictated by federal mandates and business values, Vanessa Siddle Walker argues the need to revisit the practices and beliefs of professional administrators in the Black segregated school period. In “Hello Professor: The Re-examination of a Forgotten World of School Leadership,” Walker will review the nuanced modes of leadership that aligned school practice with university research, invited home/school cooperation, and encouraged resilient and creative responses to the oppressive policies that defined leadership in this period. Walker posits that these beliefs and practices constitute a forgotten historical model of practice, one not reductive to their culture and time but a system whose core values may provide a useful conceptual lens to examine administrative leadership today.

Emcee:
Muhammad Khalifa, Michigan State University

Welcome and Introductions:
Ed Fuller, Pennsylvania State University/ UCEA

199. Innovation and Quality in Leadership Preparation: A Critical Conversation

Critical Conversation/Discussions
12:20 to 1:40 pm
Hyatt Regency Hotel: Concept C & D

This Critical Conversation addresses how university preparation programs can position themselves to be vital, dynamic, forward-thinking providers of leadership preparation. The emergence of market-driven, field-based, online programs threatens quality and substance in leadership preparation. Participants will address questions related to the form and substance of high-quality leadership preparation; new delivery models, such as online and compressed scheduling; quality, breadth, and depth of internships; and the needs, challenges, and opportunities of 21st century school leadership.

Chair/Discussant:
Robert F. Hachiya, Kansas State University
201. Evaluating Leadership Preparation Programs
Paper Session
12:20 to 1:40 pm
Hyatt Regency Hotel: Cosmopolitan C

Participants:

ISLLC Standards Adoption: A State-Level Diffusion Study. Dan Berebitsky, Michael K. McLendon, & Patricia Baumer, Southern Methodist University
As the ISLLC standards have been adopted by states to strengthen school leadership in such areas as certification, preparation, and licensure, we think it important to investigate the factors influencing the timing of state adoption of the standards. In this paper, we employ event history analysis and a policy innovation and diffusion theoretical framework to examine how variations over time and across state educational and political systems influence states’ adoption of the ISLLC standards.

NCATE Accreditation as Collaborative Opportunity: The TenKeys® Model Applied to a School Leadership Program Experience. Mary E. Gardiner & Penny L. Tenuto, University of Idaho, Boise
This paper focused on one Educational Leadership accreditation as a means to examine retrospectively the process for contributions to program improvement, theory and practice. The purpose of this conceptual paper, was to apply the TenKeys® leadership model (Jäppinen, 2012) an idealized model of collaborative leadership, to the process of engaging district partners through an accreditation process. The 10 key attributes as the primary components of collaborative leadership were applied and discussed.

High-Quality Leadership Programs and Influence on an Evolving Student Population: Leadership, Sensemaking, and Inclusive Policy. Meagan Sumbera (Salazar), University of Texas at Austin; Timothy Salazar, University of Utah; Barbara Pazey, University of Texas at Austin
A growing body of research has emphasized effective components of exemplary principalship programs; yet, little attention has been paid to how these components impact students with special needs. Drawing on sociological theories of sense-making, this study investigates how graduates of “high-quality” programs interpret, adapt, and transform inclusive policy to meet the needs of an evolving student population. Findings from this study may assist programs when evaluating the effectiveness of their program’s impact on special education.

Then and Now in Principal Preparation: Missouri Program Component Survey Results from 2008 and 2012. Jennifer Friend, University of Missouri-Kansas City; Robert L. Watson, Missouri State University
This paper examines a collaborative improvement effort that resulted in a statewide initiative to administer a comprehensive program component survey to collect data from the 2007-08 and 2011-12 academic years to examine changes in preparation programs. Quantitative and qualitative comparative results across 16 programs and across a 4-year time period are shared, with a description of the multi-year processes for administration of the surveys, and recommendations to improve preparatory programs for educational leaders.

Chair/Discussant:
Hanne Mawhinney, University of Maryland

202. Graduate Students of Color Mentoring Session
Special Session
12:20 to 1:40 pm
Hyatt Regency Hotel: Cosmopolitan D

This session is designed to give students from underrepresented groups the opportunity to dialogue with scholars from different institutions. Panelists will interact on issues related to doctoral study and completion, research and publication, mentoring and socialization, as well as succeeding as faculty members.

Presenters:
Michael Dantley, Loyola University
Carlos McCray, Fordham University

Maria Luisa Gonzalez, University of Texas at El Paso
Chairs/Discussants:
Floyd Beacham, Lehigh University
Mariela A. Rodriguez, University of Texas at San Antonio

203. The Role of Rigor on Student Achievement: How School Leaders Make the Difference
Paper Session
12:20 to 1:40 pm
Hyatt Regency Hotel: Discovery A

Participants:

A Statewide Initiative to Close Achievement Gaps: Exploring the Utility of a Policy Review Process. Brendan David Maxcy, Indiana University-Purdue University Indianapolis; Seena Skelton, Great Lakes Equity Center/ Indiana University-Purdue University Indianapolis; Camille Warren, Great Lakes Equity Center/ Indiana University-Purdue University Indianapolis; James C. Kigamwa, Great Lakes Equity Center/ Indiana University-Purdue University Indianapolis
The paper examines a collaboration between a state education agency (SEA) and two federal technical assistance centers (TAC). The collaboration centers on a statewide initiative to eliminate achievement disparities for African American male students. Toward that end, each SEA department supported by TAC personnel conducted a critical review of state educational documents guided by an equity-oriented analysis instrument. The paper reports on this review effort and examines the evolving relationships between the TACs and SEA.

A Rigorous Curriculum For All? The Contribution of Principals and Teacher Leaders. Carly Java, Brooklyn Park Public Schools; Karen Seashore Louis, University of Minnesota
Policy dialogue over several decades has proposed increasing the rigor of the curriculum, but most effort has been devoted to defining standards for particular content areas. This study posits that a comprehensive, rigorous curriculum can serve as a strategy for raising academic performance for all students. This paper reports on a study of the implementation of the International Baccalaureate in two low-income secondary schools, and its effects on students, staff and administrators.

Disability Studies Perspectives of Educational Leadership for Social Justice. Colleen Capper & Sarah McKinney, University of Wisconsin-Madison
Thus far, not a single published study exists in the field of educational leadership that applies disabilities studies theories to the study of leadership for social justice. This paper addresses this gap in the literature and studies three social justice principals. The study asks how can disabilities studies theories inform (a) how these leaders conceptualize social justice, (b) their practices, and (c) the barriers to and contradictions of social justice leadership in education?

Leaders of Change: Improving School Performance. Helen Margaret Goode, University of Melbourne, Australia
This research investigated the work of three successful principals who have led schools that have shown improved student learning and have been able to sustain this improvement over time. A deeper understanding of successful principal behavior has been achieved by adding observational data as part of the qualitative data. While each principal demonstrated a range of successful intervention strategies, a key factor in their sustained success was their proactive responses to change forces.

Chairs/Discussants:
Wayne D. Lewis, University of Kentucky
Kristina Astrid Hesbol, University of Denver

204. Creating Community—at the Leadership Level
Innovative Session / Mini-Workshop
12:20 to 1:40 pm
Hyatt Regency Hotel: Discovery B

Urban secondary principals are under immense pressure to overcome countless obstacles to student
success. Recognizing that such challenges cannot be overcome by principals operating in isolation, one community has come together to provide powerful support for leaders. This session addresses successful collaboration that supports school districts and their principals by creating a powerful sense of community at the leadership level. Strategies to engage the broader community in the success of schools will be explored.

Participant:
Thomas Shields, University of Richmond
Facilitator:
Kate Cassada, University of Richmond

205. Overcoming Barriers to Women Leading Education Internationally
International Community-Building Session
12:20 to 1:40 pm
Hyatt Regency Hotel: Network

This international community-building symposium will provide new insights into how women in educational leadership across the globe identify and address persistent challenges they face. Three research investigations representing women’s perspectives on educational leadership from over a dozen countries will be featured as well as emerging theoretical perspectives related to women’s leadership in international contexts. Presenters will include questions designed to engender exploration of the barriers that women leaders seek to overcome across the world.

Participant:
Overcoming Barriers to Women Leading Education Internationally. Elizabeth C. Reilly, Loyola Marymount University; Helen C. Sobehart, Point Park University; Charol Shakeshaft, Virginia Commonwealth University; Dana Lebental, Loyola Marymount University

Presenters:
Helen C. Sobehart, Point Park University
Charol Shakeshaft, Virginia Commonwealth University
Dana Lebental, Loyola Marymount University

Chair/Discussant:
Elizabeth C. Reilly, Loyola Marymount University

206. Results From the Validation of the Comprehensive Assessment of Leadership for Learning (CALL)
Symposium
12:20 to 1:40 pm
Hyatt Regency Hotel: Regency E

This symposium presents findings from a large-scale validation study of the Comprehensive Assessment of Leadership for Learning (CALL), a formative assessment of distributed leadership. Funded by a 4-year grant from the Institute of Education Sciences, the CALL research team developed and validated the assessment system in elementary and secondary schools across the country. Each of the five papers in this symposium discusses implications for leadership assessment as well as implications for school leadership practice.

Participants:
Richard Halverson, University of Wisconsin-Madison
Carolyn J. Kelley, University of Wisconsin-Madison
Eric Camburn, University of Wisconsin-Madison
Jason Salisbury, University of Wisconsin-Madison
Alex J. Bowers, Teachers College, Columbia University
Marsha Modeste, University of Wisconsin-Madison
Peter Goff, Vanderbilt University
Sookweon Min, University of Wisconsin-Madison
Mark Blitz, University of Wisconsin-Madison

Chair/Discussant:
Pamela D. Tucker, University of Virginia/ UCEA

207. The Influence of Centralized Curriculum Control on Student Achievement in Elementary and High Schools
Symposium
12:20 to 1:40 pm
Hyatt Regency Hotel: Regency F

This symposium brings together five researchers and practitioners who represent three universities and three school districts, and who completed three studies on “proximal” and “distal” curriculum development. We propose a collegial review of the research and then a discussion amongst ourselves and with symposium attendees to examine the critical intersection of leadership, research, theory, curriculum policy, practice, and the movement toward implementation of the Common Core Standards.

Participants:
Christopher Tienken, Seton Hall University
Gini Doolittle, Rowan University
Evelyn Gallagher Browne, Rowan University
Thomas W. Tramaglini, Rutgers University
Jessica Luciano, New York City Public Schools

Chair/Discussant:
Tricia Browne-Ferrigno, University of Kentucky

208. Issues of Data and Data Systems in District-Level Leadership
Paper Session
12:20 to 1:40 pm
Hyatt Regency Hotel: Studio 1

Participants:
Distributive Leadership District-Wide: Data-Informed and Action Driven. Miriam Ezzani, University of North Texas

This paper investigates two California school districts which instituted systemic and comprehensive professional development in data-driven decision making (DDDM) to school leaders, teacher leaders, and teachers. Distributive leadership (DL) was found to be critical to execute an effective and sustainable DDDM model that ultimately leads to student success. This paper articulates a theory of action which attempts to further define a sustainable model of DL by pairing it with strategies within specific constructs.

District Leadership for Computer Data Systems: Technical and Adaptive Challenges in Implementation. Vincent Cho, Boston College; Jeffrey C. Wayman, University of Texas at Austin

Although school districts turn increasingly toward computer data systems as a means to build teacher's capacity for data use, how to lead for the implementation of such systems has yet to be thoroughly studied. This comparative describes some of the technical and “people” problems facing central offices in their implementation of data systems. It finds that although central offices readily addressed technical and logistical challenges, they were less responsive to issues of sensemaking.

Just Between You and Me: The Role of Educational Brokers in the Diffusion of Data. Alan J. Daly, University of California, San Diego; Kara Finnigan, University of Rochester; Nienke Moelenaar, University of California, San Diego; Jing Che, University of Rochester

Research suggests the importance of relationships among educational leaders, both horizontally (within district and school) and vertically (across district and school) in improvement. More specifically, understanding the role of “knowledge brokers”, who occupy strategic leadership positions in a network, offers potential to better understand reform processes across a district. Our social network analysis of an urban district suggests that brokering roles are highly variable.
and related to the exchange of relational resources necessary for reform.

Structure and Functions of Accountability Departments in Virginia School Districts. Qijie Cai, University of Virginia

The author uses a mixed methods design to explore the Accountability Departments in Virginia school districts. In the first phase of the research, the author conducted a case study to compare the Accountability Departments in two districts. In the second phase, the author collects quantitative data from 32 school districts to describe the structures and functions of their Accountability Departments. The findings are discussed in light of the theories of structuralism and institutional isomorphism.

Chair/Discussant: William A. Owings, Old Dominion University

209. New Directions and Perspectives in the International Successful School Principalship Project (ISSPP)

International Community Building Session
12:20 to 1:40 pm
Hyatt Regency Hotel: Studio 5

This international community building session focuses on new perspectives in the International Successful School Principalship Project (ISSPP), and includes representatives from 5 countries (USA, Canada, Australia, Sweden, England) and 5 U.S. universities from this 20-nation research project. Interactive roundtables will analyze cross-case comparisons and discuss new research methodologies, notions of success, principal roles and professional identities, the role of trust and agency, and turn around leadership.

Participants:
- Designing an International Survey of Leadership in Successful Schools. Jeffrey V. Bennett, University of Arizona
- Developing a Model of Successful School Leadership from Australian Case Studies. David Gurr & Lawrie Drysdale, University of Melbourne
- Governance and Leadership in “Coasting” Schools in Sweden. Helene Årlestrig & Olof Johansson, Umeå University
- “Legitimate” Success and Cultural Blindness in an Arizona High School. Rose Ylimaki, University of Arizona; Jeffrey V. Bennett, University of Arizona; Elsa M. Villaseñor, Arizona University; Lukretia Beasley, University of Arizona; Lisa Petman, University of Arizona; Erin Matyjasik, University of Arizona; Lynnette Brundeman, University of Arizona
- Enacting Success in Ontario Schools. Sue Winton, York University
- Employing Professional Identities in a Successful Rural School. Gary M. Crow, Indiana University; Samantha M. Paredes Scribner, Indiana University-Indianapolis
- School Principals’ Perceptions of their Changing Roles: Ontario, Canada and the United States. Katina Pollock, University of Western Ontario; Elizabeth T. Murakami, University of Texas of the Permian Basin
- Rising Above the Constraints of Time and Mandates to Empower Principals’ Success: The Nexus of Performativity, Agency, and Efficacy. Jane Clark Lindle, Hans W. Klar, Robert C. Knoepfel, Michael Campbell, Kenyae Reese, & Matthew De la Sala, Clemson University
- Stable Leadership and Trust: Critical Elements for Sustained Success. Stephen L. Jacobson & Ryan Schoenfeld, University at Buffalo, SUNY
- Academic Achievement and Catholic Identity in a High Poverty Urban High School. Lauri Johnson & Carrie Fuller, Boston College
- From “One Day at a Time” to “One Step at a Time.” Betty Merchant, Encarnacion Garza, Rebecca Elaine Garza, Jeanette Monreal, Willie Black, & Donald Goess, University of Texas at San Antonio

Chair/Discussant: Chris Day, University of Nottingham

210. Leadership and Common Core State Standards: Agendas for Inquiry and Cases for Discussion

Critical Conversation/Dialogues
12:20 to 1:40 pm
Hyatt Regency Hotel: Studio 6

This Critical Conversation/Dialogue session asks how school leaders might best implement the Common Core State Standards to improve student outcomes. The session begins by sharing two empirically-based perspectives on improving and renewing schools that might deepen understanding of the reform. Two teaching cases (Fossey & Crow, 2011) are then presented to focus conversation around the practical challenges of school leadership. The respondent will reframe the discussion by analyzing theory and cases from a community-focused perspective.

Participants:
- Terri Nicol Watson, City College of New York/ City University of New York
- Chairs/Discussants:
  - Viticia Thames, University of Michigan
  - Serena Jean Salloum, Ball State University
  - Christine Neumerski, University of Michigan
  - Sonya Douglass Horstford, George Mason University

211. Signature Pedagogy for a New Educational Leadership Doctorate: Connecting Research and Practice

Critical Conversation/Dialogues
12:20 to 1:40 pm
Hyatt Regency Hotel: Theory A

The purpose of this Critical Conversations/Discussion session is to engage fellow researchers, doctoral faculty, and educational leaders in a meaningful dialogue about the role of signature pedagogy as applied to the preparation of doctoral candidates. Through six discussion starters and matching guiding questions, the examination will focus on research and practice within the framework of a newly proposed Educational Leadership Doctoral program for Diverse Learning Communities.

Chair/Discussant:
- Andrea Honigsfeld, Molloy College

212. Perspectives on School Leaders as Community Leaders

Paper Session
12:20 to 1:40 pm
Hyatt Regency Hotel: Theory B

Participants:
- IndigiQ: Authentic Research for Indigenous Communities. Lee Francis, Texas State University; Chris Janson, University of North Florida; Matthew Miltello, North Carolina State University
- Q methodology has been used for over a half century to examine human subjectivity. In recent years, some researchers have begun to recognize and explore the potential Q methodology has when used with traditionally disenfranchised communities and people. Based on our work using Q methodology, we examine our use of Q methodology as a way of engaging Indigenous communities and educational systems in fluid and authentic ways that support and validate Indigenous ontologies and epistemologies.
- Contextual Leadership: Framework for Building a Community of Action and Care in Schools of Poverty. Debra Touchton, Siseton University; Michele Anne Acker-Hocevar, Washington State University
- This paper discusses the theoretical perspective of Contextual Leadership, previously developed by the authors, using the transcript data from a larger national study, Voices 3, conducted between 2004 and 2006. Authors reexamined the transcripts to further test the dimensions of Contextual
213. Social Justice for Marginalized Student Identities

Paper Session
12:20 to 1:40 pm
Hyatt Regency Hotel: Vision

Participants:
The Educational Leadership of Equity-Oriented Secondary School Student Activists in Chile. Sarah W. Nelson, Michael Patrick O’Malley, & Tanya A. Long, Texas State University

This study investigates how assistant principals and community stakeholders associated with historically marginalized populations conceptualize and realize the idea of community leadership amidst the prescriptive measures embedded within the Title I School Improvement Grant. Given the unique context of the schools and district being examined, this study draws upon our prior research by highlighting how the collective conceptualization and realization of community leadership appears to be complex, multilayered, and deserving of additional nuanced consideration.

Student Identities Matter: A Review of the Research With Implications for Ethical Leadership. Katherine Cumings Mansfield & Whitney Sherman Newcomb, Virginia Commonwealth University

This study investigates how assistant principals and community stakeholders associated with historically marginalized populations conceptualize and realize the idea of community leadership amidst the prescriptive measures embedded within the Title I School Improvement Grant. Given the unique context of the schools and district being examined, this study draws upon our prior research by highlighting how the collective conceptualization and realization of community leadership appears to be complex, multilayered, and deserving of additional nuanced consideration.

The Complexities of Realizing Community: Assistant Principals as Community Leaders in Persistently Low-Achieving Schools. Beth Bukoski, Bradley W. Carpenter, Matthew Berry, & Amanda Mitchell, University of Louisville

This study investigates how assistant principals and community stakeholders associated with historically marginalized populations conceptualize and realize the idea of community leadership amidst the prescriptive measures embedded within the Title I School Improvement Grant. Given the unique context of the schools and district being examined, this study draws upon our prior research by highlighting how the collective conceptualization and realization of community leadership appears to be complex, multilayered, and deserving of additional nuanced consideration.

The Effects of Chronic Violence Exposure on Urban Male Adolescents. Nicole Limperopoulos, Teachers College, Columbia University

The purpose of this qualitative study is to explore how urban male adolescents conceptualize their experiences with chronic exposure to community violence. The key findings of the study revealed that (a) shooting is the dominant form of violence exposure; (b) chronic violence exposure demands attitudes of vigilance; (c) repeated exposure to violence is linked to physiological, emotional, and psychological symptomology; and (d) few participants seek support while dealing with violence-related issues.


The methodologies we use for measuring accountability and assessing quality in schools are critically important if we are to illuminate the problems that undermine children’s real opportunities to learn. Through illustrative case studies, I argue that the capability approach with a focus on opportunity and child-well being helps researchers to interrogate significant gaps between what people believe will increase educational opportunity for urban children and youth and what is actually needed to do so.

Chair/Discussant:
Frank Hernandez, University of Texas of the Permian Basin

214. Lessons From a District-Based Doctoral Cohort: Faculty Stories of Challenge, Opportunity, and Impact

Critical Conversation/Dialogues
1:50 to 3:10 pm
Hyatt Regency Hotel: Concept A & B

This session offers a retrospective analysis of one “urban-suburban” district-based doctoral program from a faculty perspective. Preliminary discussions suggested a collaborative relationship and shared belief that a program tailored to the needs of the district would result in systemic improvement. This proved difficult and as the cohort advanced, the relationship dissolved into “parallel play.” Through story-telling, individual faculty experiences are weaved into a richer narrative that highlights learnings from the program and impact on faculty.

Participants:
Eustace George Thompson, Hofstra University
Catherine C. DiMartino, Hofstra University
Karen F. Osterman, Hofstra University

Chair/Discussant:
Monica Byrne-Jimenez, Hofstra University

215. Race, Racism & Leading for (Anti-Racist) Change

Paper Session
1:50 to 3:10 pm
Hyatt Regency Hotel: Concept C & D

Participants:
Do You See What I See? Exploring the Impact of Whiteness on Leadership Practice. Mark A. Gooden, University of Texas at Austin; Ann O’Doherty, University of Washington

If we provide graduate student/participants with multiple opportunities to reflect on how race plays a personal and professional role in their lives and in the lives of the students they serve, then our participants will develop a keen awareness of inequities and beliefs that may enable them to actively fight institutional racism in schools and society. This qualitative study provides an analysis of 36 racial autobiographies submitted by graduate students of two different university programs.

Leadership for Diversity: Understanding Practices of Leaders Advocating for Racially Diverse Schools. Sarah Diem, University of Missouri; Jennifer Holme, University of Texas at Austin; Kara Finnigan, University of Rochester; Stephen Spring, University of Texas at Austin; Nadine Hylton, University of Rochester

Research on culturally responsive leadership practices have illustrated that leaders can challenge inequities by working to develop a critical consciousness among students and teachers. While these lessons are critically important, less is known about the practices of leaders who advocate for diversity policies. This study examines such practices and challenges of leaders within inter-district desegregation programs advocating for diversity policies, encouraging the expansion of such policies and/or advocating for their district’s participation.

A Persistent Challenge: Leadership and Anti-Racism in a High School. Patrick Abalan Duffy, Edina Public Schools; C. Brynn Brunner, University of Minnesota-Twin Cities

The purpose of this critical ethnographic study was to examine school leaders’ administrators,
teachers, support staff, and students who were members of anti-racist leadership teams) perceptions of the impact of a high school’s systemic anti-racist staff development model on bringing about current and future organizational change related to racial equity.

Creating School Change: Teacher-Leaders as the Catalysts for Educational Equity. Temple S. Lovelace, Duquesne University

This paper examines the preliminary findings of a teacher empowerment project aimed at addressing the needs of African American students and those students living in poverty. Using cohorts of teacher leaders as the architects of these projects, a year-long mentoring partnership was formed that provided professional development, school-based implementation assistance and professional learning environments (PLEs). The PLEs were based on the claim that student success, learning, and achievement are dependent upon continuous teacher learning.

Chair/Discussant:
Joseph Flessa, OISE/University of Toronto

216. Perspectives on Principal Preparation Effectiveness

Paper Session
1:50 to 3:10 pm
Hyatt Regency Hotel: Cosmopolitan C

Participants:
Learning That Matters to our Work: Lessons From Current School Leaders About Their Preparation. Matthew Militello, North Carolina State University; Lawrence Hodgkins, North Carolina State University; Elizabeth Moran, North Carolina State University; Chris Janson, University of North Florida

This study reports on the findings of how recent graduates of a Race to the Top funded principal preparation program perceive the effectiveness of the program. Specifically, graduates sorted a set of program elements to determine which among the elements they perceive to have the most impact on their practice as school leaders. Factor analysis indicates that students find as-needed, specialized trainings and place-based, context-specific experiences to be the most significant elements of their preparation.

Student Perceptions of Program Effectiveness. Jessica Garrett-Staib & Kevin Wayne Badgett, University of Texas of the Permian Basin

Preparing effective educational administrators who impact student learning and communities at large is vitally important. Many authors purport that principal preparation programs fail to expose candidates to the content and quality of experiences that assist them in making the successful transition from pre-service to in-service. This study focuses on the results of programmatic analysis performed via surveys that sought to ascertain the degree to which graduates feel prepared for school leadership upon program completion.

Evaluating Principal Preparation Programs: Assessing the Appropriateness of Three Strategies. Ed Fuller, Pennsylvania State University/ UCEA; Liz Hollingsworth, University of Iowa; Michelle D. Young, UCEA

Recently, a number of organizations have called for the adoption of evaluation and accountability systems for principal preparation programs. Three of the components of such systems are using aggregate student growth data of graduates of principal preparation programs, placement rates of principal preparation program graduates into principal positions, and retention in the profession of preparation program graduates. This study reviews the appropriateness of these components and makes recommendations regarding their use.

The Administrative Internship: Looking for Evidence of Impact. Cynthia L. Carver, Suzanne Klein, & Deidre Brady, Oakland University

This paper reports on an action research study of candidates’ experience during the administrative internship. Study findings have implications for programmatic and instructional improvement.

Chair/Discussant:
David Gurr, University of Melbourne

217. How to Navigate the Academy While Maintaining Your Identity

Special Session
1:50 to 3:10 pm
Hyatt Regency Hotel: Cosmopolitan D

This session provides graduate students the opportunity to speak with scholars from underrepresented groups in the academy to seek advice and guidance on maintaining your identity as a female scholar, a scholar of color, an LGBTQ scholar, and an international scholar.

Presenters:
Elizabeth C. Reilly, Loyola Maryland University
Michael Patrick O’Malley, Texas State University
April L. Peters-Hawkins, University of Georgia
Melissa Ann Martinez, Texas State University
Whitney Sherman Newcomb, Virginia Commonwealth University
Judy Alston, Ashland University
Howard Stevenson, Nottingham University
Wayne D. Lewis, University of Kentucky
Julian Vasquez Heilig, University of Texas at Austin/ UCEA
Haivan Qian, Hong Kong Institute of Education

Chair/Discussant:
Erin Anderson, University of Virginia

218. Culturally Engaged Leadership

Paper Session
1:50 to 3:10 pm
Hyatt Regency Hotel: Discovery A

Participants:
Culturally Engaging Instruction and Leadership: An Emergent Framework for Strategic School Improvement. Susan E. McLaughlin-Jones, Fayette County Public Schools/ University of Kentucky

Culturally engaging instruction and leadership is a framework that emerged from studying events at Earnest Just Elementary School. Two ideas surfaced during analysis phase of the study that appear to describe (a) an underlying symmetry of disparate student performance in science and math and (b) a trajectory of creating an anti-racist school environment that addresses the needs of African American students and those students living in poverty. This paper presents the study findings have implications for programmatic and instructional improvement.

Schools for the Deaf serve as a cultural boundary for the Deaf community. Research on school
participants: the literature is largely silent around schools for the deaf that examines leadership and cultural practices. polar perceptions exist in attitudes and practices of deaf and hearing school leaders and staff. the findings may be relevant to educators in other culturally and linguistically-specific schools.

Chair/Discussant:
Latish Reed, University of Wisconsin-Milwaukee

219. Mentoring Session for Assistant Professors Seeking Tenure and Promotion
Special Session
1:50 to 3:10 pm
Hyatt Regency Hotel: Discovery B

Navigating the first few years in a tenure-track position can be challenging even if you have been well supported through your doctoral program. Program politics, teaching loads, service obligations, and weighing different research opportunities in a new context can be daunting even for seasoned faculty. How do you assess and prioritize the competing expectations and make the choices which best serve your professional aspirations? This session provides a forum for discussion of strategies for optimizing your own professional growth and development. A panel of successful faculty will offer their own advice for surviving and thriving in academia.

Presenter:
Casey Cobb, University of Connecticut

Chair/Discussant:
Andrea K. Rorrer, University of Utah/ UCEA

220. Relationships That Breathe Life Into the Pipeline: Coaching and Mentoring in Leadership Development
Paper Session
1:50 to 3:10 pm
Hyatt Regency Hotel: Network

Participants:

Despite the rapid growth of executive coaching, there is no solid research base around how coaching impacts leadership (Feldman, 2005). Our multiple case study research traces these complex causal pathways and moves beyond current lists of traits and/or activities detached from a deeper theoretical framework and thick description. This work is especially vital in high poverty and minority urban districts struggling with turnover and low levels of student achievement (Gooden & Dantley, 2012).

Leadership Praxis: Mentoring Latina Principals in Doctoral Programs. Mariela A. Rodriguez, Jennifer Castro, Gloria Martinez, & Venus Medina, University of Texas at San Antonio.

Explanatory case studies and cross-case analysis were used to analyze the experiences of three Latina principals who completed their 1st year in an educational leadership doctoral program in a Hispanic-serving Institution. Themes that emerged from the data included the value of mentoring by their dissertation chairperson, peer mentoring and support networks that developed among the women, and socialization practices helped bridge connections between their “practitioner-selves” and “scholar-selves”.

Margins and Sidelines: Coaching Is Where the Heart Is. Juan Manuel Niño, University of Texas at San Antonio; Israel Aguilar, Texas State University/ Dallas ISD; Dessynie Edwards, Judson Independent School District.

The purpose of this qualitative case study is to understand how a district school leader creates an environment that prioritizes building relationships, creates collegiality, values, trust, and love with principals while still focused on the technical aspect of the profession in order to ensure state and federal accountability. Preliminary findings suggest that coaching and modeling are influenced by a construct of love (Noddings, 2007; Staratt, 1991).

Assistant Principal Interns: In Mentoring Relationships With Faculty and Principals. Vonzell Agosto, University of South Florida; Zorka Karamzha, University of South Florida; Leonard Burrello, University of South Florida/ Indiana University; Joyce Haines, University of South Florida; Rebecca Sadusky, University of South Florida; Shelby Bench, University of South Florida.

In this paper we illustrate one program’s endeavors to provide mentoring to 15 aspiring assistant principals as part of a grant-funded master’s degree program in order to contribute to the research on how preparation programs provide students/interns the opportunity to understand and engage in mentoring relationships.

Chair/Discussant:
Joanne M. Marshall, Iowa State University

221. UCEA Film Festival Showing III
Film Festival
1:50 to 3:10 pm
Hyatt Regency Hotel: Regency A-D

Grab your popcorn and sit back to see these 5-minute films. Session will include an intro and Q&A with the filmmakers.


“My Leadership Story: Brian Hill,” Mark A. Gooden & Brian Hill, University of Texas at Austin.


“Principal Rapid Orientation and Preparation in Educational Leadership (PROPEL),” Daniel Reyes-Guerra & Amanda Burns, Florida Atlantic University.


Chairs/Discussants:
Jennifer Friend, University of Missouri-Kansas City.
Julia Ballenger, Texas A&M University-Commerce.
232. Role-Alike Session for Sitting and Aspiring Deans
Special Session
1:50 to 3:10 pm
Hyatt Regency Hotel: Regency F

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

Presenters:
Diana G. Pounder, University of Central Arkansas
Gregg Garn, University of Oklahoma
Leslie Fenwick, Howard University
Gerardo Gonzalez, Indiana University
Paula Cordeiro, University of San Diego
Carolyn Shields, Wayne State University
Michael Dantley, Loyola University
Mary John O’Hair, University of Kentucky

Chair/Discussant:
Cynthia Reed, Auburn University

224. The Impact of School Choice on the Community: Implications for Researchers and Policy Makers
Paper Session
1:50 to 3:10 pm
Hyatt Regency Hotel: Studio 5

Charter schools and interdistrict choice allow students to attend public schools other than neighborhood schools. In studies of school choice, the numbers of students attending schools of choice are often aggregated to provide indicators of competition in an education market. However, there is no standard measure of school competition. We assess measures of charter school competition on inflows and outflows to school districts via interdistrict choice in Arizona, a state with mature school choice policies.

Educational Leadership, Sustainability and Independent Schools. John Morgan Mehafeely & Lisa A. W. Kessler, Auburn University
Green schools are healthy, high performing schools that address ecological, economic, and equity concerns. The purpose of this study is to explore the relationships among independent school leaders’ attitudes, subjective norms and perceived behavioral control about green school practices and their intentions of implementing these practices at their school. The Theory of Planned Behavior served as the theoretical framework for this study (Ajzen, 1991).

Participants:
Other Duties as Assigned: Analysis of High School Assistant Principal Job Descriptions. Leigh Ellen Wallace, University of Wisconsin-Milwaukee
Aligning high school assistant principal job descriptions with the knowledge, skills, and dispositions needed to enhance organizational effectiveness and improve student achievement is essential. This study seeks to describe how 36 Midwestern public school districts currently frame the role of the high school assistant principal. Results of this analysis may provide districts with a more meaningful way to envision the role of the contemporary high school assistant principal.

Learning and Reflection in the Midst of Persistent Challenges on Practicing School Leaders’ Time. Kenyae Reese, Jane Clark Lindle, Robert C. Knoeppl, Matthew Della Sala, & Hans W. Klar, Clemson University
School leaders’ capacity to lead teaching and learning is affected by reflection on practice. The persisting challenges of too little time amidst an onslaught of emotions may prevent leaders’ opportunities for capacity development. Utilizing results from a yearlong pilot program for cross-district coaches mentoring experienced principals; this paper exposes an adaptive model for addressing these challenges and explains how systematic reflection is an antidote to the emotional and time-constrained dynamics of school leadership.

The Intersecting Influence of Workload and Leadership on Teacher Turnover at No Excuses Charter Schools. Chris Torres, Montclair State University
This presentation discusses the results of logistic regression analyses with 2010-2011 teacher survey data from one large CMO operating over 25 schools to see whether teachers’ perceptions of their workload are associated with their decisions to leave after accounting for school characteristics and working conditions. Additionally, interviews with leavers show that implicit expectations to do “Whatever It Takes” fuel negativity and guilt in communities of teachers that catalyze teacher burnout and decisions to leave.

Key District Leadership Practices That Principals Value. George Jerome Bedard & Carmen P. Mombourquette, University of Lethbridge
We asked 18 Alberta school principals to describe district leadership practices that they perceived as being helpful to leadership at the school level. These practices are grounded in three areas: core processes (curriculum and instruction, use of evidence); supporting conditions (professional development, alignment); and relationships (parents, local community groups). We were
particularly interested in what changes in practices had occurred over the last 5 or more years, as accountability expectations heightened around student achievement.

Chair/Discussant: Madeline Mavrogordato, Michigan State University

226. Supporting Equity Conversations: Preparation, Induction, and Ongoing Professional Learning of Urban and Rural School Administrators
Innovative Session / Mini-Workshop
1:50 to 3:10 pm
Hyatt Regency Hotel: Studio 6

How do school leaders effectively engage in conversations that fully support equity, excellence and justice in our schools? This innovative session answers that dilemma by engaging participants in protocols that support three levels of those complex conversations. The workshop answers these questions: What is an effective approach to these conversations—to change beliefs or practices? How does a leader assess the readiness of individuals and groups to engage in the conversations?

Participant:
Yolanda Wiggins, North Carolina State University
Lawrence Hodskins, North Carolina State University
Facilitator:
Lynda Tredway, Institute for Educational Leadership

Symposium
1:50 to 3:10 pm
Hyatt Regency Hotel: Theory A

Over the past decade, the research within educational leadership on issues of equity, diversity, and social justice has grown rapidly. However, there now needs to be a comprehensive review of this research. This session will accomplish that purpose by including such reviews in six major areas: addressing the tradition, appreciating the rich diversity of schools, working successfully with diverse schools, leading equitable and excellent schools, understanding successful schooling for all students, and developing preparation programs.

Participants:
The Tradition in Educational Leadership: Past and Future. Andrea Elaine Evans, University of Illinois at Chicago
Understanding and Working Successfully with the Rich Racial and Ethnic Diversity Within Schools. Sylvia Mendez-Morse, Texas Tech University
Understanding and Working Successfully with the Rich Language, Cultural, Social Class, Ability, Gender, and Sexual Orientation/Gender Identity Diversity in Schools. Colleen Capper, University of Wisconsin-Madison
Equitable and Excellent Schools: Lessons for Leadership Practice. James Earl Davis, Temple University
Critical Issues for Successful Schooling of All Students. Gerardo R. Lopez, Loyola University-New Orleans
The Preparation of Successful Leaders for Diverse, Equitable Schools. Michael Dantley, Loyola University
Jim Scheurich, Indiana University-Purdue University Indianapolis

228. Technology for Leadership Preparation
Paper Session
1:50 to 3:10 pm
Hyatt Regency Hotel: Theory B

Participants:
Role Clarity and Instructional Technology Support: A Naturalistic Examination Within and Across Three High Schools. Jonathan D. Becker, Virginia Commonwealth University; Ann Nash, Henrico County Public Schools
Role clarity for any individual leads to more successful implementation of job expectations. In a school, there are many individuals with various roles to fill. Technology support personnel have multiple roles within a school. This study, using a mixed-method, multi-case research design, documented evidence that stakeholders in schools consistently recognize the ITIR as both a trainer and designer of integrated lessons. Other instructional support roles, however, are recognized only by some stakeholders in schools.
Affordances, Constraints and Possibilities of Mobile Devices in Educational Leadership Preparation Programs. Jen Katz-Buonincontro, Drexel University School of Education
Mobile devices are becoming prolific among parents, teachers, and administrators but the ways that they can be adopted to the field of educational leadership remains a largely ignored area of scholarship. This paper will engage session participants with examples of mobile learning from online teaching and include case study data from educational leadership students’ iPhones, examine the affordances and constraints of these examples and suggest ways to expand the use of mobile learning.
Cultivating and Sustaining Ethically Resilient Leaders: Creating Community Through Online and Face-to-Face Teaching Platforms. Marla Susman Israel, Loyola University-Chicago
Creating community through a hybrid of online and face-to-face teaching settings poses opportunities “to prepare future professionals to understand the types of moral issues they will confront in their chosen vocations and the relationship between their professional work and the broader values and needs of the society” (Callahan & Bok, 1980). This paper will present data from participant/educational leaders as to the positive outcomes of this hybrid teaching pedagogy.
Chair/Discussant:
John Beuhring Nash, University of Kentucky

229. Community Driven Educational Leadership: Voices From the Field
Paper Session
1:50 to 3:10 pm
Hyatt Regency Hotel: Vision

Participants:
School’s Democratic Management and Community Participation: a Study on Two Education Systems in Rio de Janeiro. Ana Cristina Prado Oliveira, Cynthia Paes de Carvalho, & Maria de Fátima Magalhães de Lima, PUC-Rio de Janeiro
This study examines the relationship between the different ways in which educational professionals become school principals, some of their practices involving the school community and their school leadership as far as perceived by teachers. The access to principal’s position in a public school in Brazil can happen with the participation of the community or not, so, it can be associated with a positive teacher’s perception of the principal’s leadership.
Community-School Education Initiatives: Parent Engagement in Collective Impact. Ann Ishimaru, Joe Lott, Christine Tran, & Dawn Williams, University of Washington
Collective impact efforts between schools and communities-at-large concerned with student outcomes require multi-sector collaboration to build the participation of non-dominant parents and families. Using civic capacity, social capital, and authentic participation theories, we conducted a comparative case study to understand how two community-based initiatives build parent-school-community collaborations capable of transforming systems to eliminate academic disparities. Findings indicate distinct similarities and difference in efforts that move beyond traditional approaches to engage parents and families.
Community-Driven Leadership: An Analysis of Community Assets in Response to Deficit Institutional Practices. Natalia Deeb-Sossa, Rosa Manzo, & Rosa Velia Gomez-Camacho, University of California, Davis
This paper will draw on Critical Race Theory to examine how the leadership of the farm worker Latina mothers challenged and resisted the deficit practices of the local school board. Findings derived from qualitative data showcase an extensive demonstration of assets in this farm working community that reflects upon the tenets of Community Cultural Wealth. In the context of leadership practices, the study documents and contrast the community-driven leadership to challenge the deficit institutional leadership.

Chair/Discussant:
Thu Suong Nguyen, Indiana University-Purdue University Indianapolis

230. The [State Omitted] Educational Leadership Institute: Collaboration, Community, and Leadership
Critical Conversation/Dialogues
3:20 to 4:40 pm
Hyatt Regency Hotel: Concept A & B

This session will promote discussion around the skills and resources that educational leaders need to effectively engage in building strong partnerships in their communities. Today's leaders must understand the critical connection between community needs, forming responsive relationships, and leading systems to higher student learning. This rich understanding is built through informed leadership preparation programming and application in mentoring and induction programs. Ideas will focus on collaborative partnerships, understanding community, and the impact of leadership.

Chair/Discussant:
Donna Augustine-Shaw, Kansas State University

231. Community Without Propinquity
Critical Conversation/Dialogues
3:20 to 4:40 pm
Hyatt Regency Hotel: Concept C & D

Two broad meanings of community have dominated literature: as a locational idea, dependent on propinquity and as a relational concept concerned with attitudes, engagement and values. Internationally new social realities, driven by globalisation, increased human migration, the marketisation of education, war and disease amongst others, are challenging both understandings. Theories of community have not kept pace and need significant reassessment and reconceptualisation. This session will consider the new realities and their implications for practice.

Participants:
Gary M. Crow, Indiana University
Margaret Grogan, Claremont Graduate University

232. Developing Leaders to Support Diverse Learners (LSDL) Curriculum Module Demonstration Workshop
Innovative Session / Mini-Workshop
3:20 to 6:10 pm
Hyatt Regency Hotel: Cosmopolitan A

During this session, UCEA will share and demonstrate a set of curriculum modules designed to prepare leaders to support the learning and development of diverse learners. The modules were designed for use in a variety of commonly offered educational leadership preparation courses. The modules include teaching notes, powerful learning experiences, performance assessments and resources.

Participants:
Mark A. Gooden, University of Texas at Austin
Ann O’Doherty, University of Washington
Monica Byrne-Jimenez, Hofstra University
Eustace George Thompson, Hofstra University

Floyd Beachum, Lehigh University
George White, Lehigh University
Whitney Sherman Newcomb, Virginia Commonwealth University
Charol Shakeshaft, Virginia Commonwealth University
Margaret Terry Orr, Bank Street College
Rick McCown, Duquesne University
Gretchen Givens Generett, Duquesne University
Willis D. Hawley, University of Maryland
Chris Janson, University of North Florida
Matthew Miliotello, North Carolina State University
Darius Prier, Duquesne University

233. Perspectives on Global Community in Educational Leadership
Paper Session
3:20 to 4:40 pm
Hyatt Regency Hotel: Cosmopolitan C

Participants:
Educational Leaders in the Crossroads of the Global Community: Developing Self-Authorship Through Intercultural Maturity. Janis Fine & Christina Ferrari, Loyola University-Chicago

This case study measures and describes changes that occurred in graduate students during a 2-week study abroad graduate course in Rome, Italy, 2010-2012. Described is the development of intercultural maturity and self-authorship as it impacted cognitive, intrapersonal and interpersonal growth in educational leaders, which then impacted their decision-making and leadership in the P-12 educational setting.

Representing Refugee Communities: Educational Leaders as Agents of Non-Citizen Interests in School Decision-Making. Patricia Lavon Hanna, Ohio State University

School-aged children comprise nearly one-third of the annual number of refugees who enter the United States. As the vanguard of government, school districts’ are refugee populations’ primary exposure to and opportunity for involvement in democratic processes. However, the limited political rights of refugees complicate the inclusion of refugee interests in local policy-making venues. Using principal-agent theory as a lens, the author explores forms of representation that may be available to refugee populations in educational contexts.

Successful Culturally Responsive Leadership: A Postcolonial Approach Within a Mexican Indigenous School. Elia M. Villasenor, Arizona University; Angelica Villasenor

This paper presents an ongoing study about successful leadership practices. Research takes place in an indigenous school, recognized by its excelling outcomes, in Northern Mexico; a context characterized by a history of power, domination, and subjugation over indigenous communities. Findings indicate awareness of power relations, instructional, servant, and social justice leadership skills.

Chair/Discussant:
Muhammad Khalifa, Michigan State University

234. Advice on the Dissertation From Alumni
Special Session
3:20 to 4:40 pm
Hyatt Regency Hotel: Cosmopolitan D

This session is designed to mentor graduate students who are in the dissertation process. GSC invited faculty members to provide advice about completing the different phases of the dissertation. Students will be organized into six tables, according to their progress in the dissertation process: Table 1, Pre-dissertation; Table 2, Proposals; Table 3, Literature Review; Table 4, Research Methods; Table 5, Results;
and Table 6, Discussion.

Presenters:
Cosee M. Grant-Overton, University of Cincinnati
Carlee Marie Poson Escue, University of Cincinnati
Corey Bower, Niagara University
Bradley W. Carpenter, University of Louisville
Yi-Hwa Iou, University of California, San Diego
Wayne D. Lewis, University of Kentucky
Joel Ayala, Wichita State University
Anjale Welton, University of Illinois at Urbana-Champaign
Annette Franklin, University at Buffalo, SUNY
Nick J. Sauer, Georgia State University
Janet R. Decker, Indiana University
Amanda Bell Werts, Appalachian State University

Chairs/Discussants:
Yinying Wang, University of Cincinnati
Daniela Torrez, Vanderbilt University

235. Understanding Principal Influence and Impact
Paper Session
3:20 to 4:40 pm
Hyatt Regency Hotel: Discovery A

Participants:

**Depicting Leadership in High-Achieving Urban Schools: Moving Beyond “Been There/Done That.”**
Joseph F. Johnson, Jr., San Diego State University; Cynthia Uline, San Diego State University; Lynne Perez, National Center for Urban School Transformation

**Current descriptions of principal behaviors and attributes may not be adequately clear and powerful to help leaders avoid thinking that they have already “been there and done that.” Using the Wallace Foundation’s five principal responsibilities as a framework, this study examined leadership practices from 76 high-performing urban elementary, middle, and high schools. The authors analyzed qualitative data in ways that added nuance, dimension, and detail to common descriptions of critical leadership behaviors and responsibilities.**

A Principal’s Influence on Teacher Attrition. Christopher Redding, Vanderbilt University

Principals play a dynamic role in relation to teacher turnover because of their ability to manage a school’s organizational culture and maintain positive working conditions. This paper considers whether the increased organizational capital associated with more principal experience in the same school is predicted to decrease teacher turnover. While no evidence is found that experience predicts teacher turnover, leadership skills and teacher satisfaction have a mediating influence on decreasing teacher attrition.

**The Effect of Vision and Delivery on the Perceived Charisma of a School’s Principal.** Ronit Bogler, Anver Caspi, & Ofir Tzuman, Open University of Israel

Leaders’ vision and delivery are two main facets of charisma that appear frequently in the literature. We aim at examining how school principal’s vision and delivery affect one’s perceptions of the principal’s charisma. More specifically, what is the impact of the principal’s vision, delivery and the interaction between the two on the principal’s perceived charisma? A quantitative pilot study provides support to previous findings regarding the influence of charismatic leaders’ rhetoric on followers.

**Telling Stories: What We Can Learn From the Life Stories of Effective Principals.** Richard Gonzales, University of Connecticut

This qualitative case study examines how principals’ experience can be used to improve the development and induction of school leaders in local community contexts.

Chair/Discussant:
James Sebastian, University of Missouri Columbia

---

236. Urban Education Doctoral Students Critique Urban Educational Leadership Research Critical Conversation/Dialogues
3:20 to 4:40 pm
Hyatt Regency Hotel: Discovery B

This session brings diverse urban educator doctoral students into conversation with attendees. The students will compose four teams; attendees will be divided into four groups. Each student-team will be assigned to a room corner; each attendee-group will be assigned to a corner. The students will address why urban communities perceive no influence on research and how this could change. After each 15 minutes, the student-teams will move so all students will interact with all attendees.

Participants:
Jada Phelps, Indiana University-Purdue University Indianapolis
Nathaniel Andrew Williams, Indiana University

Chair/Discussant:
Jim Scheurich, Indiana University-Purdue University Indianapolis

237. How School Leaders Buffer External Demands in an Era of Accountability Symposium
3:20 to 4:40 pm
Hyatt Regency Hotel: Network

This symposium focuses on how school leaders buffer the demands from external sources through acting as mediators between accountability requirements and their schools. The leaders adapt to accountability demands through resource management, directing the limited resources of schools to how they perceive their student's needs, allocate resources to leverage the use of diagnostic testing, and balance the demands of special education student enrollment in charter schools.

Participants:
Negotiating the Downward Rush: An Exploration of School Leaders' Strategic Implementation of Accountability Policies. William R. Black & Barbara Shircliff, University of South Florida
A Cost Effectiveness Analysis of Third Grade Reading Diagnostic Tools. William Kyle Ingle, Bowling Green State University; Todd Cramer, Springfield Local Schools, Holland, Ohio
Effect of State LEA Policy on Special Education Enrollment in Charter Schools. Timothy Salazar, University of Utah; Randy Raphael, Utah Education Policy Center/ University of Utah

Chairs/Discussants:
Alex J. Bowers, Teachers College, Columbia University
Ed Fuller, Pennsylvania State University/ UCEA

238. “We Don’t Want Your Nasty Pot of Gold:” Education Professors Navigate Tension of K-12 Parenting Symposium
3:20 to 4:40 pm
Hyatt Regency Hotel: Regency E

This symposium comes in the wake of the previous work-life balance sessions and their resulting “Juggling Flaming Chainsaw” book. This year’s proposed symposium looks at education faculty with school-aged children, and the specific professional/personal balance these faculty need to find. We rely on autoethnography to provide space for education faculty to write their own narratives about the tension and balance they navigate as faculty and parents of K-12 students.

Participants:
Sonya Douglass Horsford, George Mason University
Jeffrey S. Brooks, University of Idaho
Joanne M. Marshall, Iowa State University
Frank Hernandez, University of Texas of the Permian Basin
Christa Boske, Kent State University
239. Identifying, Confronting and Overcoming Challenges to Providing High-Quality Educator Preparation

Paper Session
3:20 to 4:40 pm
Hyatt Regency Hotel: Regency F

Participants:
Effects of Reduced Course Length on Enrollment. Kevin Wayne Badgett & Jessica Garrett-Staib, University of Texas of the Permian Basin

Distance learning is increasingly perceived as an important option for graduate students. In order to maintain and increase in relevance for the community of students we serve, other flexible extensions to this format should be considered. This study is a review of how enrollment for one program was impacted by changing the lengths of these online course offerings.

Carnegie Unit—Barrier to Today’s Reforms. Chris Willis, Bowling Green State University

This paper looks to expose the Carnegie unit as an unexamined barrier to today’s school reforms. The research looks to expose the historical underpinnings and assumptions about the role of schools in society at the time of the creation of the Carnegie unit. The author argues that these underpinnings are still in place and influencing schools through the continued use of the Carnegie unit. These underpinnings are misaligned to today’s educational goals.

Confronting Persistent Challenges Through Research-based Programming for Experienced School Leaders. Jane Clark Lindle, Kenyae Reese, Matthew Della Sala, Hans W. Klar, & Robert C. Knoepfel, Clemson University

This paper’s thesis of human agency derived from the South Carolina Successful School Principals Project (SCSSPP) findings. In these schools, principals had leveraged a variety of schoolwide initiatives to enact the vision that all students would be successful despite their rurality and poverty. These findings were the underlying design for two regional cross-district pilot program. Known as Leadership 2.0 and Leadership 3.0, the development of agency was constructed through cognitive coaching.

Chair/Discussant:
Sheneka Williams, University of Georgia/ UCEA

240. Cultivating Supportive Environments

Paper Session
3:20 to 4:40 pm
Hyatt Regency Hotel: Studio 1

Participants:
Exploring the Principal’s Contribution to School Belonging: A Review of the Literature. Curtis A. Brewer & Nathern Okoliwa, University of Texas at San Antonio

The purpose of this paper is to provide a new understanding of the principal’s role in generating a sense of belonging for all stakeholders in the school. Specifically, our meta-analysis seeks to synthesize findings on two research topics: student belonging and parent/community engagement. Based on our review, facilitating a sense of belonging (for adults and children) is dependent on the creation of routines that emphasize authentic relationships that are built on shared goals or values.

The Principal’s Role in Creating a Learning Community Climate in Transforming Underperforming Urban Schools. Judy Jackson May, Bowling Green State University; Eugene T. W. Sanders, Sandusky City Schools

Positive school climate is a hallmark of successful schools and leaders shape a positive climate. With deteriorating populations, poor achievement, and “reform movements obsessed with choice, neighborhood schools are closing” leaving schools sharing neither neighborhoods, values, experiences, or opportunities. This quantitative study examines leadership and climate in 16 failing urban schools. The findings reveal that treatment schools were significantly more likely to report a positive climate and ascribe transformational leadership qualities to their principals. Student Engagement, School Relationships, and Supportive Teacher Behavior: A Hat Trick for Campus Success. Woweke Sean Kearney, Texas A&M University-San Antonio; Page A. Smith, University of Texas at San Antonio; Sean Maika, Comal Independent School District

This study examines the role that relationships play in impacting learner engagement; 2,340 students from 117 classrooms responded to surveys gauging self-perceptions of their relationships with classmates, their teachers, and level of engagement in class activities. Hierarchical linear modeling is employed to examine the impact of supportive teacher behavior and student collegial support on student engagement. The results indicate that both supportive teacher behavior and collegial student support make statistically significant impacts on learner engagement.

Learning Environments and Instructional Strategies That Promote African American Males’ Learning in Mathematics. Gary Schumacher, Bettye Grigsby, & Winona Vesey, University of Houston-Clear Lake

The purpose of this research was to determine what learning environments and instructional strategies contribute to African American male success in mathematics classrooms. A mixed-methods research design was utilized. The research findings indicated: a gap between teacher and student perception of expectations; African American male students indicated they would like to participate in more group activities; and some students feel they are not treated with respect and teachers do not care for them.

Chair/Discussant:
Thu Suong Nguyen, Indiana University-Purdue University Indianapolis

241. Investigating the Internship for Improving Leadership Developing

Paper Session
3:20 to 4:40 pm
Hyatt Regency Hotel: Studio 5

Participants:
A Community of Researchers, Policy Makers, and Practitioners: A Race to the Top Internship Model. Marianne Robin Russo, Maria Vasquez, & Daniel Reyes-Guerra, Florida Atlantic University

This research connects policy, practice, and research to a broad range of district training that will ultimately impact the school district and the community in which they serve. Therefore, a collaborative RTT grant process and partnership was instituted within a theoretical framework of Leithwood, Seashore-Louis, Anderson, and Wahlstrom (2004) and Darling-Hammond et al. (2007). In order to address the research questions that will reflect this framework, a mixed-methods approach was used.

What Internship Experiences Support Principal-Candidate Learning? Thomas Bellamy, University of Washington, Bothell; Bradley Portin, University of Washington, Bothell; Pamela Hopkins, University of Washington, Bothell; Chase Nordengren, University of Washington

Research on the principal-preparation internship is largely descriptive, providing little evidence of the impact of various experiences on candidate learning. Recent studies of job-based leadership development offer useful research approaches. In this study, principal candidates used a questionnaire to describe experiences that were and were not supportive of their learning. Initial analysis suggests strong relationships between developmental value of experiences and level of individual challenge, access to feedback, and connection to academic coursework.

Evolution of Leadership Internships. Susan Korch, University of Denver

This paper presents one principal preparation program’s journey through multiple models of principal internships. The integration of Shulman’s (2005) model of practical, cognitive and moral apprenticeships for professional education provided the foundation of the design and implementation of each internship model. This paper describes the evolution of internships from those that extend existing district positions to paid full-time internships. Implications of the extended and full-time internship models are discussed.
242. The Continued Promise of PLCs: New Programs and Renewed Practice

Paper Session
3:20 to 4:40 pm

Hyatt Regency Hotel: Studio 6

Participants:

Paper details findings from a university-local education agency (LEA) partnership between faculty of an East coast regional public university and faculty at a newly created small high school; describes why and how the partnership was formed, the joint planning process and resulting goals, the creation and delivery of practical support products, and research findings. Research findings include the school faculty's theory of action, description of the school demographics and community, and student academic achievement scores.

Principals and the Professional Learning Community: Learning to Mobilise Knowledge. Stephanie Chipin, University of Ottawa

The main objective of the Canadian Principal Learning Network (CPLN) is to assist school administrators in advancing their knowledge and skills in the area of decision-making knowledge that is more responsive to a wider range of social, political and economic priorities outside of the university than currently exists. CPLN also seeks to “(re)unite research, policy, and practice with the community” (UCEA Convention, 2013).

Professional Learning Communities, Principal Leadership, and Teacher Retention in Alabama. Sakiko Ikoma & Stephen Kotok, Pennsylvania State University

A growing attention has been paid to the concept of professional learning communities (PLCs), where teachers share ideas about teaching, provide problem-solving strategies, and work towards common values. However, less known is how the administration can foster collaboration amongst teachers and how PLCs are related to teacher retention. This study uses data from the Alabama Teaching Environment and Learning Survey to examine the relationship between principal leadership and PLCs with teacher retention and job satisfaction.

Professional Learning Communities in Jefferson County Public Schools: A Study of Initial Implementation. Erin Roche, Vanderbilt University; Paul Roen, Achievement District (Memphis); April Domine, New Albany School District

This study examines an initial implementation of Professional Learning Communities (PLCs) in pilot schools in the Jefferson County Public Schools (JCPS). From the literature, we created three PLC constructs for our subsequent study. We gauged pilot school fidelity of PLC implementation and compared the three PLC constructs in pilot and non-pilot schools. Through teacher survey data and teacher interviews and observations of PLCs, we found generally pilot schools to implement PLCs with fidelity.

Chair/Discussant:
Susan Printy, Michigan State University

243. Critical Dialogue: Southwest Communities and Current School Finance Policy Issues

Critical Conversation/Dialogues
3:20 to 4:40 pm

Hyatt Regency Hotel: Theory B

This critical dialogue is based on the experiences of U.S. Southwest communities in the current school finance policy discourse, which often leave such communities further marginalized through the dominant discourse. The goal of this dialogue is to nationally engage other scholars conducting related school finance work in order to engage in an exchange of understandings and approaches around U.S. Southwest communities and current school finance policy issues (Orfield & Lee, 2005).

Participants:
Clinton Bennett, New Mexico State University
Ana April Galaviz, New Mexico State University
Mary Jo Archibeque, New Mexico State University
Chair/Discussant:
Cristobal Rodriguez, New Mexico State University

244. Informal Session on UCEA and UCEA Membership

Meeting
3:20 to 4:40 pm

Hyatt Regency Hotel: Vision

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

Participants:
Noelle Witherspoon Arnold, University of Missouri-Columbia
C. Crys Brunner, University of Minnesota-Twin Cities

Chair/Discussant:
Pamela D. Tucker, University of Virginia/UCEA

245. The Need for Assistant Principal Professional Development: Implications for District Priorities, University Partnerships, and Preparation Programs

Critical Conversation/Dialogues
4:50 to 6:10 pm

Hyatt Regency Hotel: Concept A & B

How can university preparation programs best partner with districts in sustainable ways to support the ongoing professional development of assistant principals in their current and future leadership roles? The purpose of this session is to engage participants in an interactive discussion exploring several critical questions that hold implications for local school districts, university preparation programs, and partnerships focused on providing high-quality, job-embedded professional development experiences for assistant principals and aspiring leaders.

Participants:
James G. Allen, Northern Kentucky University
Leigh Ellen Wallace, University of Wisconsin-Milwaukee
Ann Sundstrom Allen, Western Carolina University
Ann Millacci, University of Cincinnati
Latish C. Reed, University of Wisconsin-Milwaukee
Rosa Weaver, Northern Kentucky University
Mary Rozier, Northern Kentucky University
Chair/Discussant:
Robert E. Harper, University of Cincinnati

246. Sustainability and its Intersection With the School Garden Movement: Reconceptualizing Moral School Leadership

Critical Conversation/Dialogues
4:50 to 6:10 pm

Hyatt Regency Hotel: Concept C & D

The purpose of this Critical Dialogue Session is to address the 27th Annual UCEA Convention theme by examining the various vantages in which sustainability can be understood as progressively developing meta-value. This meta-value can be conceived for mass schooling in general (see Global Gardens at http://www.global-gardens.org/mission.php), educational leadership in particular (Begley, 2009) in addition to how the School Garden Movement might center a multifaceted conceptualization of what
sustainability means for the profession.
Participants:
J. Taylor Tribble, University of Oklahoma
Patricia Carey Simons, University of Oklahoma
Chair/Discussant:
William C. Frick, University of Oklahoma

247. Visions of Building Community
Paper Session
4:50 to 6:10 pm
Hyatt Regency Hotel: Cosmopolitan C
Participants:
Building an Engaged Educational Community: The Case of a Youth-Adult Partnership Network.
Catharine Biddle, Pennsylvania State University
Few documented examples of networks of schools engaged in civic initiatives exist. This case study follows 4 years of work by a network of 14 schools, supported by an intermediary organization. Through interviews, observation and document analysis, this paper explores the ways in which the intermediary organization was able to support sustainable long-term change around student voice in these schools. through both training and advocacy. Implications for both practice and policy are discussed.

Beginning with a rise in violence in 2004, Muslim insurgents in southern Thailand’s border provinces have cost more than 5,500 people their lives (Abuza, 2013). The insurgents view school education personnel coming to and from school. Principals lead schools in this fragile environment and this study sought to better understand how school principals contribute to or working against community stability.

Quandaries of Building Democratic Community From Feminist and Generational Learning Perspectives. Michele Anne Acker-Hocevar, Washington State University; Debra Touchton, Stetson University
Through the dual theoretical lenses of feminism and generational perspectives, we frame a leadership quandary of how to better understand the tensions of building a more integrated community that provides for the inclusion of multiple voices and various perspectives in decision making through tailored communication structures. We identify eight scenarios that illustrate the difficulty of creating a more democratic environment of decision making.

Educational Leadership for Community Justice: Toward a Theory of Urban School Reform and Community Justice. Terrance Green, University of Texas at Austin
The purpose of this study is to examine the leadership actions that support urban high school reform and community development, and to theorize these leader actions. To do so, this study addresses the research question: What actions do urban high school principals and community leaders take to support high school reform along with community development? Drawing on 44 interviews, observations, and archival data, this study uses community cultural wealth as an analytic and conceptual framework.
Chair/Discussant:
Joanne M. Marshall, Iowa State University

248. Fireside Chat With Keynote Speaker Glenn Singleton
Special Session
4:50 to 6:10 pm
Hyatt Regency Hotel: Cosmopolitan D
Please join 2013 UCEA Keynote Speaker Glenn Singleton for a fireside chat, which offers the opportunity for graduate students and other interested parties to interact and gain insight into his work on racial equity and diversity in education.
Chair/Discussant:
Muhammad Khalifa, Michigan State University

249. Multiple Paths to Meeting Contemporary Leadership Challenges
Paper Session
4:50 to 6:10 pm
Hyatt Regency Hotel: Discovery A
Participants:
Fresh Eye on the Persistent Problem of Dearth of Technology Leadership Research: Uncovering Network Topology. Yinying Wang, University of Cincinnati
Integrating a network perspective, this study examined the social structure of technology leadership scholarship through co-authorship networks from 1997 to 2012. The results of social network analysis reveal the network structure that inhibited the research productivity in the discipline; Quadratic Assignment Procedure regression detected the significant effect of scholars’ UCEA affiliation and geographical location on the network formation of research collaboration in technology leadership. The findings are informative to promote technology leadership scholarship.

Conceptualizing Entrepreneurial Leadership for K-20 Public Education. Jack Leonard, University of Massachusetts Boston
The entrepreneurial leadership style is central to our American image as the land of opportunity, but also viewed with skepticism. Is there a place for this kind of leadership in public education? This paper examines 100 years of literature from business and social sciences fields to present a conceptualization of entrepreneurial leadership, which is suitable for public K-20 education, addresses the urgent need for educational improvements, but honors the American democratic tradition.

The Hierarchy of School Leadership Practice: Confirming the Definitions and Overlap Among Leadership Styles. Angela Urick, University of Oklahoma
Using a nationally representative sample of U.S. principals, this study applies a confirmatory factor analysis to confirm behaviors associated with transactional, transformational, instructional and shared instructional leadership and to test the extent that these styles are related. This study seeks to address the conceptual overlap among leadership styles in past literature in order to better inform how we train principals to use different styles to meet the various needs within their school.

Explores Equifinality and Causal Asymmetry in the Work of Urban School Principals. James Sebastian, University of Missouri-Columbia; Elaine Allensworth, University of Chicago Consortium on Chicago School Research
In this study we call for studying school leadership through approaches highlighting equifinality and causal asymmetry. Equifinality suggests that multiple pathways can lead to success whereas causal asymmetry suggests different conditions can lead to presence or absence of outcomes. We use high school data from a large urban district and apply fuzzy set Qualitative Comparative Analysis (QCA) to examine our questions. Our findings show that leadership is associated with school-outcomes via multiple configurations of organizational supports.
Chair/Discussant:
Bradley W. Davis, University of Texas at Arlington

250. Parent and Student Voice: An Impetus for Change?
Paper Session
4:50 to 6:10 pm
Hyatt Regency Hotel: Discovery B
Participants:
Reciprocal Dialogue Between Educational Decision Makers and Students of Color: Opportunities and Obstacles. Melanie Bertrand, Arizona State University
This paper reports on a qualitative study of the opportunities and obstacles of educational decision makers and Students of Color engaging in reciprocal dialogue. This area of research is important in light of the potential of such dialogue to help decision makers better understand racial inequalities in schools and communities. The findings of the study suggest that initiatives to encourage reciprocal dialogue may be thwarted by decision makers’ responses to Students of Color.

Voluntary Race-Conscious Student Assignments: The Role of Government Speech in the Parents Involved Decision. Joseph Oluwole, Montclair State University

This article examines the role of the government speech doctrine in the parents involved decision. This seminal case on the constitutionality of voluntary race-conscious student assignment policies has significant implications for student equity and access. The author’s analysis reveals that the Court was more concerned about the racial messages the districts were sending (the nature of the government speech) rather than the actual race-conscious policies. The article concludes with guidance for operating voluntary race-conscious measures.

Supporting Parent and Family Engagement in Secondary Schools. Bradley W. Carpenter, University of Louisville; Kimberly Sanders, University of Louisville; Michelle D. Young, University of Virginia / UCEA

A growing body of evidence suggests that involving parents in the educational process enhances school success. For instance, a number of empirical studies have found that students whose parents are involved are more successful in school. As a result, educators and educational policy makers have begun shifting and broadening the focus of their search for new ideas and resources to include family members. Thus far, however, family involvement research has not fully explored involvement at the secondary level. Secondary schools differ from elementary schools in a number of important ways, and one result of these differences is the dramatic change in the nature of parental involvement.

Chair/Discussant: Katherine Cummings Mansfield, Virginia Commonwealth University

251. Standards and Expectations for School Principals in Three Educational Environments

International Community Building Session

4:50 to 6:10 pm

Hyatt Regency Hotel: Network

This study explores the role of educational leadership in international settings. In considering that information is shared at a fast pace in what McLuhan and Gordon (2003) once defined as a global village of instantaneous media sharing times, we bring together three sites—Ontario, Canada; Texas, USA; and Sweden, to explore, “To what extent policy borrowing philosophies and ideologies influence standards and expectations for principals?”

Participant: Standards and Expectations for School Principals in Three Educational Environments. Elizabeth T. Murakami, University of Texas of the Permian Basin; Monika Tornsen, Umeå University; Katina Pollock, University of Western Ontario

Presenters: Monika Tornsen, Umeå University
Katina Pollock, University of Western Ontario
Chair/Discussant: Elizabeth T. Murakami, University of Texas of the Permian Basin

252. An Indianapolis African American Independent School and Community Organization: The K1 EcoCenter

Symposium

4:50 to 6:10 pm

Hyatt Regency Hotel: Regency E

UCEA’s 2013 call seeks direct interactions with community organizations. This session provides an opportunity for educational leadership scholars to interact with an Indianapolis African American-
254. Factors Influencing the Preparation of School Leadership
Paper Session
4:50 to 6:10 pm
Hyatt Regency Hotel: Studio 5

Participants:
Values and Context: Comparing Preparation and Practice of Taiwan and U.S. Principals. Linda R. Vogel, University of Northern Colorado
This qualitative study explores the preparation and practice of principals in Taiwan based on interviews and observations with Taiwan school directors serving diverse student populations. As educational systems around the globe work to increase student achievement and national productivity, the insights gained through this study can be used to inform conversation regarding the restructuring of school leader preparation programs to answer the persistent question of “How are great school leaders developed?” within specific cultural contexts.

Cross-boundary Leadership: A Framework for Understanding Leadership Preparation. Katherine A. Curry & Bernita L. Krumm, Oklahoma State University
Challenges that urban districts face reinforce the need to engage the larger community to meet student needs. However, educational leaders often lack understanding and skills necessary to form effective partnerships. This qualitative program evaluation utilizes the conceptual framework of cross-boundary leadership to understand the effectiveness of a doctoral level course at Oklahoma State University to prepare leaders to develop, promote, and sustain school/community/family partnerships. Findings suggest changes in student perceptions, understandings, and practice.

From Research to Practice: A Plan to Prepare Instructional Leaders. John C. Daresh, University of Texas at El Paso
This paper describes a research-based framework for preparing individuals to serve as instructional leaders. The paper traces the development of the construct of “Instructional Leadership” from the days of discussions of the assumed importance of leadership for schools committed to student learning to recent findings regarding leader impact on learning. The model developed goes beyond the acquisition of leadership knowledge. Instead the goals lead to the adoption of practices needed in learner-centered schools.

Teaching Organizational Theory: A Junior Faculty Perspective on Leveraging Educational Leadership Cases in the Classroom. John M. Weathers, Lehigh University; Angeline Kathryn Spain, University of Michigan; Sarah Woulfin, University of Connecticut
Junior faculty in school leader preparation programs are faced with the difficulties of bringing alive theories that are difficult to grasp and may seem irrelevant to current and future administrators. Case studies provide one option to ground the discussion of these theories in problems of practice. This paper highlights three junior faculty’s exploration of the usefulness of a group of school leadership cases for the purpose of helping students to understand important organizational theories.

Chair/Discussant:
Bonnie C. Fusarelli, North Carolina State University

255. Beginnings, Buy-In, and Belief in Participatory Action Research Within a School Community
Critical Conversation/Dialogues
4:50 to 6:10 pm
Hyatt Regency Hotel: Studio 6

This unique critical conversation, which will involve several school students, brings together a range of participants who are involved in a 2-year (youth) participatory action research (PAR) project at Davis High School (DHS) in a semi-urban community in the Midwest. DHS students, high school teachers, administrators, graduate students, and professors will reflect on the beginnings their PAR and the ways that beliefs and buy-in as well as historical and sociopolitical contexts impact this
actions of school leaders. To examine their perceptions and responses to competition, I interviewed and surveyed a stratified sample of 30 school leaders in New Orleans. I explored how these schools experienced competition, and the academic, extracurricular, and operational strategies they employed in response.

The Pursuit of Equity and Adequacy in Texas School Finance Reform Litigation. Mike Boone, Texas State University

Texas has been actively engaged in school finance litigation and resultant legislation for an extended period of time, including a currently active lawsuit brought against the state by over 600 school districts and school finance advocates. This presentation reviews the course of school finance reform litigation in Texas and examines how Texas courts have addressed the concepts of equity and adequacy.

The Opportunity Gap: Measuring the Persistent Challenge of Aligning Resources With Student Achievement. Robert C. Kneippel & Matthew Della Sala, Clemson University

The purpose of this study is to explore the relationship between equity of revenues in support of education and equity of student achievement. Inherent in accountability policy is the requirement that all children reach proficiency; each state allocates resources in support of this goal. However, there is a misalignment between revenue distribution models and requirements for student learning. This paper introduces an opportunity gap that explores the misalignment of these policies.

Chair/Discussant: David Arsen, Michigan State University

257. Social Justice Leadership in Special Education

Paper Session

4:50 to 6:10 pm

Hyatt Regency Hotel: Theory B

Participants:

Social Justice Leadership for Students With Disabilities. David DeMatthews, University of Texas at El Paso; Hanne Mawhinney, University of Maryland

This paper explores the work of leaders who promote social justice through creating more inclusive schools for students with disabilities. A qualitative case study was conducted in one urban district and describes how two principals enacted social justice leadership by making decisions that addressed resistance and challenges to inclusion. Implications for administrator preparation, future research, and theory are presented.

Dis Ease as a Means to Critical Consciousness and Social Justice Leadership. Sharon I. Radel & Bruce H. Kramer, University of St. Thomas

The purpose of this paper is to propose a conceptual framework that articulates the notion of dis ease, and argues for the elusiveness, but absolute importance, of critical consciousness in social justice leadership. Using a framework of dis ease, we describe how it presents opportunities for critical consciousness, why this is important for social justice-oriented educational leadership, and finally, where dis ease is present and can be accessed in order to increase critical consciousness.

Social Injustice for Students With Disabilities in Charters. Amy Rachel Williams, Barbara Pazey, & Heather Cole, University of Texas at Austin

Administrators in Texas charters have the ability to prohibit certain populations of students from entering their schools. This paper relies on qualitative data collected from charter school administrators and analyzes their approach to special education students by utilizing a social justice framework that takes into account truly inclusive schooling practices. We found that administrators faced obstacles that precluded their ability to provide appropriate supports and services, thus limiting enrollment opportunities/options for students with disabilities.

Social Justice Advocacy: A Foundational Shift From Previous and Persistent Challenges for Special Education Leadership. Barbara Pazey, University of Texas at Austin; Carl A. Lashley, University of North Carolina at Greensboro

The Individuals with Disabilities Education Act (2004) is focused on procedural compliance to legislative mandates and competing notions of community. A naïve justice ethic undergirds compliance-driven practice in special education to the detriment of children, families, teachers, administrators, and schools. We propose a shift in special education leadership that energizes a social justice agenda focused on equity, justice, and responsiveness to the individual needs and aspirations of SWD.

Chair/Discussant: Colleen Capper, University of Wisconsin-Madison

258. Pre-Banquet Reception and Cash Bar

Reception

6:30 to 7:00 pm

Hyatt Regency Hotel: Regency A-D

259. General Session VI and UCEA Banquet Featuring Glenn Singleton

Special Session

7:00 to 9:30 pm

Hyatt Regency Hotel: Regency A-D

A decade after no child was to be left behind, and years since low performing schools in the nation’s toughest communities were to “race to the top,” children of color are still dramatically outperformed by their White and (some) Asian student group counterparts. Why does this continue to be the case in U.S. schools? Because we have yet to have a Courageous Conversation About Race…one that enables educators to recognize that disaggregating data, testing, and implementing yet another set of Common Core State Standards will not miraculously eliminate racial achievement disparities. Only when we can see ALL children, versus practicing colorblindness, will we notice what each and every child needs to be truly college and career ready.

Emcee and Introductions: Mark A. Gooden, University of Texas at Austin

SUNDAY NOVEMBER 10

260. JRL Editorial Board Meeting

Meeting

8:00 to 9:30 am

Hyatt Regency Hotel: Concept A & B

Participants:

Nicola Alexander, University of Minnesota
Michele Anne Acker-Hocevar, Washington State University
Dana Algeo, Washington State University
Margaret E. Barber, University of Utah
Michael Bezzina, Australian Catholic University
William R. Black, University of South Florida
Ira Bogotch, Florida Atlantic University
Allison M. Borden, University of New Mexico
Christa Boske, Kent State University
Curtis Brewer, University of Texas at San Antonio
Tricia Browne-Ferrigno, University of Kentucky
Shuangye Chen, University of Hong Kong
Thomas Chrenoweth, Portland State University
Ellie Drago-Severson, Teachers College, Columbia University
Ernestine K. Enomoto, University of Hawaii-Manoa
Susan C. Faircloth, Pennsylvania State University
Jennifer Friend, University of Missouri-Kansas City
Gail Furman, Washington State University
Gordon Gates, Washington State University
Steven Jay Gross, Temple University
David Gurr, University of Melbourne
Kristin Huggins, Washington State University
Gary Ivory, New Mexico State University
Gaetane Jean-Marie, University of Louisville
Lisa A. W. Kensing, Auburn University
James William Koschoreck, Northern Kentucky University
Jonathan Lightfoot, Hofstra University
Rhonda L. McClellan, University of Texas at Arlington
Carlos McCray, Fordham University
Matthew Militello, North Carolina State University
Roxanne Mitchell, University of Alabama
Carol A. Mullen, Virginia Tech
Maricela Oliva, University of Texas at San Antonio
April L. Peters-Hawkins, University of Georgia
Nona Prestine, Pennsylvania State University
Susan Printy, Michigan State University
Daniel Reyes-Guerra, Florida Atlantic University
Mariela Rodriguez, University of Texas at San Antonio
Stacey A. Rutledge, University of Texas at Austin
Billy Thomas, Texas A&M University
Teresa Wasonga, Northern Illinois University
Charles Webber, University of Calgary
Anjaele Welton, University of Illinois at Urbana-Champaign
Noelle Witherspoon, University of Missouri-Columbia
Nicola Alexander, University of Minnesota
Chair/Discussant:
- Gail Furman, Washington State University

261. JCEL Editorial Board Meeting
Meeting
8:30 to 10:00 am
Hyatt Regency Hotel: Concept C & D
Participants:
- Suzanne Elizabeth Eckes, Indiana University
- Laura Trujillo-Jenks, Texas Woman's University
- Enrique Aleman, University of Utah
- Thomas Alsbury, Seattle Pacific University
- Margaret E. Barber, University of Utah
- Floyd Beachum, Lehigh University
- Ira Bogotch, Florida Atlantic University
- Monica Byne-Jimenez, Hofstra University
- Gary M. Crow, Indiana University
- Arnold Danzig, Arizona State University
- Todd A. DeMitchell, University of New Hampshire, Durham
- Robert Donmoyer, University of San Diego
- Scott Ferris, Brigham Young University
- Richard Fossey, University of North Texas
- Mark A. Gooden, University of Texas at Austin
- Jane Clark Lindle, Clemson University
- Gerardo R. Lopez, Loyola University-New Orleans
- Catherine A. Lugg, Rutgers University
- Don McAdams, Center for Reform of School Systems
- Carlos McClay, Fordham University
- Kerry Brian Melear, University of Mississippi
- Cynthia Reed, Auburn University
- Ulrich C. Reitzug, University of North Carolina at Greensboro
- Mariela A. Rodriguez, University of Texas at San Antonio
- Andrea K. Rorrer, University of Utah/UCEA
- Karen L. Sanzo, Old Dominion University
- Jim Scheurich, Indiana University-Purdue University Indianapolis
- Samantha M. Paredes Schinn, Indiana University-Indianapolis
- Alan Shoho, University of Texas at San Antonio
- Paula Short, University of Houston
- Mario Sergio Torres, Jr., Texas A&M University
Chair/Discussant:
- William R. Black, University of South Florida

262. Evaluation Research Taskforce
Meeting
8:00 am to 12:00 noon
Hyatt Regency Hotel: Regency F
Chair/Discussant:
- Margaret Terry Orr, Bank Street College

263. UCEA-FIPSE Leadership Team Meeting
Meeting
8:00 to 10:00 am
Hyatt Regency Hotel: Theory A
Participants:
- Ann O'Doherty, University of Washington
- Willis D. Hawley, University of Maryland
- Matthew Militello, North Carolina State University
- Chris Janson, University of North Florida
Chairs/Discussants:
- Michelle D. Young, UCEA
- Mark A. Gooden, University of Texas at Austin

264. EAQ Editorial Board Meeting
Meeting
9:30 to 11:00 am
Hyatt Regency Hotel: Concept A & B
Participants:
- Curt M. Adams, University of Oklahoma
- Justin Bathon, University of Kentucky
Karen Stansberry Beard, Miami University of Ohio
Alex J. Bowers, Teachers College, Columbia University
Stephen Joseph Caldas, Hofstra University
Dana E. Christman, New Mexico State University
Alan J. Daly, University of California, San Diego
Sara L. Dexter, University of Virginia
Chris Dunbar, Michigan State
Ibrahim Duyar, University of Arkansas at Little Rock
Andrea Elaine Evans, University of Illinois at Chicago
Gail Furman, Washington State University
Gregg Garn, University of Oklahoma
Gordon Gates, Washington State University
Philip Hallinger, Institute of Education, Hong Kong
Sonya Douglass Horsford, George Mason University
Eric Houck, University of Georgia
Karen Jackson, University of Utah
Theodore Kowalski, University of Dayton
Yongmei Li, University of Utah
Jose A. Lopez, California State University, East Bay
Rosita Lopez, Northern Illinois University
Christopher Lubinski, University of Illinois
Joanne M. Marshall, Iowa State University
Matthew Miltiello, North Carolina State University
Carlo A. Mullen, Virginia Tech
Elizabeth T. Murakami, University of Texas of the Permian Basin
Sarah W. Nelson, Texas State University
Ann O’Doherty, University of Washington
Michael Patrick O’Malley, Texas State University
Martha N. Ovando, University of Texas at Austin
Michael Owens, Wayne State University
Samanta M. Paredes Scriber, Indiana University-Indianapolis
April L. Peters-Hawkins, University of Georgia
Donald J. Peurach, University of Michigan
Morgan Polikoff, University of Southern California
Ulrich C. Reitzug, University of North Carolina at Greensboro
Augustina H. Reyes, University of Houston
Viviane Robinson, University of Auckland, New Zealand
Cristobal Rodriguez, New Mexico State University
Serena Jean Salloum, Ball State University
Whitney Sherman Newcomb, Virginia Commonwealth University
Peter Sleeers, University of Twente
Howard Stevenson, Nottingham University
Jonathan Supowit, University of Pennsylvania
George Theocharis, Syracuse University
Alexander W. Wiseman, Lehigh University
Peter Youngs, Michigan State University
Roger Goddard, Texas A&M University
Kristin Shawn Huggins, Washington State University
Leslie Locke, University of Southern Mississippi
Kathryn Bell McKenzie, California State University, Stanislaus
Peter M. Miller, University of Wisconsin-Madison
Anthony Rolle, Texas A&M University
Jim Scheurich, Indiana University-Purdue University Indianapolis
Mario Sergio Torres, Jr., Texas A&M University

Terah Talei Venzant Chambers, Michigan State University
Gwendolyn Webb-Hasan, Texas A&M University
Karen Stansberry Beard, Miami University of Ohio
Chair/Discussant:
Casey Cobb, University of Connecticut

265. 2013 International Summit
International Community-Building Session
9:00 to 3:00 pm
Hyatt Regency Hotel: Regency A-D

During the 2012 UCEA Convention, the inaugural International Summit was held at the University of Denver campus. Based on the success of the initial experience, participants enthusiastically endorsed holding another International Summit. This year’s summit will include presentations, breakout sessions, and moderated discussions with a variety of scholars and practitioners involved in international research and development projects.

Presenters:
Michelle D. Young, UCEA
Thomas Alsbury, Seattle Pacific University
Christopher Michael Branson, University of Waikato
Chris Day, University of Nottingham
Daniel Linden Duke, University of Virginia
David Gurr, University of Melbourne, Australia
Stephen L. Jacobson, University at Buffalo/UCEA
Olof Johansson, Umeå University
May Oo Mutraw, Burmese Community Center for Education
Jan Merok Paulsen, Hedmark University College, Norway
Mika Risku, Institute for Educational Leadership, University of Jyväskylä
Charles Slater, California State University, Long Beach
Howard Stevenson, Nottingham University
Meng Tian, University of Jyväskylä, Finland
Ross Notman, University of Otago, New Zealand

Chair/Discussants:
Bruce Barnett, University of Texas at San Antonio
Thu Suong Nguyen, Indiana University-Purdue University Indianapolis

266. International Summit Breakouts
International Community-Building Session
9:00 to 3:00 pm
Hyatt Regency Hotel: Regency E

Chair/Discussant:
Bruce Barnett, University of Texas at San Antonio
An Introduction to UCEA

The University Council for Educational Administration (UCEA) is a nonprofit corporation whose members are major research universities in the United States and Canada. More than 50 years ago, the University Council for Educational Administration (UCEA) was founded by 15 universities, the Kellogg Foundation, and the regional Centers for Educational Administration, all of whom recognized the need for inter-university collaboration to build a knowledge base of research and effective practice for the field of educational administration. The organization has a rich history. As the years passed, the organization grew. Today, UCEA has become a collective of top research institutions with programs in educational leadership and policy and the leading professional organization for professors of educational leadership and policy.

Importantly, the UCEA community and influence expands far beyond our member universities. Because our members prepare future leaders for schools and school systems, our community extends into districts, schools, and classrooms—the very spaces where children learn and grow. UCEA is also a part of several national networks of educational administration organizations focused on improving the field, including the National Policy Board for Educational Administration.

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 Teachers 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.

In 1954, members of the Cooperative Program in Educational Administration (Middle Atlantic Region) proposed an organization which would be devoted to improving the 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. Between 1956 and 1959, with the help of 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 5-year grant from the Kellogg Foundation. The organization was officially founded in 1959, 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, in 1991 to The Pennsylvania State University, then in 1996 to the University of Missouri-Columbia, then The University of Texas at Austin, and now its newest location at the University of Virginia. Since its inception, the UCEA has worked to improve the professional preparation of administrative personnel in both continuing education and preservice programs.

UCEA Member Institutions

Arizona State University
Auburn University
Bowling Green State University
Brigham Young University
Chinese University of Hong Kong
Clemson University
College of William & Mary
Duquesne University
Florida Atlantic University
Florida State University
Fordham University
Georgia State University
Hofstra University
Illinois State University
Indiana University
Iowa State University
Kansas State University
Kent State University
Lehigh University
Louisiana State University
Miami University of Ohio
Michigan State University
New Mexico State University
New York University
North Carolina State University
Northern Illinois University
Ohio State University
Oklahoma State University
Pennsylvania State University
Rutgers University
Sam Houston State University
San Diego State University
St. Johns University
St. Louis University
Temple University
Tennesssee State University
Texas A&M University
Texas State University
University at Buffalo/SUNY
University of Alabama
University of Arizona
University of Cincinnati
University of Connecticut
University of Dayton
University of Denver
University of Florida
University of Georgia
University of Houston
University of Illinois at Chicago
University of Illinois at Urbana-Champaign
University of Iowa
University of Kansas
University of Kentucky
University of Louisville
University of Maryland
University of Minnesota
University of Missouri-Columbia
University of Nebraska-Lincoln
University of New Mexico
University of North Carolina at Chapel Hill
University of North Carolina at Greensboro
University of Northern Colorado
University of Oklahoma
University of Oregon
University of Pennsylvania
University of Pittsburgh
University of San Diego
University of Tennessee-Knoxville
University of Texas at Austin
University of Texas at El Paso
University of Texas at San Antonio
University of Toledo
University of Utah
University of Virginia
University of Washington
University of Wisconsin-Madison
University of Wisconsin-Milwaukee
Vanderbilt University
Virginia Commonwealth University
Washington State University
Wayne State University

Partner/Provisional Member Institutions

Australian Catholic University
Bank Street College
Nipissing University
Portland State University
Stephen F. Austin State University
Texas Woman’s University
University of Arkansas
University of Central Arkansas
University of Massachusetts-Boston
University of North Texas
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 Opryland, Nashville, TN
2006...St. Anthony Wyndham, San Antonio, TX
2007...Hilton Alexandria Mark Center Hotel, Alexandria, VA
2008...Buenavista Palace Hotel, Orlando, FL
2009...Anaheim Marriott, Anaheim, CA
2010...Sheraton New Orleans, New Orleans, LA
2011...Westin, Pittsburgh, PA
2012...Denver City Center, Denver, CO

Visit www.ucea.org

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 UCEA publications.
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
- 1988: Charol Shakeshaft, Holstra University
- 1989: Carol A. Vest, University of Texas at Austin
- 1990: Paul V. Breden, 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: Neel Theobald, Indiana University
- 1996: Frances C. Fowler, Miami University of Ohio
- 1997: Patti E. Johnson, University of Kentucky
- 1998: C. Cryss Brynner, University of Wisconsin-Madison
- 1999: Carolyn Kelley, University of Wisconsin-Madison
- 2000: Jeffrey Maiden, University of Oklahoma
- 2001: Jay Paredes Scribner, University of Missouri-Columbia
- 2002: Julie Fisher Mead, University of Wisconsin-Madison
- 2003: Roger D. Goddard, University of Michigan-Ann Arbor
- 2004: Gerardo Lopez, Indiana University-Bloomington
- 2005: Andrea Rorrer, University of Utah
- 2006: Suzanne E. Ecker, Indiana University-Bloomington
- 2007: Meredith Honig, University of Washington
- 2008: Thomas Alsbury, North Carolina State University
- 2009: Ors Lee, University of Texas at Austin
- 2010: Brendan Macx, Indiana University
- 2011: Julian Heilig, University of Texas at Austin
- 2012: Alex Bowers, University of Texas at San Antonio
- 2013: Morgan L. Donaldson, University of Connecticut

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) an 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 Road F. Campbell Lifetime Achievement Award

The Road F. Campbell Award was established in 1992 to recognize senior professors in the field of educational administration whose professional lives have been characterized by extraordinary commitment, excellence, leadership, productivity, generosity and service.

- 1992: Daniel E. Griffiths, New York University
- 1993: Jack A. Culbertson, Ohio State University
- 1994: David L. Clark, University of North Carolina-Chapel Hill
- 1995: Richard A. Schmuck, University of Oregon
- 1996: Edwin B. Bridges, Stanford University
- 1997: Donald J. Willower, Pennsylvania State University
- 1998: Norman Boyan, University of California-Santa Barbara
- 2000: Luvern Cunningham, University of Akron
- 2001: Barbara L. Jackson, Fordham University
- 2003: Wayne K. Hoy, The Ohio State University
- 2004: Martha McCarthy, Indiana University-Bloomington
- 2005: Flora Ida Ortiz, University of California-Riverside
- 2006: Jerry Starns, Boston College
- 2007: Ceciel Mikels, University of Michigan-Ann Arbor (Retired)
- 2008: Catherine Marshall, University of North Carolina-Chapel Hill
- 2009: Karen Seashore Louis, University of Minnesota
- 2010: Rodney Ogawa, University of California-Santa Cruz
- 2011: Joseph Murphy, Vanderbilt University
- 2012: Kenneth Arthur Leithwood, University of Toronto
- 2013: Robert Crouson, Peabody College, Vanderbilt University

The Campell Award for lifetime achievement is made at the discretion of the UCEA Executive Committee. Criteria used in selecting the recipient include: (a) long-term distinguished service as teacher/researcher in the field of educational administration; (b) superior contributions to the field's body of knowledge; and (c) recognized leadership efforts to improve the field, especially with regards to the preparation of educational administrators and/or professors of educational administration.

The Paula Silver Case Award

The Paula Silver Case Award was instituted by UCEA in 1999 to memorialize the life and work of Paula Silver, an UCEA Associate Director and President-Elect, who made significant contributions to our program through excellence in scholarship, advocacy of women, and an inspired understanding of praxis. This award is given annually to the author(s) of the most outstanding case published during the last volume of the UCEA's Journal of Cases in Educational Leadership.

- 1999: James S. Rinehart, University of Kentucky
- 2000: Karen Seashore, University of Minnesota
- 2001: Stephen H. Davis, University of the Pacific
- 2002: George White and Thomas Mayes, Lehigh University
- 2003: Sandra Lowrey and Sandra Harris, Stephen F. Austin State University
- 2004: Duane Covig, Louis Trenta, and Sharon Kruse, University of Akron
- 2005: Donald Leech, Valdosta State University
- 2006: Lorraine Miller, Duval County Public Schools
- 2007: David Mayrowetz, University of Illinois-Chicago, John Preston Price, Chicago Public Schools
- 2008: David Strader, University of Texas-Arlington
- 2009: Catherine A. Lugg, Rutgers University
- 2010: Autumn K. Toombs, Kent State University
- 2011: Catherine A. Lugg, Rutgers University
- 2012: Lisa Bass, Gregg Carn, and Lisa Monroe, University of Oklahoma
- 2013: Carol Karpinski, Farleigh Dickenson University

The Master Professor Award

The UCEA Master Professor Award is to be made to an individual faculty member whose record (as indicated by the following characteristics) is so distinguished that the UCEA must acknowledge it as significant and timely manner. The attributes for choosing The UCEA Master Professor include a professor who has a sustained record as an outstanding teacher, as attested to by students and faculty peers. They have exhibited educational innovation in the classroom and the extension of educational opportunities to an ever-wider group of students in educational leadership/administration programs; is considered to be an outstanding advisor and mentor 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...
innovative; 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.

The Jay D. Scribner Mentoring Award

The Jay D. Scribner Mentoring Award will honor Educational Leadership faculty who have made a substantive contribution to the field by mentoring the next generation of students into roles as university research professors, while also recognizing the important role(s) mentors play in supporting and advising junior faculty. This award is to be named after Jay D. Scribner whose prolific career spans over four decades and who has mentored a host of doctoral students into the profession while advising and supporting countless junior professors throughout this same time. Of particular note, is Jay D. Scribner’s unique ability to reach across racial, class, and gender differences in his mentorship-nurturing scholars from underrepresented backgrounds into a profession largely homogeneous in composition.

Edwin M. Bridges Awards for Contributions to the Preparation and Development of School Leaders

Edwin M. Bridges Award for Contributions to the Preparation and Development of School Leaders

P-12 Student Experience/Success: 039, 046, 070, 082, 088, 093, 142, 143, 154, 167, 177, 182, 187, 191, 196, 203, 218, 240, 253


Philosophy/Epidemiology/Theory/Methods: 056, 093, 098, 100, 105, 109, 119, 140, 194, 203, 206, 212, 220, 236, 238

School Finance and Economics: 081, 082, 237, 256

Subject Index
<table>
<thead>
<tr>
<th>Name</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supowitz, Jonathan</td>
<td>264</td>
</tr>
<tr>
<td>Sutherland, Ian Edwin</td>
<td>168, 212</td>
</tr>
<tr>
<td>Swanson, Jason Andrew</td>
<td>115, 193</td>
</tr>
<tr>
<td>Swenson, Kristin</td>
<td>082</td>
</tr>
<tr>
<td>Szeto, Elson</td>
<td>173</td>
</tr>
<tr>
<td>Talbert-Horsey, Michelle</td>
<td>024</td>
</tr>
<tr>
<td>Tan, Paolo</td>
<td>192</td>
</tr>
<tr>
<td>Tarter, C. J.</td>
<td>143</td>
</tr>
<tr>
<td>Taylor, Rosemarye</td>
<td>139</td>
</tr>
<tr>
<td>Tenuto, Penny L.</td>
<td>061, 169, 201</td>
</tr>
<tr>
<td>Thames, Viticia</td>
<td>210</td>
</tr>
<tr>
<td>Theoharis, George</td>
<td>071, 186, 238, 264</td>
</tr>
<tr>
<td>Theoharis, George</td>
<td>071, 186, 238, 264</td>
</tr>
<tr>
<td>UCEA Convention 2013</td>
<td></td>
</tr>
<tr>
<td>Supowitz, Jonathan</td>
<td>264</td>
</tr>
<tr>
<td>Sutherland, Ian Edwin</td>
<td>168, 212</td>
</tr>
<tr>
<td>Swanson, Jason Andrew</td>
<td>115, 193</td>
</tr>
<tr>
<td>Swenson, Kristin</td>
<td>082</td>
</tr>
<tr>
<td>Szeto, Elson</td>
<td>173</td>
</tr>
<tr>
<td>Talbert-Horsey, Michelle</td>
<td>024</td>
</tr>
<tr>
<td>Tan, Paolo</td>
<td>192</td>
</tr>
<tr>
<td>Tarter, C. J.</td>
<td>143</td>
</tr>
<tr>
<td>Taylor, Rosemarye</td>
<td>139</td>
</tr>
<tr>
<td>Tenuto, Penny L.</td>
<td>061, 169, 201</td>
</tr>
<tr>
<td>Thames, Viticia</td>
<td>210</td>
</tr>
<tr>
<td>Theoharis, George</td>
<td>071, 186, 238, 264</td>
</tr>
<tr>
<td>Theoharis, George</td>
<td>071, 186, 238, 264</td>
</tr>
<tr>
<td>UCEA Convention 2013</td>
<td></td>
</tr>
</tbody>
</table>

**Indianapolis City Map**
UCEA makes these and other program improvement resources (e.g., the Developing Leadership to Support Diverse Learners Curriculum Modules) available for free download on the UCEA website. Additional resources, such as the *Journal of Cases in Educational Leadership* (JCEL) and the INSPIRE suite of program evaluation surveys, are available for free or at a reduced rate to UCEA members.

[ucea.org]
LEADERSHIP through INNOVATION


The Educational Leadership program at the Indiana University School of Education embraces these tenets. Our faculty members are engaged in research and service both inside and outside the classroom.

Through new partnerships with experts in related fields, we are creating opportunities for students to expand their understanding and effect change. We are investing in tools to help students and professionals achieve their personal and career goals.

We offer courses and degree programs in online and residential formats to deliver the content, quality and convenience that meet students’ needs.

INDIANA UNIVERSITY
School of Education
Educational Leadership Program
education.indiana.edu/graduate/programs/ed-leadership