UCEA Convention 2012: The Future Is Ours: Leadership Matters

Hosted by the University of Denver

November 15-18, 2012
Denver Marriott City Center
Denver, Colorado
University Council for Educational Administration
Curry School of Education
The University of Virginia
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Convention Hashtag: #ucea2012
UCEA Convention 2012:
The Future Is Ours:
Leadership Matters

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www.ucea.org
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Dear Colleagues,

With great pleasure, I welcome you to the 2012 UCEA Annual Convention here in Denver, Colorado. This year’s convention presents a unique opportunity for us to strengthen our scholarly community. Our convention theme, “The Future Is Ours: Leadership Matters,” represents our united commitment to advancing and strengthening the preparation and practice of educational leaders so that all children benefit from a high-quality, equitable, and world-class education.

Each year, the annual convention provides a concerted time for us to expand the depth and breadth of our knowledge and understanding of leadership preparation and practice, as well as the factors that assist or hinder our work and its outcomes. This year is no exception. We were fortunate to have our convention planning team of President-Elect Cindy Reed, Lisa Kensler, Cosette Grant-Overton, and Susan Korach, who have worked diligently since last year to ensure that our meeting is an opportunity for us to share, reflect, learn, and plan together. Many thanks also go to Michelle Young and Pamela Tucker from UCEA Headquarters, and others who generously volunteered their time to ensure that this is a successful and outstanding meeting.

It is an exciting time for UCEA as we continue to grow in our efforts to disseminate research, improve preparation and professional development, and influence local, state, and national policies on leadership preparation and practice. Our relevant and rigorous research, proactive attention to needs of the field, and engagement with practitioners and partners have forged new pathways for UCEA and its members to meet the challenges and demands currently facing educational leadership and policy. As UCEA promotes improvement and learning, it provides tools to increase our ability to develop and maintain quality leadership preparation and practice. Working with affiliated faculty, UCEA has produced numerous publications and important program improvement tools, such as a curriculum mapping guide (Developing Purposeful and Coherent Leadership Preparation Curriculum), curriculum modules (Preparing Leaders to Support Diverse Learners: Curriculum Modules for Leadership Preparation), and a leadership preparation program evaluation planner. I encourage you to explore all of the resources that UCEA has to offer during the Convention and beyond, including the UCEA publications and other useful tools.

The insights from our collaborations and collegiality over the next few days will help us to gain momentum in fulfilling UCEA’s purpose, which is “to advance the preparation and practice of educational leaders for the benefit of schools and children.” In particular, the 2012 UCEA Convention provides opportunities for us to build, renew, and expand our relationships. I hope that, through our thoughtful and critical interactions here together, as well as our continued discussions afterward, we will harness our collective ability to leverage improvements in leadership preparation and practice that will help make the difference in ensuring that our educational system exemplifies both equity and excellence.

Before I close, I thank each of you for bringing your expertise, experience, and collaborative spirit to the 2012 UCEA Convention and to our field.

Sincerely,

Andrea K. Rorrer
UCEA President
University of Utah
UCEA Executive Director Welcome

It is my honor and pleasure to welcome you to Denver, Colorado for the 26th UCEA Annual Convention. This year’s convention theme, “The Future is Ours: Leadership Matters,” encourages us to use our experiences and the findings of research to think about the future of our field. I sincerely thank the 2012 Convention Program Team: Cindy Reed, Lisa Kensler, Cosette Grant Overton, and Susan Korach, for their excellent work in designing and planning this year’s convention. I also wish to thank the 2012 Convention Sponsors as well as countless but critical colleagues across the globe for their substantive contributions to the 2012 convention.

The 2012 theme builds on the work of UCEA and past conventions, which have focused on developing a strong understanding of how leadership matters for student achievement, how preparation can support leadership excellence, how evaluation can inform program development and how educational policy can support the work of leadership development and practice in both K-12 and Higher Education. Given the current volatile and shifting policy environment and the challenges facing the field of educational leadership, this kind of critical reflection is essential, both in the near- and long-term. The convention planners did not stop with stimulating content, however. In addition to the general sessions, governance meetings, workshops and more than 140 concurrent sessions, the planning committee has set aside time for convention participants to network, share best practices and engage in two new session formats, including ignite sessions and unconference session. Additionally, sincere thanks to Jennifer Friend and her planning team for vetting films and organizing UCEA’s first film festival! This is certain to be another stimulating UCEA convention.

UCEA is committed to improving the preparation and professional development of educational leaders and has provided an important forum in the past for the dissemination of research and ideas on the reform of educational leadership programs. UCEA Convention 2012 will focus on these core functions of the organization. If universities are to continue in their role of leadership preparation, we must intensify our efforts to create meaningful, field-based, research-rich learning experiences that prepare professionals for increasingly challenging school contexts.

Each year I look forward to the UCEA Convention, meeting new colleagues, engaging in interesting conversations, seeing old friends, and working with some of the most committed scholars and advocates I know. The Convention offers many opportunities for participants to share their research, engage with colleagues around questions of research, policy, politics and practice, and build new and impactful relationships. I hope that you take these opportunities and gain from them measurably.

I am certain all of you will find the UCEA Annual Convention to be professionally rewarding.

Sincerely,

Michelle D. Young
UCEA Executive Director
Greetings UCEA Members!

Welcome to the 26th UCEA Annual Convention.

The Curry School of Education at the University of Virginia is honored to serve as host to the University Council for Educational Administration headquarters. Perhaps at no other time has leadership been such an important need in public education, and the UCEA mission to promote excellence in leadership preparation and evidence-based practice plays a critical role in advancing effective educational leadership in the United States and beyond.

Curry has had a long history of preparing leaders for education, and we are excited about the innovations our partnership with UCEA is already producing. It is with great pride that we are even more involved in UCEA’s fostering of quality leadership preparation nationwide.

Curry’s commitment to the work of educational leadership is evident in a variety of ways across the school—our research on best practices for classrooms, on assessment of leadership, and efforts related to educational policy.

The Darden/Curry Partnership for Leaders in Education (PLE), one of the most successful School Turnaround programs in the country, provides a laboratory in which to study leadership in schools serving high-need students.

The Curry School’s Executive Studies in Educational Leadership (ExSEL) program—our EdD in Administration & Supervision—reflects the most relevant and innovative doctoral-level preparation for school leaders. This case-based, job-embedded preparation program is responsive to the needs of school leaders who are committed to enhancing their skills.

The UCEA convention is a great opportunity for engagement among the community of leadership preparation programs. Exchanging ideas and new models, forming partnerships, and realizing a commitment to evaluation and impact are outcomes that can benefit us all. A gathering like this can make a real contribution to students and the people who serve them.

Have a great convention!

Sincerely yours,

Bob Pianta
Novartis Professor of Education and Professor of Psychology
Dean, Curry School of Education
Convention Host Welcome

Dear Convention Attendees:

On behalf of the Morgridge College of Education at the University of Denver, I welcome you to the 2012 UCEA Annual Convention. I am particularly encouraged by your timely convention theme, “The Future is Ours: Leadership Matters.”

We at the Morgridge College of Education have embraced this charge by training change agents who focus on what we call “in context” learning, which concentrates on partnerships, informed and accountable scholarship, and field-based training. The convention emphasis focus on the changing landscape of quality leadership preparation and our role as leaders of the field to create that future, offers great opportunities to engage in productive and reflective dialogue about research, policy, and practice. To boldly step into the future, this year’s convention brings new session formats, Ignite and Unconference, which will actively engage participants to innovate, collaborate, network, and learn.

Denver is a fitting setting for this convention as you envision a future for educational administrators with strong leadership. Denver is home to a vibrant educational community with top-notch colleges and universities, policy hubs, and a plethora of forward-thinking educational administrators, practitioners, scholars, and policy makers.

The University of Denver is pleased to serve as your host university, and we encourage you to take the short RTD Light Rail ride to our cutting-edge new building, Katherine A. Ruffatto Hall, (three blocks south of the University light rail stop at 1999 E. Evans). Thank you for coming to the Mile-High city, and I truly hope that you are able to fully engage in the breadth and depth of sessions and formats of this year’s convention, and that you leave motivated and inspired. Our field and our students need your leadership now more than ever.

Sincerely,

Gregory M. Anderson, Dean
Morgridge College of Education
Dear UCEA Attendees:

Welcome to the Mile High City! Denver is honored to host the 2012 Annual UCEA Convention.

We invite you to explore our city and experience all that it has to offer. From seven pro sports teams to the nation’s second largest performing arts complex and the mile-long 16th Street Mall to our many museums and cultural facilities, Denver is filled with attractions to entertain you.

Our many neighborhoods like Cherry Creek, Highlands, LoDo, Uptown, Five Points, Golden Triangle and Old South Pearl are filled with outstanding restaurants and one-of-a-kind shops, while after dark, Denver is a center for live music. Whether you visit one of our parks like Red Rocks Park and Amphitheatre or borrow a B-cycle and take a bike ride on our 850 miles of off-street bike paths, you’ll find that Denver has 300 days of bright sunshine a year.

At an elevation of 5,280 feet above sea level, Denver is truly a mile high...and climbing. Have a wonderful conference and enjoy your stay!

Sincerely,

Michael B. Hancock
Mayor
Governor’s Welcome

STATE OF COLORADO

OFFICE OF THE GOVERNOR
136 State Capitol Building
Denver, Colorado 80203
(303) 866 - 2471
(303) 866 - 2003 fax

John W. Hickenlooper
Governor

Dear UCEA Attendees:

As the Governor of Colorado, it is my great pleasure to welcome the University Council for Educational Administration to our beautiful state.

We are pleased and honored to have you. Colorado is blessed with outstanding scenery and beauty, while our climate is the envy of the nation. Our Rocky Mountains provide unlimited recreational opportunities, and we hope you will also have time to explore some of our fascinating historical and cultural attractions.

Colorado is open to innovation and ideas. Many of our most successful businesses were started by people who first came here to attend a meeting. If you are interested in opening a business in Colorado, we would love to assist you.

I wish you the best for a successful event. Have a safe and productive stay in our state, and please come again soon.

Sincerely,

John Hickenlooper
Governor
STATE OF COLORADO
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

## 2012-13 UCEA Executive Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
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<tbody>
<tr>
<td>Andrea K. Rorrer, President</td>
<td>University of Utah</td>
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<tr>
<td>Cindy Reed, President-Elect</td>
<td>Auburn University</td>
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<tr>
<td>Mark Gooden</td>
<td>University of Texas at Austin</td>
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<tr>
<td>Alan R. Shoho</td>
<td>University of Texas at San Antonio</td>
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<tr>
<td>James W. Koschoreck</td>
<td>Northern Kentucky University</td>
</tr>
<tr>
<td>Noelle Witherspoon Arnold</td>
<td>University of Missouri</td>
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<tr>
<td>C. Cryss Brunner</td>
<td>University of Minnesota</td>
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<tr>
<td>Maria Luisa Gonzalez</td>
<td>University of Texas at El Paso</td>
</tr>
<tr>
<td>Gary Crow</td>
<td>Indiana University</td>
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</tbody>
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**Ex-officio:**

- Michelle D. Young, Executive Director UCEA, University of Virginia
- Pamela D. Tucker, Senior Associate Director, UCEA, University of Virginia

## 2012 Convention Committee

- Cindy Reed, Chair, Auburn University
- Cosette Grant-Overton, University of Cincinnati
- Lisa Kensler, Auburn University
- Susan Korach, University of Denver
- Michelle D. Young, UCEA, University of Virginia
- Pamela D. Tucker, UCEA, University of Virginia

## UCEA Staff

- Michelle D. Young, Executive Director
- Pamela D. Tucker, Senior Associate Director
- Liz Hollingworth, Associate Director of Publications
- Cristóbal Rodriguez, Associate Director of Graduate Student Development
- John Nash, Associate Director of Communications
- Julian Vasquez Heilig, Associate Director of Program Centers
- Bruce G. Barnett, 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
- Erin Anderson, Graduate Assistant
- Amy Reynolds, Graduate Assistant
- Carmen Foster, Graduate Assistant
The 2012 Convention Program provides brief listings of all presentations, registration information, hotel information, and general information regarding the University Council for Educational Administration. Each session is listed with a title, a room assignment, presentation time and the list of presenters. UCEA has developed an accompanying website for the convention program. Changes to the program can be found on the UCEA website at www.ucea.org under Convention. We have also provided you with a room layout of the hotel, found at the back of the program.

REGISTRATION
If you have not registered for the convention, we urge you to do so as soon as you arrive at the hotel. UCEA Registration is 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
Denver Marriott City Center has a full-service business center. Wireless High Speed Internet Access in Public Areas Fee: $2.99/day. Wireless High Speed Internet Access, unlimited local and U.S. long distance phone calls in Guest Rooms Fee: $12.95/day.

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

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

WORKSHOPS
The 2012 UCEA Convention will host various workshops outside of the main program.

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, Executive Committee members will provide information and answer questions about membership.

THE UCEA ANNUAL BANQUET
This year’s UCEA Banquet will be held Saturday evening 7:00–11:55 pm.
2012 EVENTS AT A GLANCE

Wednesday, November 14
Executive Committee Meeting: 8:00 am – 6:00 pm
Plenum Session: 12:45 – 6:15 pm
Graduate Student Summit (Registration required): 3:00 – 6:00 pm

Thursday, November 15
Registration: 8:00 am – 5:00 pm
Exhibitor Hall: 1:00 – 6:00 pm
Plenum Session: 7:30 am – noon
Pre-Sessions: 8:00 – 11:45 am
Graduate Student Summit (registration required): 8:00 am – 2:00 pm
Awards Luncheon (registration required): Noon – 2:00 pm
Sessions: 2:00 – 3:10 pm
Sessions: 3:20 – 4:30 pm
Sessions: 4:40 – 6:00 pm
General Session I – Texas A&M Social Justice Speaker, Dr. Sonia Nieto: 6:15 – 7:15 pm
Past President’s Opening Reception: 7:30 – 9:30 pm

Friday, November 16
Registration: 7:00 am – 5:00 pm
Exhibitor Hall: 8:00 am – 5:00 pm
Sessions: 8:00 – 9:20 am
Sessions: 9:30 – 10:50 am
General Session II – UCEA Presidential Address, Dr. Andrea Rorrer: 11:00 am – 12:10 pm
Sessions: 12:20 pm – 1:40 pm
General Session III - Wallace Town Hall: 1:50 – 3:00 pm
Sessions: 3:10 – 4:30 pm
Sessions: 4:40 – 6:00 pm
General Session IV – In Honor of UCEA Jackson Scholars, Dr. John H. Jackson: 6:10 – 7:20 pm
Jackson Scholars Summit (registration required): 7:30 – 8:30 pm

Saturday, November 17
Registration: 7:00 am – 5:00 pm
Exhibitor Hall: 8:00 am – 5:00 pm
Sessions: 8:00 – 9:20 am
Sessions: 9:30 – 10:50 am
General Session V – Pennsylvania State University Mitstifer Lecture, Dr. Allan Walker: 11:00 am – 12:20 pm
Sessions: 12:30 – 1:50 pm
Sessions: 2:00 – 3:20 pm
Sessions: 3:30 – 5:00 pm
Sessions: 5:10 – 6:10 pm
General Session VI and UCEA Banquet – Mattie C. Stewart Foundation, Dr. Shelley Stewart: 7:00 – 11:55 pm

Sunday, November 18
Evaluation Research Taskforce 8:00 am – noon
International Summit: 8:00 am – 3:00 pm
Tired of the same old convention experience? Do you want to try something new? Try out our new sessions!

**IGNITE SESSIONS**

Ignite sessions are best summarized by the motto, “Enlighten us, but make it quick.” **Colorado A** all day throughout the convention.

**UNCONFERENCE SESSIONS**

Unconference sessions are best summarized by the motto, “Come, be open, and discuss.” **Colorado E-F**:

**Thursday, 3:20-4:30pm**: Join Lisa Kensler to talk about Emerging Policy Trends: What Do You See Coming Our Way? (Session 049)

**Friday, 8:00-9:20 am**: Join Cosette Grant Overton to talk about Building Bridges Across Differences: Increasing Social Justice Discourse in Educational Leadership (Session 097)

**Friday, 3:10-4:30 pm**: Join Susan Korach directly after the Wallace Town Hall to talk about Utilizing Student Voice to Accelerate School Improvement (Session 142)

**FILM FESTIVAL**

Grab your popcorn and sit back to see these 5-minute films. The full set of films will play **Saturday 2:00 -3:20 pm** and **3:30 - 5:00 pm. Floor Lower Level 2 - Colorado E-F.**

**Program 1 (2:00-3:20 pm):**
- Master of Education in Education Policy, Thomas J. Halverson, University of Washington
- Social Justice Training, Matt Militello, North Carolina State University
- Georgia’s Early Career Principal Residency Program, April Peters-Hawkins, University of Georgia
- Vanderbilt’s Leadership Capacity Building Program in Abu Dhabi, Patrick Schuermann, Vanderbilt University

**Program 2 (3:30-5:00 pm):**
- Awakened, Tonya Little, North Carolina State University
- Halifax, North Carolina, Matthew Militello, North Carolina State University
- Reflections, Ashley Bass, Tyler Watts, Jennifer Friend, University of Missouri-Kansas City
- The Language of Advocacy: Perspectives From Both Sides of the Desk, Timothy Salazar and Meagan Salazar, University of Utah
The 26th Annual UCEA Convention theme for 2012, “The Future Is Ours: Leadership Matters,” recognizes that not only is the field of university-based leadership preparation changing in response to numerous political, demographic, technological, and economic dynamics, but also we, as leaders in the field, must help create that future. This year’s convention theme addresses the reality that our various roles in educational leadership, as scholars, scholar-practitioners, or advocates, have never been more important. Consequently, the convention will offer opportunities for scholars, scholar-practitioners, advocates, and our professional partners to critically examine research and practices, to strategically influence policy and practice, and to purposefully develop new partnerships and networks. These opportunities aim to enhance our work both at and beyond the convention.

Based on feedback from 2011 convention attendees, the 2012 convention will premier two new session formats—unconference and Ignite sessions. These sessions provide purposeful opportunities for in-depth, spontaneous dialogues and deliberations on topics critical to educational leadership. The unconference sessions will reflect Open Space Technology principles that honor the expertise present, the power of self-organized social networks, and the value of learning conversations. We invite all attendees to step out of our traditional formats and boldly think “as if there is no box” by being prepared to share innovations, collaborate, network, and learn through these unconference sessions. Unconference sessions offer a unique opportunity to engage in intense discussions and expand collaborative networks for exploring topics or research of interest, building off of ideas generated by a prior session or keynote, sharing submissions that were not accepted, etc. No proposal, only attendance, is needed for participation in unconference sessions.

Ignite sessions are best summarized by the motto, “Enlighten us, but make it quick.” The Ignite sessions follow a specific structure for sparking interest and awareness of multiple topics while encouraging additional thought and action from the audience. Presenters focus on a single message that shares personal and professional passions and/or unique strategies and approaches. The submission of a proposal is needed for an Ignite session, and details are included in the session descriptions section of this call. It is our hope that new research, publications, collaborations and professional relationships will emerge from these nontraditional sessions.
The 2012 UCEA Convention encouraged submissions that explore broadly the landscape of quality leadership preparation, including research and engaged scholarship on global issues and contexts influencing the field of educational leadership; emerging trends influencing educational leadership; effective preparation program designs and improvement efforts; innovative and synergistic partnerships that enhance leadership, policy work, and politics; and other issues that impact the current and future practice of educational leaders and enhance the scope of influence of educational leadership research.

To address the 2012 UCEA Convention theme, “The Future Is Ours: Leadership Matters,” we invited members of the UCEA community and other educational leaders to come prepared to learn from each other by (a) sharing their research and proposing innovative ways to utilize research that informs leadership preparation, practice, and policy at national, state, local, and international levels; (b) developing ways in which educational leaders can enhance academic excellence, equity, and social justice in P-20 transnational educational contexts; and (c) engaging in dialogue, planning, and collaborative scholarship to enhance our efforts to create quality leadership preparation.

In addition, the 2012 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 2012 UCEA Convention.

Deans, Department Chairs, and Faculty from doctoral degree granting non-UCEA member universities interested in pursuing membership are invited to an

Informal Session on UCEA and UCEA Membership
Session 115 Friday 9:30 - 10:50 am
Denver City Marriott: Floor Lower Level 2 - Denver 1

Or contact:
Michelle D. Young, UCEA Executive Director
Curry School of Education, The University of Virginia
405 Emmet St. South, Charlottesville, VA 22904
434-243-1041 ucea@virginia.edu
Convention Session Highlights

THURSDAY, NOVEMBER 15

041. Role-Alike Session for Sitting and Aspiring Department Chairs  
2:00 to 3:10 pm  Floor Lower Level 1 – Matchless

3:20 to 4:30 pm  Third Floor - Nat Hill

062. Assessing Partnership Effectiveness: A Diagnostic Tool Supported by the Wallace Foundation  
3:20 to 4:30 pm  Third Floor - Pomeroy

064. IGNITE! Partnerships, Networks, Relationships and Mentors  
4:40 to 6:00 pm  Colorado A

072. The Changing Nature of Instructional Leadership in the 21st Century  
4:40 to 6:00 pm  Floor Lower Level 2 - Denver 6

FRIDAY, NOVEMBER 16

089. Developing Leaders to Support Diverse Learners Curriculum Module  
7:00 to 9:20 am  Floor Lower Level 2 - Denver 5

110. IGNITE! Leadership Challenges and Opportunities in the Current Policy Context  
9:30 to 10:50 am  Colorado A

113. The Future of School Board Governance: Improving Educational Governance Structures Through An International Comparative Study  
9:30 to 10:50 am  Floor Lower Level 2 - Colorado 1

115. Informal Session on UCEA and UCEA Membership  
9:30 to 10:50 am  Floor Lower Level 2 - Denver 1

1:50 to 3:00 pm  Floor Lower Level 2 - Colorado E-F

147. Examining Policy and Practice Trends Impacting Leadership Evaluation  
3:10 to 4:30 pm  Floor Lower Level 2 - Denver 1

150. Mentoring Session for Associate Professors Seeking Full Professors  
3:10 to 4:30 pm  Floor Lower Level 2 - Denver 4

168. Role-Alike Session for Sitting and Aspiring Deans  
4:40 to 6:00 pm  Floor Lower Level 1 - Mattie Silks
SATURDAY, NOVEMBER 17

190. State of the States: Policies Impacting Educational Leadership Preparation
     8:00 to 9:20 am  Floor Lower Level 2 - Denver 1

193. Developing Leaders to Support Diverse Learners Curriculum Module II
     8:00 to 9:20 am  Floor Lower Level 2 - Denver 4

203. Developing Sustainable and Effective Mentoring Programs: The Wallace Foundation Leadership Strand Session Three
     9:30 to 10:50 am  Floor Lower Level 2 - Colorado 1

207. Learning to Lead: Innovative Leadership Preparation Practices that Work – and How We Know They Do
     9:30 to 10:50 am  Floor Lower Level 2 - Denver 3

222. UCEA Joint Center for the Study of the Superintendency and District Governance: Linking Teacher and Leader Evaluation Models to Empirical Research: A Conversation with Dr. Robert Marzano
     12:30 to 1:50 pm  Floor Lower Level 2 - Denver 4

228. Highlights from the UCEA Graduate Student Summit
     12:30 to 1:50 pm  Spruce

248. What Counts as Effective Leadership Preparation and How Do We Know?
     3:30 to 5:00 pm  Floor Lower Level 2 - Denver 1

260. The Aspiring Principals Program: School District-University Collaboration
     5:10 to 6:10 pm  Floor Lower Level 2 - Colorado 1

268. Mentoring Session for Assistant Professors Seeking Tenure and Promotion
     5:10 to 6:10 pm  Floor Lower Level 1 - Mattie Silks

SUNDAY, NOVEMBER 18

275. International Summit
     8:00 am to 3:00 pm  University of Denver Morgridge College of Education

FILM FESTIVAL

229. UCEA Film Festival
     Saturday 2:00 to 5:00 pm  Floor Lower Level 2 - Colorado E-F
UCEA Program Center Sessions

THURSDAY, NOVEMBER 15

3:20 - 4:30 pm, Floor Lower Level 2 - Denver 2
Research on Education Law (UCEA Center for Educational Law)

3:20 - 4:30 pm, Floor Lower Level 1 - Mattie Silks
Lessons From the Duquesne Educational Leadership Symposium (UCEA Center for Educational Leadership and Social Justice)

4:40 - 6:00 pm, Floor Lower Level 1 - Gold Coin
Leadership, Technology, and School Reform (UCEA Center for the Advanced Study of Technology Leadership in Education [CASTLE])

FRIDAY, NOVEMBER 16

12:30 - 1:50 pm, Floor Lower Level 2 - Denver 4
Linking Teacher and Leader Evaluation Models to Empirical Research: A Conversation with Dr. Robert Marzano (UCEA Joint Center for the Study of the Superintendency and District Governance)

3:10 - 4:30 pm, Floor Lower Level 2 - Colorado G
Ethical Leadership: Insights from Practice in Canada, Sweden, Australia and the USA (UCEA Centre for the Study of Leadership and Ethics)

Program Centers

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
- The D. J. Willower Center for the Study of Leadership and Ethics of UCEA
- 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
GRADUATE STUDENT SESSIONS

All events are in the Spruce Room

THURSDAY, November 15
2:00-3:10 pm  Orientation Session for Graduate Students and New Faculty
3:20-4:30 pm  Composing A Scholarly Life: Fireside Chat With the UCEA 2012 Award Winners

FRIDAY, November 16
7:00-7:50 am  Graduate Student Breakfast: Turning the Dissertation Into Articles
8:00-9:20 am  Demystifying the Academic Job Search: Tips and Resources for Those Considering the Professorship
9:30-10:50 am Show Me the Money! (or, maybe not...)
12:20-1:40 pm Shoulda, Coulda, Woulda...: What We Wish We had Known Before Becoming a Professor

SATURDAY, November 17
9:30-10:50 am Maximizing the Doctoral Program Experience While Maintaining a Balance in Your Life
12:30-1:50 pm Highlights From the UCEA Graduate Student Summit

JACKSON SCHOLARS SESSIONS

THURSDAY, November 15
8:00 am-Noon Jackson Scholars Research Seminar
Third Floor - Nat Hill. For 2nd-year Jackson Scholars only
4:40-6:00 pm Julie Laible Memorial Session for UCEA Jackson Scholars
Spruce

FRIDAY, November 16
6:10-7:20 pm General Session IV: In Honor of UCEA Barbara L. Jackson Scholars, Dr. John H. Jackson
Floor Lower Level 2 - Colorado E-F
7:30-8:30 pm UCEA Barbara L. Jackson Scholars Summit
Floor Lower Level 2 - Colorado E-F
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 four important events, including school visits, a town hall and two sessions focused on district partnerships and mentoring programs. All UCEA Convention participants are welcome to join in these events.

School Visitations
Wednesday, 12:30-5:30 pm
UCEA Plenary Session Representatives (PSRs) and Executive Committee Members are visiting Denver Public Schools where graduates of the Denver Public School-University of Denver Ritchie Program are now serving as school leaders. PSRs will visit Denver Public Schools led by graduates of the Denver Public School-University of Denver principal preparation partnership and have an opportunity to engage with school leaders about the program philosophy and purpose, learning experiences, the curriculum, the internship and mentoring. PSRs will also have an opportunity to meet with current cohort members and members of the Denver Public Schools Leadership Team to discuss the Denver Public Schools-University of Denver leadership development program.

062. Assessing the Effectiveness of University–School District Partnerships
Thursday, 3:20-4:40 pm
UCEA Convention attendees are welcome to join members of the Wallace Foundation pipeline initiative for a critical conversation on Thursday afternoon, Assessing Partnership Effectiveness: A Diagnostic Tool from the Wallace Foundation. As part of the Wallace Foundation Leadership Pipeline Project, a committee was formed to determine what counts as a high quality partnership and how to assess whether a partnership was indeed poised for success. In response, committee members collaborated on the development of a tool that helps districts and university partners ensure that the “right” partnership elements are in place from the beginning. During this session representatives of the committee, including Andy Cole (formerly the head of leadership development for Fairfax County), and Tricia McMannus (Hillsboro ISD), will share this tool and invite feedback from the audience.
140. Evaluating and Promoting Educator Effectiveness Through National State and Local Policy Levers: A Town Hall
Friday, 1:50-3:10 pm

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. The focus of the 2012 town hall is educator effectiveness and how state level policies (and the national policy levers) are seeking to support educator effectiveness. The panel, which will include the DPS superintendent, Tom Boasberg, Colorado Senator Michael Johnston, DPS leadership team member John Youngquist, Vanderbilt's Joe Murphy, National Council of State Legislators representative Julie Bell, and representatives from the National Governors Association, will also focus on the implications of these trends for leadership preparation and professional development.

203. Developing Sustainable and Effective Mentoring Programs
Saturday, 9:20-10:40 pm

UCEA Convention attendees are welcome to join members of the Wallace Foundation pipeline initiative for a critical conversation on Saturday morning focused on developing high quality and sustainable mentoring programs for novice leaders. As part of the Wallace Foundation Leadership Pipeline Project, a committee was formed to think through what counts as a high quality mentoring and induction programs, the role of such programs in supporting leadership development and readiness, and how to build programs for effectiveness and sustainability. During this session representatives of the committee, including Fred Brown of Learning Forward, John Youngquist of the Denver Public Schools, and Leadership Development Consultant Lynn Scott, will be joined by Ann O’Dohert from the University of Washington for a generative conversation about mentoring, preparation and program sustainability. UCEA participants are guaranteed to leave this critical conversation with expanded ideas, strategies and resource networks.
Executive Studies in Educational Leadership
The ExSEL EdD builds upon professional experience, creativity, disciplined inquiry, and team work to transform individuals into evidence-based leaders.

Headquarters for UCEA
“U.Va.’s focus on leadership and its deep commitment to quality research makes this an auspicious partnership that is certain to advance the leadership field.”
- Michelle Young, Executive Director UCEA

Darden/Curry Partnership for Leaders in Education
The most established school turnaround program in the country collaborating with more than 82 school districts in 12 states.

Taking the Lead in Leadership Education
SUNDAY, November 18

Session 275. The University of Denver Morgridge College of Education, Ruffatto Hall Commons, 1900 E. Evans Ave. Participants will take the Light Rail to the campus. The inaugural UCEA International Summit will bring together educational researchers, practitioners, and policymakers from around the world. Interactive sessions and telepresence capabilities will allow participants to converse with colleagues locally and abroad. Participants will (a) share diverse perspectives on leadership preparation and development, (b) examine existing international research collaboratives, and (c) identify critical issues for future international research.

8:30 am  Registration (light refreshments available)

9:00 am  Opening remarks:
  Michelle Young, UCEA Executive Director
  Susan Korach, University of Denver

9:30 am  Keynote presentation (broadcast to the University of Jyvaskyla, Finland):
  USA-Finland and the Almost Trans-Atlantic Connection in Education:
  Mika Risku, Assistant Director of the Institute of Educational Leadership, University of Jyvaskyla, Finland
  Introduction: Meredith Mountford, Florida Atlantic University, and Tom Alsbury, Seattle Pacific University, co-directors of the UCEA Center for Research on the Superintendency and District Governance

10:15 am  Local and international scholars and leaders respond to the keynote
  Moderator: Tom Alsbury, Seattle Pacific University

10:45 am  Refreshment break

11:00 am  Poster sessions
  Research team members from international research collaboratives will share their cross-national projects. Projects include the International Successful School Principal Project (ISSPP), International Study of the Preparation of Principals (ISPP), International School Leadership Development Network (ISLDN)
  Moderator: Bruce Barnett, UCEA Associate Director for International Affairs

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

1:00 pm  Sustaining international research projects - UCEA Center for Research on the Superintendency and District Governance
  Presenters: Meredith Mountford, Florida Atlantic University
  Tom Alsbury, Seattle Pacific University

2:00 pm  Refreshment break

2:15 pm  What does the future hold for collaborative research and development?
  Moderators: Meredith Mountford, Florida Atlantic University
  Tom Alsbury, Seattle Pacific University
  Bruce Barnett, UCEA Associate Director for International Affairs

2:45 pm  Closing comments and observations
  Michelle Young, UCEA Executive Director
  Susan Korach, University of Denver
2012 Proposal Reviewers

Mustafa Abdul-Jabbar
Israel Aguilar
Denise Tobin Airola
Shelly Lyn Albright
Celeste Alexander
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These individuals contributed generously to the success of this program by carefully reviewing proposals for various convention sessions.

The Convention Committee & UCEA staff express sincere appreciation for their efforts!
Exhibitors and Sponsors

Sincere Thanks to Our Convention Sponsors

In the past 25 years that UCEA has held its convention, many institutions have served as generous sponsors. In all cases, these cooperative endeavors served to showcase the sponsor’s College of Education and faculty and create a more dynamic relationship between UCEA and those institutions. UCEA acknowledges the substantive contributions that the following sponsors have made to this year’s Convention. We greatly appreciate their support and continuing endorsement:

- Brock International Prize in Education: Attendee Wrist Bands
- Emerald Group Publishing, Ltd: The Roald F. Campbell Lifetime Achievement Award
- Information Age Publishing: The Master Professor Award
- Pennsylvania State University: Keynote Speaker Dr. Allan Walker
- Stewart Foundation: Keynote Speaker Shelly Stewart
- Texas A&M University: Keynote Speaker Dr. Sonia Nieto
- University of Cincinnati: Jackson Scholars, Name Badge Lanyards
- University of Denver: Keynote Speaker John Jackson, Executive Committee Reception & Dinner, International Leadership Summit
- University of Virginia: Convention Bags
- Wallace Foundation: School Site Visits & Speakers
- Auburn University: Keynote Speaker Shelly Stewart

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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.

UCEA Plenary Session Representatives

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Shelly Albrighton, University of Central Arkansas
Betty Alford, Stephen F. Austin State University
Pamela Angelle, University of Tennessee at Knoxville
Anika Ball Anthony, Ohio State University
Jeffrey Bennett, University of Arizona
Jami Berry, Georgia State University
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James Crawford, University of Nevada-Las Vegas
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Sara Dexter, University of Virginia
Michael DiPaola, College of William and Mary
Michael Dumas, New York University
Eleni Elder, Tennessee State University
Susan Everson, Saint Louis University
Jody Wood, Saint Louis University
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Argun Saatcioglu, University of Kansas
Samantha Paredes Scribner, Indiana University
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http://www.ucea.org/school-site-leadership/

UCEA Program Centers
Advancing research in educational administration by developing better methods of instruction and creating better information pathways
Convention Sessions and Meetings

MONDAY NOVEMBER 12

001. UCEA Executive Committee Meeting I
Meeting
8:00 am to 6:00 pm
Denver City Marriott: Floor Lower Level 1 - Molly Brown

TUESDAY NOVEMBER 13

002. UCEA Executive Committee Meeting II
Meeting
8:00 am to 6:00 pm
Denver City Marriott: Floor Lower Level 1 - Molly Brown

WEDNESDAY NOVEMBER 14

003. UCEA Graduate Student Council Meeting
Meeting
7:00 am to 2:20 pm
Denver City Marriott: Spruce
The purpose of the UCEA Graduate Student Council is to work with the Executive Director and UCEA leadership to provide a voice for graduate students, educate graduate students about UCEA and its initiatives, contribute to a graduate student column in the UCEA review, provide information and blog content for the UCEA website, and develop student led seminars, forums and workshops at the UCEA convention.

Presenters:
- Erin Anderson, University of Virginia
- Amanda Bell Werts, Clemson University
- Madeline Mavrogordato, Vanderbilt University
- Bradley Walter Davis, University of Texas at Austin
- Sedat Gumus, University of Michigan
- Richard Gonzales, University of Connecticut

004. UCEA Executive Committee Meeting III
Meeting
8:00 am to 1:00 pm
Denver City Marriott: Floor Lower Level 1 - Molly Brown

005. USDOE Grantees Meeting
Meeting
11:30 am to 7:00 pm
Denver City Marriott: Floor Lower Level 2 - Colorado G-J

This work session will be open to US Department of Education School Leadership Program (SLP) grantees, as well as those interested in the SLP work.

Chairs/Discussants:
- **Karen L. Sanzo**, Old Dominion University
- **Kelly Tonsmeire**, Alaska Staff Development Network

**006. UCEA Plenary Session Meeting**
Meeting
12:45 to 6:15 pm
Denver City Marriott: Floor Lower Level 2 - Denver 1-4

**007. Opening Session: Graduate Student Summit**
Meeting
3:00 to 4:00 pm
Denver City Marriott: Spruce

During this session, summit participants will be introduced to the Graduate Student Council, hear from a guest speaker, and have the opportunity to network with each other.

Presenters:
- **Erin Anderson**, University of Virginia
- **Amanda Bell Werts**, Clemson University
- **Richard Gonzales**, University of Texas at Austin
- **Bradley Walter Davis**, University of Texas at Austin
- **Madeline Mavrogordato**, Vanderbilt University
- **Sedat Gumus**, University of Michigan

**008. Graduate Student Summit: 21st Century Schooling: Technology, Policy, & Leadership**
4:10 to 5:20 pm
Denver City Marriott: Colorado B

Participants:
- Integrating Social Media into Educational Leadership Preparation: A Social Network Analysis. **Yinying Wang**, University of Cincinnati
- Virtual Charter Schools: Realities and Unknowns. **Daniela Torre**, Vanderbilt University

Chair/Discussant:
- **Bradley Walter Davis**, University of Texas at Austin

**009. Graduate Student Summit: An Exploration of the Role of Gender and Ethnicity in the Experiences of School Leaders and Students**
Paper Session
4:10 to 5:20 pm
Denver City Marriott: Colorado C

Participants:
- Principal Production, Employment, and Turnover: Differences by Gender and Race/Ethnicity. **Eryka Charley**, Pennsylvania State University
- La Administradora: A Mixed Methods Study of the Resilience of Mexican American Women Administrators at Hispanic Serving Institutions. **Sabrina Suzanne Zamora**, New Mexico State University
Educational Leadership Programs in Kenya: A Case for Autonomy and Mainstreaming of Women School Leadership. Damaris Choti, Michigan State University

Reflections on Literature: Developing an Alternative Theoretical Framework for Examining Asian Americans’ Academic Success. Yi-Jung Wu, Rutgers, State University of New Jersey

Chair/Discussant: 
Madeline Mavrogordato, Vanderbilt University

010. Graduate Student Summit: Studying Principal Characteristics and Teacher–Principal Relationship

Paper Session
4:10 to 5:20 pm

Denver City Marriott: Colorado D

Participants:
Aging White Leaders in Disappearing Towns: Principal Characteristics and Turnover in Texas Rural Schools between 1990 and 2010. Catharine Biddle, Pennsylvania State University

Characteristics and Obstacles: The Rise of African American Male Principals in Texas. Willie Black, University of Texas at San Antonio

Using Photomethods to Study Principals. Amanda Bell Werts, Clemson University


Chair/Discussant: 
Sedat Gumus, University of Michigan

011. Graduate Student Summit: Awareness as a Path to Equity

Paper Session
4:10 to 5:20 pm

Denver City Marriott: Spruce

Participants:
Influence of Ethics Education on Moral Reasoning Among Pre-Service Education and Social Work Students. Michelle Mary Salopek, Pennsylvania State University

Transgender Persons as Public Intellectuals: Trans/forming Educational Awareness. Jonna Kay Beck, Texas State University-San Marcos

Recruiting Teachers of Color as Leaders in 21st Century Schools. Nazneen Ali, University of Missouri

Evidence of the Heternormative Culture’s Impact on Staff and Children at an Elementary Level. Meg Goodhand, University of North Carolina

Chair/Discussant: 
Erin Anderson, University of Virginia

THURSDAY NOVEMBER 15

012. UCEA Plenary Session Meeting II

Meeting
7:00 am to 12:00 pm

Denver City Marriott: Floor Lower Level 2 - Denver 1
013. BELMAS-UCEA Research Collaboration: The International School Leadership Development Network
Pre Session Workshop
8:00 am to 12:00 pm
Denver City Marriott: Colorado A
Participants in the International School Leadership Development Network (ISLDN) will meet to discuss future directions and operating procedures. Teams from around the world will: • Refine research designs for projects dealing with: (a) leadership for high need school and (b) social justice leadership • Examine potential funding sources to support research projects • Establish plans for reporting findings at future professional conferences • Determine outlets for publishing research findings
Chairs/Discussants:
Bruce Barnett, University of Texas at San Antonio/UCEA
Howard Stevenson, University of Lincoln

014. UCEA Plenum Breakout Sessions
Meeting
8:00 am to 12:00 pm
Denver City Marriott: Floor Lower Level 2 - Colorado B-D

015. Graduate Student Summit: Joining Forces for School Success: Emerging and Shifting Partnerships with Parents, Intermediaries and Community Organizations
Paper Session
8:00 to 9:10 am
Denver City Marriott: Floor Lower Level 2 - Colorado G
Participants:
How Does Teacher Use of Parent Engagement Strategies Differ Between Teachers in Traditional Public Schools and Charter Schools? Daniela Torre, Vanderbilt University
An Avenue for Empowerment: Parent Involvement. Ashley Johnson, Michigan State University
When Catholic Schools Close and Become Charter Schools: A Case Study of Organizational Narratives and Legitimacy. Kari Carr, Indiana University
Who’s Responsible? When Health and Education Policies Collide: The Case for Full-Service Community Schools. Kenyae Reese, Clemson University
Chair/Discussant:
Madeline Mavrogordato, Vanderbilt University

016. Graduate Student Summit: The Role of Leadership in Higher Education: People Matter
Paper Session
8:00 to 9:10 am
Denver City Marriott: Floor Lower Level 2 - Colorado H
Participants:
Hybrid Course Model and Student Interactions: Educational Leadership and the Role of Instructors. Dwight Farris, University of Arizona
Community College Counselors and their Experiences with Undocumented Students. Vanessa Marroquin, California State University-Long Beach
The Mediation Effects of Creativity Prompts and Network Ties on Faculty Productivity in Higher Education. Anthony Olalere, Clemson University

Chair/Discussant: Amanda Bell Werts, Clemson University

017. Graduate Student Summit: Schooling in Context

Paper Session
8:00 to 9:10 am
Denver City Marriott: Floor Lower Level 2 - Colorado I
Participations:
- School Administrator and Teacher Perception of School Climate in HSLS:09. Sakiko Ikoma, Pennsylvania State University
- Teacher Social Networks in LAUSD Charter and Pilot Schools: Examining the Mechanisms Behind Relational Trust and Collective Responsibility. Anisah Waite, University of California-Berkeley
- If at First You Don’t Succeed: The Successes and Challenges of Implementing a State-wide Professional Development Initiative. Sarah G. Hale, University of Iowa
- Managerial Factors Influencing Teachers’ Pay Satisfaction in Haidian District of Beijing, China. Jing Liu, Rutgers State University of New Jersey

Chair/Discussant: Erin Anderson, University of Virginia

019. School Discipline and African American Learners: Suspended Animation!

Pre Session Workshop
8:00 am to 12:00 pm
Denver City Marriott: Floor Lower Level 1 - Matchless

African American youth are persistently overrepresented in discipline referrals and suspension rates. This interactive workshop will share the results of a mixed method study designed to analyze African American suspension and focus group data from Florida and Texas. Participants will experience culturally respectful, relevant, and responsive teaching and discipline strategies to assist in reducing the overrepresentation of African American youth in discipline referral and consequences. Culturally responsive leaders can make the difference.

Presenters:
- Gwendolyn Carol Webb-Hasan, Texas A&M University
- Brenda Louise Townsend Walker, University of South Florida

020. Jackson Scholars Research Seminar

Pre Session Workshop
8:00 am to 12:00 pm
Denver City Marriott: Floor Third Floor - Nat Hill

Chair/Discussant: Cristóbal Rodriguez, New Mexico State University/UCEA

021. USDOE Grantees Meeting II

Meeting
8:00 am to 12:00 pm
Denver City Marriott: Floor Third Floor - Pomeroy

This work session will be open to US Department of Education School Leadership Program (SLP) grantees, as well as those interested in the SLP work.

Chairs/Discussants:
- Karen L. Sanzo, Old Dominion University
- Kelly Tonsmeire, Alaska Staff Development Network
022. Graduate Student Summit: Promising Ideas, Perspectives and Methods
Roundtable Session
8:00 to 9:10 am
Denver City Marriott: Spruce
This is a roundtable session made up of two groups.
Participants:
- Regarding the Appropriate Readability of Documents Sent to Parents of Primary Grade Students: A Pilot Study. Ronald Thompson, Clemson University
- Leading for Social Justice: A Professional Development Model. Kari Vogelgesang, University of Iowa
- The Achievement Gap and Human Capital. Timothy Drake, Vanderbilt University
- How Does the Internship Experience With a Practicing Superintendent of the Student’s Choice Influence the Preparation of a Developing Leader? Melinda Stump, University of Oklahoma
- How Are We Preparing Our Educational Leaders to Make Decisions Based on Data?: A Comparison of the Nations Top Ranked Educational Leadership Programs. Brittany Larkin, University of Florida
- What Motivates U.S. High School Students to Choose to Learn Chinese? So Jung Park, University of Wisconsin

Chair/Discussant: Richard Gonzales, University of Connecticut

023. Graduate Student Summit: Effect of Policy in Different Contexts
Paper Session
9:20 to 10:30 am
Denver City Marriott: Floor Lower Level 2 - Colorado G
Participants:
- Effect of NCLB on Teacher Certification Programs. Patricia Baumer, Southern Methodist University
- A Case Study of an Intra District School Choice Model. Kristen Hill, Clemson University
- Women Principals of Jewish Secular High Schools in Israel: Access and Progress. Dana Lebental, Loyola Marymount University

Chair/Discussant: Sedat Gumus, University of Michigan

024. Graduate Student Summit: Changes in the Climate of Educational Leadership: Where Do We stand?
Paper Session
9:20 to 10:30 am
Denver City Marriott: Floor Lower Level 2 - Colorado H
Participants:
- Charter Schools: An Insider View. Shelby Lee Keefer, Pennsylvania State University
- Implementing the Turnaround Model: Leaders’ Voices From One Urban Charter School (of School Leaders in Texas Charter Schools). Abigail Felber-Smith, University of Minnesota
- Characteristics and Turnover of School Leaders in Texas Charter Schools. Eryka Charley, Pennsylvania State University

Chair/Discussant: Amanda Bell Werts, Clemson University
025. Graduate Student Summit: Leadership Preparation: Programs, Policy, & Practice

Paper Session
9:20 to 10:30 am

Denver City Marriott: Floor Lower Level 2 - Colorado I

Participants:
  - The Investigation of Pre-Service and In-Service Training Process of Primary School Principals in the U.S.A. and Turkey. Emine Gumus, Ataturk University
  - A Marketplace of Leadership Preparation Programs: Alternative Pathways Created by Non-Profit Providers. Jasmine Ulmer, University of Florida
  - Beyond Charisma: Identifying and Developing a Professional Knowledge Base for Educational Leaders. Jean Mrachko, University of Michigan
  - High-Quality Leadership Programs and Impact on an Evolving Student Population: Leadership, Sense-Making, and Inclusive Policy. Meagan Sumbera, University of Texas at Austin

Chair/Discussant:
  Bradley Walter Davis, University of Texas at Austin

026. Graduate Student Summit: Epistemology Diversity Development in First-Year Doctoral Students

Symposium
9:20 to 10:30 am

Denver City Marriott: Spruce

Pallas (2001) asserts the importance of developing doctoral student experiences with “epistemologies diversity” as integral to learning the craft of research. Based on experiences in a required epistemologies course, four doctoral students will respond to this assertion by analyzing their personal transformation through the lenses of post-positivism (Lather, 2006), constructivism (Josselson, 1995), critical theory (Freire, 1997), post-colonialism (Asher, 2005), and feminism (Skrla, 2000). This symposium will interest doctoral students, program administrators, and faculty/researchers.

Participants:
  - Playing with Epistemologies: Revealing Marginalization and Discovering Unfinishedness. Tamey Williams, Texas State University
  - From Numbers to a Hermeneutic Approach to Acquiring Knowledge. Felix Villarreal, Texas State University
  - Epistemologies: Undefined to Unfinished. Susan Holt, Texas State University
  - Una Voz, un Lugar: An Emerging Epistemological Paradigm. Patricia Rocha, Texas State University

Chair/Discussant:
  Trae Stewart, Texas State University

027. Closing Session: Graduate Student Summit

Meeting
10:40 to 11:50 am

Denver City Marriott: Spruce

Graduate students have the opportunity to present their research to their peers. Doctoral students will also have unique opportunities to engage in mentoring relationships, peer networking and publication to better prepare them for professional growth. This session will solicit information from the participants about how UCEA can better support graduate students.

Presenters:
  - Erin Anderson, University of Virginia
  - Bradley Walter Davis, University of Texas at Austin
  - Sedat Gumus, University of Michigan
028. UCEA Awards Luncheon  
12:00 to 2:00 pm
Denver City Marriott: Floor Lower Level 2 - Colorado E-F
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.
Presenters:
- Mariela A. Rodriguez, University of Texas at San Antonio
- Terah Talei Venzant Chambers, Texas A&M University
- Alan Shoho, University of Texas at San Antonio
- Bruce Barnett, University of Texas at San Antonio/UCEA
- Karen Seashore Louis, University of Minnesota
Award Winners:
- Maria Luisa Gonzalez, University of Texas at El Paso
- Jim Scheurich, Texas A&M University
- Alex J Bowers, Teachers College, Columbia University
- Kenneth Leithwood, OISE/University of Toronto
- Lisa Bass, Greg Gorn, & Lisa Monroe, University of Oklahoma
Chair/Discussant:
- Ann O’Doherty, University of Washington

029. Exhibits  
1:00 to 6:00 pm
Denver City Marriott: Floor Lower Level 2 - Colorado B-D

030. IGNITE! Heart, Mind, Soul
Ignite Session  
2:00 to 3:10 pm
Denver City Marriott: Colorado A
Participants:
- Getting to the Heart of Efficacy and Agency in Leadership. Angela Webster-Smith, University of Central Arkansas
- Healing the Heart of Educational Leadership. Carl A. Lashley, University of North Carolina-Greensboro; Aaron Michael Woody, Guilford County Schools
Educational leaders, overrun by the bottom-line, NCLB, data-driven crowd, have lost their way. Palmer (2011) argues we are engaged in a brokenhearted politics. Our hearts, shattered into a million pieces erupt in frustration, anger, and withdrawal. Another more hopeful way to think about heartbreak requires laying open the heart to let compassion, thoughtfulness, mindfulness, and empathy lead to healing. This IGNITE session will discuss the healing of the heart that must occur in educational leadership.
- Mindfulness as a Path to Renewal. JoAnne Fabian, Washington State University
This presentation will discuss findings from an auto-ethnographic doctoral study examining Mindfulness as a Path to Renewal. Mindfulness is recommended as a method for educational leaders to maintain
or reestablish their connection to the sense of calling that brought them to their work. This study incorporates the work of Langer, Kabat-Zinn and others and demonstrates the need for educational leaders to ‘feed their souls’ as a way to increase resiliency and longevity within the profession.

The Principal Connection: Trust and Innovation in a Network of Reform. Alan J. Daly, University of California-San Diego; Nienke Moolenaar, University of California-San Diego; Yi-Hwa Liou, National Academy for Educational Research

Principals are tasked and being held responsible for developing and implementing reforms. A call for a more social capital approach to reforms through network connectedness and organizational trust has been suggested to improve performance and support an innovative climate. However, there is limited empirical evidence in understanding the relationships between networks, trust, and innovative climate. To address this gap we examined factors that are associated with principals’ relationships in a social network within a reform context.

Chair/Discussant: Justin Bathon, University of Kentucky

031. The Role of Race in Educational Leadership and Change
Paper Session
2:00 to 3:10 pm
Denver City Marriott: Floor Lower Level 2 - Colorado G

Participants:

Race and School Leadership in Urban Texas Schools. Hilario Lomeli Jr., Pennsylvania State University; Ashwini K. Tiwari, Pennsylvania State University

This paper examines changes and turnover in school principals in urban Texas over a 20-year period (1990-2010), particularly examining the role and shifting patterns of leadership of color within the state. The research uses mixed methodology, including quantitative analysis of long-term principal trends across the state. Findings highlight to the growing role of leadership of color in urban Texas, while also pointing to the greater institutional and structural barriers to maintaining long-term and sustainable leadership.

A Critical Practice Analysis of Response to Intervention. Kathleen King Thorius, Indiana University-Purdue University-Indianapolis; Brendan David Maxcy, Indiana University-Purdue University-Indianapolis; Erin Macey, Indiana University-Bloomington; Adrienne Cox, Indiana University-Bloomington

Response to Intervention or (RTI) emerged in special education as an alternative for identifying student eligibility for services. RTI exhibits promise in tackling equity issues, such as the representation of diverse learners in special education, but also raises concerns. This interpretive case study explored: (1) the goals of implementing RTI in an urban elementary school; and (2) the cultural-historical factors shaping the zone of mediation (Welner, 2001) within which RTI was implemented?

Hearing the Caged Birds’ Song: Using “Racial Literacy” and “Racial Opportunity Cost” to Give(Hear) Voice. Sonya Douglass Horsford, University of Nevada-Las Vegas; Terah Talei Venzant-Chambers, Texas A&M University

This paper stems from two separate but interrelated projects that challenge traditional conceptions of the meaning and use of race in education. Using work on “racial literacy” and “racial opportunity cost,” the authors highlight in different ways the complicated role race plays in education, particularly for students of color.

Chair/Discussant: Sharon Ann Wilbur, University of Oklahoma

032. Strengthening Curriculum and Learning in Leadership Preparation
Paper Session
2:00 to 3:10 pm
Denver City Marriott: Floor Lower Level 2 - Colorado H

Participants:
Redesigning Systems for Successful Principal Preparation Programs: Faculty Collaboration, Coaches as Partners, and Global Perspectives. Marla Susman Israel, Loyola University Chicago; Janis Fine, Loyola University Chicago

Redesigning systems for successful principal preparation programs requires educational leadership faculty to break the mold when creating new curriculum and authentic experiences to prepare principals. This paper describes: 1) the collaborative construction with cross-disciplinary colleagues to create a principal knowledge-base focusing on improved student outcomes; 2) a three-year intensive coaching model; and, 3) the development of global perspectives through both international and domestic cultural immersion field experiences. System tools and curricular artifacts will be shared.

Assessment of Knowledge Transfer From Coursework to Practice: An Educational Leadership Preparation Program Case Study. Lucy Wakiaga, Howard University

The study assesses graduates’ depth of transfer of knowledge from coursework in an educational leadership preparation program to practice, within the graduates’ organizational context as school leaders. The theoretical framework for this study is Perkins and Solomon’s (1992) Transfer of Learning theory, augmented by Leberman’s (1999) Transfer of Learning model. Thus, the study aims at contributing to ongoing research that gauges the level of congruence between leadership preparation and leadership practice.

Leading the Way: Action Research for School Leaders. Anthony C. Holter, University of Notre Dame; James M. Frabutt, University of Notre Dame; Ronald J. Nuzzi, University of Notre Dame

The purpose of this study is to address the current gap between the importance of problem-based learning strategies in leadership preparation programs, and the demonstrated effect these strategies have on the knowledge, skills, and dispositions of school leaders. Within the context of an educational administration masters degree program, this study examined leadership students’ development of exemplary data-driven leadership skills, knowledge, behaviors and dispositions through the problem-based learning strategy of action research.

Chair/Discussant: Donald Gene Hackmann, University of Illinois

033. Moving Beyond the Border(s) … What Schools Have to Learn About Leading Emerging Latino Communities

Symposium
2:00 to 3:10 pm
Denver City Marriott: Floor Lower Level 2 - Colorado I

In 40 years, the Latino community grew to over 40 million, particularly in school-aged populations (Nieto, 2007). Some growth occurred in existing Latino communities, yet much occurred in unexpected places (i.e. Iowa), spurred by new migration patterns and anti-immigrant policies that created a Latino exodus. Schools in these new communities struggle to meet changing educational needs. This symposium will bring research from the “borders” (geographic/academic) and “center” on schools’ capacities to lead emerging Latino communities.

Participants:
Gerardo R. Lopez, Loyola University-New Orleans
Zulma Mendez, University of Texas at El Paso
Francisco Guajardo, University of Texas Pan American
Jesús Rodriguez, California State University-Long Beach

Chairs/Discussants:
Samantha M. Paredes Scribner, Indiana University-Indianapolis
Monica Byrne-Jimenez, Hofstra University

034. Developing and Mentoring Principals

Paper Session
2:00 to 3:10 pm
Denver City Marriott: Floor Lower Level 2 - Colorado J
Participants:

Constance Magee, Long Beach Unified School District; Charles Slater, California State University-Long Beach

This narrative inquiry examined the experiences of new urban principals as they transitioned into their role during their first year. The research questions focused on the challenges new principals faced and the types and effectiveness of support that were offered. Findings confirmed that principals addressed student behavior and campus appearance before shifting their attention to classroom instruction. Coaching, mentoring, and change of principal workshops were helpful district support.

Principals’ Sense of Efficacy: The Influence of the Arkansas Leadership Academy. Denise Airola, Arkansas Leadership Academy; Ed Bengtson, University of Arkansas; Debbie Davis, Arkansas Leadership Academy; Diana Peer, Arkansas Leadership Academy

This study examines the effect on efficacy by an external provider (the Arkansas Leadership Academy) that is unique in both its structure and delivery of job-embedded professional development for school leaders. Using a quantitative analysis approach, the study finds that principals participating in the School Support Program and other Arkansas Leadership Academy institutes demonstrate a high level of efficacy. Findings underscore the impact of an external provider on the continuing development of school leaders.

The Mentoring Mindset of New Principals: Indicators and Issues. Linda J. Searby, Auburn University

The purpose of this paper is to share original research on new principal mentoring, specifically identifying the characteristics of a mentoring “mindset” in principals who were mentored in the Council for Leadership of Alabama Schools (CLAS) New Principal Mentoring program. The data analysis from this qualitative study resulted in the identification of the Indicators of the Presence of a Mentoring Mindset and Indicators of the Absence of a Mentoring Mindset.

Chair/Discussant:  
Carol A. Mullen, University of North Carolina-Greensboro

035. Candidate Learning Experiences in EdD Programs

Paper Session
2:00 to 3:10 pm
Denver City Marriott: Floor Lower Level 2 - Denver 1

Participants:

Evaluating the Influence of Critical Social Theory in a Scholar-Practitioner Doctoral Program.  
Michelle Collay, University of New England; Peg Winkelman, CSU East Bay; Kyzyl Fenno-Smith, CSU East Bay

We describe evidence of the influence of critical social theory into the pedagogy of a doctoral program for “leaders for social justice.” What is the evidence of critical social theory in applied research of scholar-practitioners leading for social justice? Cammerota’s critical pedagogy tenets frame the analysis of scholar-practitioners’ social justice and equity stance in their topic, setting, methodology, and question. Their applied research reflects course prompts, literature and methodology grounded in critical social theory.

Teresa S. Foulger, Arizona State University; Debby Zambo, Arizona State University

In line with the convention theme this presentation will focus on leadership and empowerment, power being defined as a point of inquiry and knowledge sharing at a unique event called Research Day. Research Day is a “command performance” for doctoral students to share their action research studies. Students report the event develops their communication skills, use of collaboration, researcher identity, the ability to self-evaluate, and internal motivation. Findings have implications for instructors and program designers.

Utilizing Action Research in EdD Programs for Educational Leaders. Karen F. Osterman, Hofstra University; Gail Furman, Washington State University
A survey of UCEA faculty indicates that, although the majority indicate their primary purpose is to prepare practitioners for their role as educational leaders and have positive attitudes towards action research, it is seldom used for the dissertation and lacks active support among faculty. Sources of resistance include a lack of understanding of AR and a perception that action research as a methodology fails to meet standards of good scholarship or provide opportunities for publication.

Chair/Discussant:

Scott C. Bauer, George Mason University

036. The Influence of Centralized Curriculum Control on Student Achievement in Elementary and High Schools

Symposium
2:00 to 3:10 pm
Denver City Marriott: Floor Lower Level 2 - Denver 2

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.

Participant:

The Influence of Centralized Curriculum Control on Student Achievement in Elementary and High Schools. Christopher Tienken, Seton Hall University; Gini Doolittle, Rowan University; Evelyn Gallagher Browne, Rowan University; Thomas W Tramaglini, Rutgers State University of New Jersey; Jessica Luciano, New York City Public Schools

Chair/Discussant:

Tricia Browne-Ferrigno, University of Kentucky

037. Career Connections Job Fair

2:00 to 6:00 pm
Denver City Marriott: Floor Lower Level 2 - Denver 3

The career connections job fair provides opportunities for university representatives to share information on position openings, job descriptions, and university cultures with potential job candidates. UCEA
will also make available private interview space for university representatives on a first come first served basis. Interview room reservations can be made at the registration desk. Please contact a UCEA representative for more information.

038. Leading Improvement in a Context of Accountability
Paper Session
2:00 to 3:10 pm
Denver City Marriott: Floor Lower Level 2 - Denver 5
Participants:

High School Accountability Measures for College Success. Jimmy Byrd, University of North Texas; Casey Wayne Johnson, University of North Texas

The purpose of the current study is to determine the relationship between high school academic accountability ratings assigned by the state education agency and first-year college success among Texas high school graduates in community college and four-year universities. The results indicate a disconnect between the predictors for college success among two-year and four-year institutions. This sets a need for better accountability systems for state government.

Principal Leadership and Data Use: Examining Mental Models of Data-Informed Practice. Jo Beth Jimerson, Texas Christian University; Marla Weatherl McGhee, Texas Christian University

Pressures for teachers to engage in data-informed practice are ever-increasing, and principal leadership is a critical element in supporting improvement initiatives. This paper examines leadership for data use by reviewing evidence-oriented improvement processes (e.g., action research, data-driven decision making, professional learning communities) and by analyzing data drawn from ongoing research in one Texas school district. We posit that how school leaders communicate about data use invites or dissuades teacher commitment to engage in data-informed practice.

Chair/Discussant: Rick Mintrop, University of California-Berkeley

039. International Perspectives on “High Need Schools”: Implications for Leadership Preparation and Development
International Community Building Session
2:00 to 3:10 pm
Denver City Marriott: Floor Lower Level 2 - Denver 6

The purposes of this international community building session is to critically examine the identification of “high need” schools, to understand how schools in six countries respond to mandates concerning high need schools, and to reflect on implications for leadership development and preparation. The format includes a combination of posters depicting the issues from the six countries, short presentations by the researchers, and discussion stimulated by redactors posing questions regarding implications for leadership development.

Participant:

International Perspectives on “High Need Schools”: Implications for Leadership Preparation and Development. Gary M. Crow, Indiana University; Bruce Barnett, University of Texas at San Antonio/UCEA; David Gurr, University of Melbourne; Lawrie Drysdale, University of Melbourne; Helen Goode, University of Melbourne; Simon Clark, University of Western Australia; Kristine Kieler Hipp, Cardinal Stritch University; Mette Lise Baran, Cardinal Stritch University; Rodollo Rincones, University of Texas at El Paso; Ross Notman, University of Otago, New Zealand; Olof Johansson, Umeå University; Elisabeth Nihifors, University of Uppsala; Elin Stark, Umeå University; Daniel Linden Duke, University of Virginia; Matt Landahl, University of Virginia; Margaret Grogan, Claremont University; Allan Walker, Hong Kong Institute of Education

Chair/Discussant: Gary M. Crow, Indiana University
040. Conceptualizing Teacher Leadership: Implications for Practice, Research, and Policy

Critical Conversation Session
2:00 to 3:10 pm
Denver City Marriott: Floor Lower Level 1 - Gold Coin

This paper initiates a conversation about teacher leadership with the aim of building a foundation for future research, policy and practice. As such, we explain: 1) why teacher leadership is not treated as a legitimate field of study; 2) the limitations of existing theoretical frameworks; 3) the need for a more complex research methods; 4) how policymaking has surpassed what we know and, 5) the need to develop a deeper understanding of teacher leader practice.

Participants:
- **Melinda Mangin**, Rutgers University
- **Cynthia L. Carver**, Michigan State University
- **Jill Harrison Berg**, Boston Teacher Leadership Resource Center
- **Sara Ray Stoeinga**, University of Chicago
- **Morgaen Lindsay Donaldson**, University of Connecticut
- **Belinda Gimbert**, The Ohio State University
- **Barnett Berry**, Center for Teaching Quality, Inc.
- **Beth Boatright**, BERC Group, Inc.

041. Role-Alike Session for Sitting and Aspiring Department Chairs

Symposium
2:00 to 3:10 pm
Denver City Marriott: Floor Lower Level 1 - Matchless

Many among our ranks not only teach and mentor students in educational leadership but we live it on a daily basis as program coordinators or department chairs without the benefit of schooling in the special circumstances of higher education. While most faculty in educational leadership programs have advanced degrees in the field and experience in PK-12 schools, we quickly learn that the challenges and rewards of leadership in a university setting are quite different. This session is an opportunity to share and discuss issues of common interest about leadership in the higher education setting.

Presenters:
- **Robert C. Knoeppel**, Clemson University
- **Mark A. Gooden**, University of Texas at Austin
- **Kathleen Brown**, University of North Carolina-Chapel Hill
- **Linda R. Vogel**, University of Northern Colorado

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

043. Instructional Leadership for College and Career Readiness

Paper Session
2:00 to 3:10 pm
Denver City Marriott: Floor Lower Level 1 - Molly Brown

Participants:
- Educational Leadership for Math and Science: A Study of Five High Schools in Washington State. **Kristin Shawn Huggins**, Washington State University; **Chad Lochmiller**, University of Washington; **Michele Anne Acker-Hocevar**, Washington State University

As instructional leaders, principals can influence instruction in these vital subjects by working with classroom teachers to improve their instruction. Surprisingly, the research about the principal’s role in supporting instruction in these subjects is limited as is research related to principal preparation for content-specific instructional leadership. Through studying five high schools making student achievement gains in math and science, this study suggests the influence of school leaders on math and
Effective School Leadership for Elementary Science Education. Maricela Alarcon, University of Texas at San Antonio; Mariela A. Rodriguez, University of Texas at San Antonio

There has been minimal research conducted on the instructional role of elementary school principals in impacting science education. As such, this study attempts to contribute to the knowledge base by exploring bilingual elementary school leadership focusing on academic achievement in science education for English language learners in an urban setting. Four themes were prominent in answering the research question: (1) Positive School Culture, (2) Clear Goals and Expectations, (3) Critical Resourcing, and (4) Collaboration.

School Administrators’ Content Knowledge: Unpacking the Elements of Instructional Leadership for STEM Area Teachers. Kristina Brezicha, Pennsylvania State University; Ed Fuller, Pennsylvania State University/UCEA; Lindsay Schrott, Pennsylvania State University

There has been a dearth of literature regarding principals’ knowledge of instructional content and its relationship to school outcomes. This study will seek to address this gap in the literature by examining the relationship between Texas principals’ preparation in the science, technology, engineer and math areas and their ability to support middle and secondary school teachers in those subjects. Our findings have implication for policymakers and practitioners seeking to improve student outcomes in these fields.

Top-Down, Bottom-Up, or Sideways? A Story about Leadership, Building Relationships, and a Self-Organizing System. Dale Sheehan, San Diego State University; Patti Chance, San Diego State University

This paper discusses the change process that occurred at a comprehensive public high school moving toward the integration of career and technical education to prepare students for a 21st century workplace. Sustainable change relies on systems thinking in ways that balance the needs and values of various stakeholders. Results of this study revealed three contradictions among and within stakeholder groups: (a) competition versus collaboration; (b) provider versus customer; and (c) district versus site-based decision making.


International Community Building Session
2:00 to 3:10 pm
Denver City Marriott: Floor Third Floor - Nat Hill

This paper will tell the story The Leaders Transforming Learners and Learning Project 1-3, which is one of the leading research and community service initiatives in Education in Australia. The LTLL is a project of The Centre for Creative and Authentic Leadership at The Australian Catholic University from 2004 to the present and aims to explore how leadership practices might facilitate the work of school communities in enhancing student learning.

Presenter:
Charles Thomas Burford, Australian Catholic University

045. Public School Choice

Paper Session
2:00 to 3:10 pm
Denver City Marriott: Floor Third Floor - Pomeroy

Participants:
International Baccalaureate as Comprehensive School Reform Strategy. Leslie Santee Siskin, New York University

As schools and districts face increasing pressure from accountability standards, they seek to decrease achievement gaps and increase educational opportunities. A growing number of schools have turned to
International Baccalaureate (IB). Though often perceived as “elitist,” more than 90% of IB schools in the U.S. are public; nearly 1/3 Title I. This paper examines the experiences and outcomes (teacher quality and student achievement) of Title I schools adopting IB as a comprehensive school reform strategy.

Interdistrict Choice and Charter Schools in Arizona: Understanding the Dynamics of Public School Choice. Jeanne M. Powers, Arizona State University; Amelia Topper, Arizona State University

This study investigates the mobility patterns of students enrolled in Arizona public elementary schools and extends the literature in two ways. First, we examine interdistrict and charter school mobility simultaneously in Arizona, a state with long-standing public school choice policies. Second, we assess the relationship between district and school mobility rates and district. Descriptive analyses will be complemented with regression analyses to assess the relationship between student mobility and the characteristics of educational settings.

Waiver of NCLB for New Mexico Schools Affects Disadvantaged Students. Mark Anthony Barela, New Mexico State University

In February 2012, the New Mexico Public Education Department was granted a waiver from the No Child Left Behind Act. The new educational reform movement establishes an accountability system that recognizes and rewards high-performing schools and those that are making significant gains, while targeting rigorous and comprehensive intervention for the lowest-performing schools. This paper will examine inequalities of outcome of state programs that support disadvantaged students focused on school improvement.

Chair/Discussant: Joy C. Phillips, East Carolina University

046. Individual Interview Room
2:00 to 6:00 pm
Denver City Marriott: Floor Lower Level 1 - Silverton

University representatives can arrange with UCEA to reserve this private space for 30 minute interviews with potential job candidates. Interview room reservations can be made at the registration desk. Please contact a UCEA representative for more information.

047. Orientation Session for Graduate Students and New Faculty
Graduate Student Session
2:00 to 3:10 pm
Denver City Marriott: Spruce

This session provides an opportunity for graduate students to meet one another and familiarize themselves with UCEA as an organization. Attendees will hear perspectives from prominent leaders and researchers as they discuss the role their involvement with UCEA has played in their careers.

Presenters:
- Gary M. Crow, Indiana University
- Michael Dantley, Miami University
- Gail Furman, Washington State University

Chair/Discussant: Bradley Walter Davis, University of Texas at Austin

048. IGNITE! Collaborative Approaches to Leadership Development
Ignite Session
3:20 to 4:30 pm
Denver City Marriott: Colorado A

Participants:
- WELL: An Oasis of Knowledge. Paula Cordeiro, University of San Diego; Lea Ann Hubbard, University of San Diego

The Educational Leadership Development Academy (ELDA), at the University of San Diego has created a
framework for students to open a dialogue with experienced educational leaders worldwide. The World Educational Leadership Link, (WELL), implies reaching into the oasis of resources that currently exists in leadership practitioners throughout the world. This project brings educators together to build the personal and professional relationships necessary to construct effective leadership practices, build social capital and support social justice education.

A Model of Shared P-20 Leadership in a Middle College Program. Tara Shepperson, Eastern Kentucky University; Teresa Wallace, Eastern Kentucky University

This session seeks to engage participants in conversation about the nature and obstacles of collaborative leadership when educational institutions work together on innovative educational programs. This presentation uses the experience of a university, school district, and state department of education in the development of a middle college program serving rural Appalachian students. It is proposed Alan Fiske’s (1991) Relational Models Theory (RTM) be considered as a framework for a more nuanced style of negation and sharing.

Performance-Based Leadership Preparation from Multiple Perspectives. Jami Royal Berry, Georgia State University

A follow up to a 2011 study that solicited input from state agency employees, university faculty members, performance coaches, and school leaders on the performance-based leadership preparation model recently adopted and implemented in this southeastern state, this study reports on the perspectives of school leaders serving as mentors, program graduates, and current students. It focuses specifically on the performance-based leadership preparation model and the effectiveness of each required component of the program.

Leadership Does Matter for Fully Functional Academic Teams in Schools. Shelly Lyn Albritton, University of Central Arkansas; Angela Webster-Smith, University of Central Arkansas

Even though individuals in groups are aware of one another, interact with one another, and think of themselves as a group, teams are different in that they actually influence one another toward the accomplishment of an organizational objective (Diamond and Diamond, 2007). Leadership candidates in a pre-service preparation program engaged in a study of the functionality of school teams and examined essential leadership characteristics that are needed to build leadership capacity with high-performance teams.

EduLead: A Paradigm Shift in Leadership Development. Thomas Shields, University of Richmond; Kate Cassada, University of Richmond; Risha Berry, Virginia Commonwealth University

Since 2006, EduLead, a regional partnership, has built leadership capacity for 436 aspiring, new, and established educational leaders through five innovative programs involving four jurisdictions. The IGNITE will highlight how EduLead has utilized strategies for successful school/corporate/community/university collaboration that promote creative leadership development and succession planning. Leadership in 21st Century schools requires stakeholders willing to tear down barriers and partner in programming that will shift our paradigms for successful schools.

Chair/Discussant: Jami Royal Berry, Georgia State University


Unconference Session
3:20 to 4:30 pm

Denver City Marriott: Floor Lower Level 2 - Colorado E-F

Educational policy is evolving rapidly at the local, state, and national levels. The implications abound for educational leadership preparation and practice. This unconference session provides an opportunity for small group dialogue to emerge from the group. What policy trends do you see? What are the implications for our field? Come and learn through dialogue, expand your networks, and lead the way. No proposal, only attendance, is needed for participation in unconference sessions.

Participant: Lisa A. W. Kensler, Auburn University
050. Leading Diverse Learners

Paper Session
3:20 to 4:30 pm
Denver City Marriott: Floor Lower Level 2 - Colorado G

Participants:

Leadership's Role in Promoting Success Among Freshmen of Color in Urban High Schools. Jason Salisbury, University of Wisconsin-Madison

This paper presents findings from a qualitative case study investigating conditions that promote success among freshmen of color in urban high schools and the role that school leadership plays establishing and maintaining those conditions. Findings highlight the ways in which students and teachers experience leadership practices designed to improve the freshmen experience. Additionally, this paper highlights school-wide and classroom-specific activities that increase success among freshmen of color in urban high schools.

Great Expectations: The Impact of Racial and Ethnic Segregation on Diversity Among Rural High School Students. Dana Thompson Dorsey, University of North Carolina at Chapel Hill; Janeula Burt, Bowie State University

The authors of this paper focus on the overarching issue of whether there is a harm or benefit to students emotionally, socially, and academically who are attending racially and/or ethnically segregated schools in a rural environment. Additionally, the authors examine how school leaders may need to address the specific needs of racially marginalized students who are also geographically isolated in small rural communities.

The Leadership for Equity Assessment and Development Tool: Identifying Key Leadership Practices for Equity. Mollie Galloway, Lewis & Clark College; Ann Ishimaru, University of Washington

This study sought to refine and validate the Leadership for Equity Assessment and Development (LEAD) Tool, a research-based tool anchored in the national leadership policy standards. Three expert groups (higher education faculty, school practitioners, and community leaders) articulated key equitable leadership practices. Using surveys and focus groups, participants reached consensus around 8 to 15 practices most likely to redress inequities in PK-12 schools. Future research will examine tool use to reorient leadership practices around equity.

A Social Justice Conundrum: Implications for School Leaders. Israel Aguilar, Texas State University; Sarah W. Nelson, Texas State University

This qualitative study examined the leadership and pedagogy of one Latina teacher in south Texas. Researchers conducted interviews, observations, and reviewed artifacts in order to explore how one teacher moved towards inclusive environments for students who identify with differences in sexual orientation, religion/other belief systems, and national origin. Findings suggest that social justice work is messy and always becoming. Implications for school leaders are discussed.

Chair/Discussant:

Joanne M. Marshall, Iowa State University

051. The Impact of Principal Leadership on Teachers

Paper Session
3:20 to 4:30 pm
Denver City Marriott: Floor Lower Level 2 - Colorado H

Participants:

Teacher Supports and District Attrition: The Impact of Instructional Leadership. Brooks A. Rosenquist, Vanderbilt University; Erin Henrick, Vanderbilt University; Charlotte Jean Munoz, Vanderbilt University

This paper discusses teachers' attrition from a school district through the lens of lost investment in human capital, stymieing efforts of improvement at scale. This analysis finds a surprising relationship between principal's level of instructional leadership and teacher attrition from the district, which seems to affect teachers differently depending on years of teaching experience. Importantly, the principal's
level of instructional leadership seems to attenuate the well-known relationships between teacher experience and attrition.

The Impact of Principal Leadership on the Development of Teachers’ Collective Efficacy Beliefs. Letitia Williams, University of Maryland, College Park

This qualitative study explored the principal leadership behaviors that influence the development of teachers’ collective efficacy (CE) beliefs. The study found that by establishing and clarifying goals for student learning and interpreting past performance; by creating and guarding spaces for collaborative learning; and, by serving as a buffer between the environment and the school the principal was central to teachers’ perception of CE sources and so influenced teachers CE beliefs.

The Influence of Typologies of School Leaders on Teacher Retention: A Multilevel Latent Class Analysis. Angela Urick, Minnesota State University, Mankato; Alex J Bowers, Teachers College, Columbia University

This study uses a multilevel latent class analysis to examine the 1999-2000 Schools and Staffing Survey to identify a) the different types of teachers and principals in school leadership when accounting for the interaction between their perceptions, b) the distribution of teacher types across principal types, and c) the extent that a teacher type with a principal type predicts teacher retention. We found specific combinations of principal and teacher types that predicted teacher retention.

Chair/Discussant: Corrie Stone-Johnson, University at Buffalo, SUNY

052. Principals Engaging Families and Communities

Paper Session
3:20 to 4:30 pm
Denver City Marriott: Floor Lower Level 2 - Colorado I

Participants:

Engaging Exclusionary Lines of Community Within Principals’ Understandings of Partnerships. Tasha M. Parrish, University of Alabama

This paper discusses how community is constructed in educational partnerships and presents findings from a case study investigating how principals understand and attribute value to their schools’ local communities. Six principals were interviewed from two different communities in the Southeast. Using a poststructuralist lens for analysis, it was found that certain members and sections of a school’s host community are viewed differently—such as in the case of as an asset or as a threat.

School Leaders and Parents Instilling a Going-to-College Awareness. Frances Marie de la Pena, University of Texas at San Antonio; Mariela A. Rodriguez, University of Texas at San Antonio

The purpose of this qualitative case study was to explore parental involvement at an elementary school whose practices sought to impact Hispanic students’ future access to, awareness of, and college-readiness for higher education institutions. It was important to gain information about fostering a college-going culture through perceptions and experience of parents, teachers, and administrators. Three themes that emerged were: caring, communication, and creating a sense of belonging.

Troubling Parent and Family Engagement in Schools: Capability and the Freedom to Be Involved. Gerardo R. López, Loyola University New Orleans

This paper utilizes Sen’s Capability Approach to reposition parent involvement as type of capability in schools. The Capability Approach argues that capabilities are constrained by a host of socioeconomic and institutional arrangements. Applying this basic principle, this paper posits that while “involvement” can consist of a wide range of human practices, the fact that schools privilege/recognize only a handful of them underscores definitional, institutional, and material constraints that limit parental actions and freedoms in schools.

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

053. The High School to College Pipeline

Paper Session
Does Dual-Credit Course Taking Increase Access to Postsecondary Education? Celeste Alexander, University of Texas at Austin; Matt Giani, University of Texas at Austin; Pedro Reyes, University of Texas at Austin

This study employed propensity score matching to select a sample of students, which was then used with a linear mixed regression model. The purpose of this methodology was to isolate the effect of dual-credit course taking on postsecondary outcomes. We investigate the relationship between student-level demographic characteristics, academic preparation including credits in dual-credit and advanced courses, and district-level demographic characteristics and the likelihood that students will enroll in a postsecondary institution following high school graduation.

What Predicts Postsecondary Enrollment? Celeste Alexander, University of Texas at Austin; Pedro Reyes, University of Texas at Austin; Matt Giani, University of Texas at Austin

We examine a cohort of students who began high school in 2003-04 comparing students from a large urban district to the state, Region IV, and neighboring districts. We performed statistical models investigating the relationship between demographic and academic characteristics, and the likelihood that students will enroll in postsecondary. Two outcomes were analyzed; whether a student enrolled in any postsecondary institution (community colleges, technical institutes, public universities) and whether students enrolled in a public 4-year university.

Undergraduate Students' Evaluations of Teaching Quality. Jeannette L. Brelsford, Pennsylvania State University; Mark Brennan, Pennsylvania State University; Noelle Waggett, Pennsylvania State University

Although student voices are clearly not the only criteria that should be invoked for evaluating the quality of instruction, they are, and should be, important considerations as teachers seek to tailor course content, pedagogy, and the learning environment to the needs and interests of a diverse and changing student population. Students feel strongly that their opinions are important and should be taken into account.

Chair/Discussant: Katherine Cumings Mansfield, Virginia Commonwealth University

054. Pathways for Performance: Recruitment, Preparation, Licensure, and Certification, and Professional Development for School Principals in Minnesota

Symposium
3:20 to 4:30 pm
Denver City Marriott: Floor Lower Level 2 - Denver 1

This symposium examines four locations along the career continuum of Minnesota school principals: 1) recruitment and selection 2) preparation 3) licensing and certification, and 4) continuing professional development. Interview findings across each location are presented, followed by literature review, which identify key issues and best practices related to each area. A framework for understanding the principals’ work emerged from discussion and literature review. The symposium concludes by themes and provides recommendations for change in practice.

Participants:

Exploring Minnesota's K-12 Principal Licensure Data: Implications for Preparation Program Design and Engagement With District and State Level Decision-Makers. William R. Black, University of South Florida

Going it Alone? Universities May Want to Rethink This Traditional Practice. Gary Martin, Lamar University

Examining the Work of the Principal: Reflections and Realities for Preparation and Evaluation Policies. Kandyce M. Fernandez, Arizona State University

055. UCEA Center for Educational Law: Research on Education Law

UCEA Center Session
3:20 to 4:30 pm
Denver City Marriott: Floor Lower Level 2 - Denver 2

Participants:

An Analysis of Laws Affecting the Education of Immigrant Children in the U.S. Edna Martinez, Clemson University; Chinasa A. Ordu, Clemson University; Patricia F. First, Clemson University

Laws affecting access to education for immigrant students are analyzed in this paper using legal realism and methodologies of interpretive policy and legal analysis. Anti-immigration legislation has spread following implementation of restrictive statutes in Arizona and Alabama. Among other affects on children and schools, the financing of K-12 education is affected by the passage of anti-immigration statutes. The consequences of these laws on immigrant families are antagonistic to the aspirations of a just society.

Finance Equity, Student Achievement, and Justice: A Five State Analysis of Equality of Opportunity. Robert C. Knoeppel, Clemson University; Patricia F. First, Clemson University; Matthew R. Della Sala, Clemson University; Chinasa A. Ordu, Clemson University

The research question posed in this study was what is the appropriate way to measure finance equity and student achievement? Traditionally, researchers have examined each concept separately; however, the requirements that states provide equitable resources so that all children reach proficiency targets necessitates a new way of examining the relationship between resources and achievement. This study introduces a ratio to discern equitable performance given equitable resources and examines states’ attempts to provide equality of opportunity.

Exploring the Leader’s Role in School Board Control of the Curriculum. Patricia A.L. Ehrensal, The George Washington University; Patricia F. First, Clemson University

The purpose of this paper is to analyze powers of school boards over curriculum in K-12 education and responsibilities of leaders to protect freedom and exchange of ideas via policy making for the future. Guided, mandated by state and federal statutes, our local school boards still control children’s access to the “marketplace of ideas.” Through the lens of legal realism this power is traced from the past and explored for the future.

Chair/Discussant:
Patricia F. First, Clemson University

056. Educational Reform: Influences and Effects

Paper Session
3:20 to 4:30 pm
Denver City Marriott: Floor Lower Level 2 - Denver 5

Participants:


Increased accountability provides an impetus for challenging the ways the purpose of schooling is viewed. Specifically, in urban settings, large inner-city high schools have historically not met with high levels of student achievement. Research indicates that restructuring large schools into smaller, more personalized learning communities focused on developing students academically, socially and emotionally has greater potential to produce better outcomes for students.

Tennessee’s Value Added Assessment System: Effectiveness Concerns and Questions Regarding Future Value Added Accountability. Kim Kappler Hewitt, University of North Carolina-Greensboro

Policy trends, including RTTT, position value added as the future of educator evaluation. Do value
added measures of teacher quality stimulate increased achievement? This study examines Tennessee’s Value Added Assessment System, which since 1998 has been linked to educator evaluations. Findings indicate that TVAAS accountability has not been associated with substantive increases in Tennessee’s NAEP scores and has—at best—helped Tennessee to keep pace with national NAEP gains. Implications for future policy are considered.

Chair/Discussant:  
**Thomas Alsbury**, Seattle Pacific University

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**057. The Practice and Development of District Superintendents**  
*Paper Session*  
3:20 to 4:30 pm  
Denver City Marriott: Floor Lower Level 2 - Denver 6

Participants:

A Phenomenological Study of Superintendent Entry Experiences: Programmatic Implications for University Preparation Programs. **David Malone Sutton**, Transylvania County Schools

This phenomenological study of the entry experiences of 20 incoming superintendents in 4 southeastern states identified challenges across 17 experiential categories and the use of 9 types of mediating strategies. Those findings raise important implications for university preparation programs. This paper discusses those implications and presents related recommendations in six areas for consideration by university instructors and administrators of educational administration programs.

Issues of Superintendent Preparation in Disadvantaged Areas. **Chris Willis**, Mississippi State University; **D. Kay Brocato**, Mississippi State University

This study uses records from Mississippi to examine the level of formal preparation for candidates for local superintendent. As a state comprised of disadvantaged communities – both rural and impoverished – this study starts to shine a light on issues of access to highly prepared leaders. The study finds that superintendents with the lowest possible level of preparation lead 75% of the sampled districts. In addition the districts had very little choice in candidates.

The Role of District Leadership in Creating Early Warning Systems for Dropout Prevention & College Readiness. **Frances Contreras**, University of California-San Diego; **Jessica Rodriguez**, University of Washington; **Kathryn E. Torres**, University of Washington; **Eligio Martinez Jr.**, University of Washington

Few states utilize their statewide data systems as early warning systems to prevent student dropouts and understand college preparation patterns and readiness. This case study explores district leadership and oversight of data collection and reporting that effectively creates an Early Warning System. This study informs research and policy discourse surrounding middle school preparation, high school completion, college readiness and factors that both predict and determine successful school engagement and academic achievement.


Every year many superintendents retire or leave their current position. To help fill the void leadership preparation program every year prepare superintendents to enter the profession. Research tells us why superintendents leave but how do you know when it’s the right time to leave. Superintendents were interviewed and eight themes emerged. This information will help preparation programs prepare superintendents for this decision they will ultimately be making.

Chair/Discussant:  
**C. Cryss Brunner**, University of Minnesota-Twin Cities

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**058. Exporting the ELCC Standards: Adapting Leadership Standards to Various Religious, Cultural and Linguistic Contexts**  
*International Community Building Session*  
3:20 to 4:30 pm
This session explores the religious, cultural, and linguistic adaptability of the ELCC educational leadership standards. The first paper reviews how one Christian university adapted the ELCC standards and added three standards: technology, worldview, and research. The second paper reports results of a survey of 1,000 Kuwaiti educators about the value and importance of these 10 standards for Kuwaiti principal preparation. The audience will discuss the transferability of the ELCC standards to other contexts.

Participants:

Old, New, Renewed, Compared, Cross-Examined and Relisted: One Department’s Struggle to Define School Leadership Standards. Janet Ledesma, Andrews University; Duane Melvin Covrig, Andrews University; Amal EEHE Alansari, University of Kuwait

A Survey of Leadership Standards for Professional Preparation of Public School Principals in Kuwait. Amal EEHE Alansari, University of Kuwait; Duane Melvin Covrig, Andrews University

Chair/Discussant:

Duane Melvin Covrig, Andrews University

059. UCEA Center for Educational Leadership and Social Justice: Lessons From the Duquesne Educational Leadership Symposium

UCEA Center Session
3:20 to 4:30 pm
Denver City Marriott: Floor Lower Level 1 - Mattie Silks

This presentation will highlight “lessons learned” from the UCEA Center for Educational Leadership and Social Justice’s 5th Annual Duquesne Educational Leadership Symposium (DELS), “Connecting Assessment and Social Justice: Navigating the Politics of Accountability.” Participants will also identify promising “lessons” that they can employ in their own preparation programs. Finally, participants will be invited to prepare a paper for possible inclusion in the book entitled, Connecting Assessment and Social Justice: Navigating the Politics of Accountability.

Participants:

Gretchen Givens Generett, Duquesne University
Rick McCown, Duquesne University
Launcelot Brown, Duquesne University
Rodney Hopson, Duquesne University
Connie M. Moss, Duquesne University
James E. Henderson, Duquesne University
Darius D. Prier, Duquesne University

060. Racial Lines in and out of Schools

Paper Session
3:20 to 4:30 pm
Denver City Marriott: Floor Lower Level 1 - Molly Brown

Race and Redistricting: Redrawing School Attendance Lines in a Demographically Changing Suburb. Genevieve Parker Siegel-Hawley, Virginia Commonwealth University

As growth stretches the educational capacity of suburban school districts, new schools are built and attendance lines are redrawn. The redistricting process can be used either as a tool to foster diversity or to solidify patterns of isolation. Using multiple data sources, this case study examines how different redistricting options augment or detract from school diversity levels in a demographically transitioning suburban district. Findings indicate that rezoning significantly exacerbated racial segregation in district high schools.

School Improvement and Real Property Values: A Case for Educational Urban Renewal. Stephen L. Jacobson, University at Buffalo; Jill Szczesek, University at Buffalo, SUNY
We investigated the effects of school improvement on community renewal, specifically, the economic impacts of a ‘turn-around’ school on real property values. We found that homes for sale within walking distance of the school (1) stayed on the market half as long as nearby homes outside the school’s catchment; (2) produced markedly higher list to sale price ratios; and, (3) on average, price per square foot was twice that of nearby houses outside the neighborhood.

The Relationships Between Principals’ Leadership Characteristics and Academic Achievement of African American Males in Middle School. Mary Ellen T. Freeley, St. John’s University; Reginald Landeau, New York City Middle School 216

Characteristics of principals were examined to determine if any led to academic achievement in African American males in middle school. Six characteristics were explored: Awareness, Adaptation, Structure, Monitor/Evaluate, Persuasion and Goal Setting. Ninety-four principals from New York City participated in this study. A Leadership Behavior Questionnaire was given to the sample. Select participants also participated in a qualitative process that included interviews and shadowing. The findings revealed a positive correlation between principals’ monitoring/evaluation and academic achievement.

Chair/Discussant: Muhammad Khalifa, Michigan State University

3:20 to 4:30 pm
Denver City Marriott: Floor Third Floor - Nat Hill

The evaluation of higher education has become a new focus for both federal and state level leaders, particularly within the executive branch of government. How to best evaluate the contributions of higher education, however, is hotly contested. Within the subfield of educational leadership preparation a variety of options have been put forth, including the survey work fostered by UCEA and the LTEL SIG. This session will share and discuss a variety of approaches to the evaluation of educational leadership preparation and how this information could be used to foster program improvement.

Presenters:

Pamela D. Tucker, University of Virginia/UCEA
Margaret Terry Orr, Bank Street College
Andrea K. Rorrer, University of Utah/UCEA President
Susan Korach, University of Denver
Joseph Murphy, Peabody College of Vanderbilt University
Steven Elliott Tozer, University of Illinois Chicago
Gina Ikemoto, New Leaders

Chairs/Discussants:
Ed Fuller, Pennsylvania State University/UCEA
Diana G Pounder, University of Central Arkansas

062. Assessing Partnership Effectiveness: A Diagnostic Tool Supported by the Wallace Foundation Special Session
3:20 to 4:30 pm
Denver City Marriott: Floor Third Floor - Pomeroy

This session focuses on the work of the Wallace Foundation Leadership Pipeline Project. A committee was formed to determine what counts as a high quality partnership and how to assess whether a partnership was indeed poised for success. In response, committee members collaborated on the development of a tool that helps districts and university partners ensure that the “right” partnership elements are in place from the beginning. During this session members of the committee will share this tool and invite feedback from the audience.

Presenters:

Susan Korach, University of Denver
063. Composing A Scholarly Life: Fireside Chat With the UCEA 2012 Award Winners

Graduate Student Session
3:20 to 4:30 pm
Denver City Marriott: Spruce

This fireside chat 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:
- Kenneth Leithwood, OISE/University of Toronto
- Alex J. Bowers, Teachers College, Columbia University
- Jim Scheurich, Texas A&M University
- Maria Luisa Gonzalez, University of Texas at El Paso

Chair/Discussant:
- Erin Anderson, University of Virginia

064. IGNITE! Partnerships, Networks, Relationships and Mentors

Ignite Session
4:40 to 6:00 pm
Denver City Marriott: Colorado A

Participants:


As a mentor principal with the SDSU-SDUSD Aspiring Administrators Program, I am afforded the opportunity to work with district teachers who are seeking their administrative credentials. Mentor principals are actively involved in the planning and direction of the partnership, including the professional development component. Mentors meet regularly with a small group of aspiring leaders throughout the 18-month program, and we expect these connections will continue after they receive administrative appointments in the district.


As a graduate of the SDSU-SDUSD Aspiring Administrator Program, I was able to network with people from various levels of leadership from both San Diego State University and San Diego Unified School District. The partnership for leadership permits district employees to participate in a personalized program that meets the needs of our large, metropolitan district. Professional development was relevant to district initiatives and goals. It connected course work, field experience, and current district affairs.


The partnership for leadership preparation between SDSU and San Diego Unified School District allows students to focus on leadership qualities important specifically to the district. Courses include perspectives from current administrators, and principal-mentors from the district guide students throughout the program. Professional development specifically related to district initiatives is linked to current courses. Relationships are developed between district administrators and aspiring leaders, building our capacity to serve as future San Diego Unified administrators.


The challenges of a large, urban school district require school leaders who are equipped with the skills, knowledge, and dispositions to improve student achievement and close the achievement gap. San Diego
Unified School District’s partnership with SDSU’s Department of Educational Leadership is teaming practitioners and university faculty to deliver a customized program of leadership preparation. From a district perspective, this partnership is helping us to develop a pipeline for leadership succession.

Partnerships, Networks, Relationships: Building a System for Leadership Preparation. **Patti Chance, San Diego State University**

The partnership for leadership preparation between San Diego State and San Diego Unified School District allows the university to customize its program to meet specific needs of a large, urban district. Conversations between faculty and district administrators through on-going planning have informed the university’s curriculum. Such relationships have impact much beyond this particular program, and in fact result in changes in both institutions and serve as an example of an entrepreneurial approach to leadership development.


Mentoring aspiring administrators allows experienced principals the opportunity to give back. The role of the principal is complex, especially in a large, urban school district. It is vital that novice leaders be introduced, not only to the complexities of school administration, but also to the network of site-based and central office administrators who support school leaders. The SDSU-SDUSD partnership for leadership preparation makes these connections.

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

**065. Facilitating High School Completion: Innovative Approaches**

*Paper Session*

4:40 to 6:00 pm

*Denver City Marriott: Floor Lower Level 2 - Colorado G*

Participants:

- Alternative Schools and College Readiness: Findings From Texas. **Lynn Hemmer, Texas A&M University-Corpus Christi; Tara Shepperson, Eastern Kentucky University**

  The goal of this study was to investigate college readiness, assess how alternative school students fared, and consider the extent to which college readiness scores are appropriate outcome measures for these students. Findings in this under-researched area could assist policy makers in better determining appropriate requirements; provide local education agencies information to consider curriculum, and course access; and give alternative school staff data valuable for assisting students who must demonstrate college readiness.


  This study presents a critical discourse analysis of current academic integrity policies used by public high schools, and uncovers constructs which impede the fostering of an ethic of care and a sense of community in the school. These constructs include a lack of definition for “academic integrity,” a student voice that is either silenced or controlled, honor councils which function by legitimating hegemony, and teacher as victim of an academic crime.

- Stakeholders’ Perceptions of Supplemental Online Learning. **Jason LaFrance, Georgia Southern University; Teri Pettyjohn, Columbia County Schools**

  Supplemental online learning is considered an innovative means of assisting students with credit recovery. This study employed a single case study design with purposive sampling. Participants included twelve high school students enrolled in supplemental online learning for credit recovery, two content teacher monitors, and four graduation coaches. Audio-recorded interviews were transcribed and coded. Historical data and district online credit recovery data from the 2010-2011 school were reviewed.

Chair/Discussant: **Jeanne M. Powers**, Arizona State University
066. Developing Leadership Capacity

*Paper Session*
4:40 to 6:00 pm

*Denver City Marriott: Floor Lower Level 2 - Colorado H*

Participants:

Comparative Analysis of International Leadership Preparation Programs: Implications for Globally Minded Leadership. *Jacob Easley II, University of Pittsburgh-Johnstown; Pierre Tulowitzki, Kiel University*

The purpose of this paper is to ascertain, describe, and compare the components of existing, intercultural and globally minded leadership preparation programs in the US and other countries; and to understand the policy-based processes, challenges, and needs of support for program development. An intercultural analysis of leadership preparation programs with a focus on 21st leadership is a new endeavor. The findings inform the next generation of policy formation for 21st century leadership preparation.

Hybrid Course Model and Student Interactions: Educational Leadership and the Role of the Instructors. *Dwight Farris, University of Arizona*

For the past five years, educators have debated the benefits and drawbacks of the hybrid course model in education. In the beginning, discussions focused on whether a combination of online and face-to-face would be effective in learning. Some educators feared that courses taught under the hybrid model were not as rigorous as the standard face-to-face lecture. Now, however, there seems to be an acknowledgement that the hybrid is here to stay.

Just the Facts, Ma’am: Learning About Curriculum Leadership in an Accountability Context. *Corrie Stone-Johnson, University at Buffalo, SUNY; Kami M. Patrizio, Virginia Tech*

This ongoing self-study, conducted by two leadership educators, investigates the teaching of curriculum leadership to graduate students amidst the outcomes-oriented pressures of our current accountability context. The work examines programmatic and practical influences shaping the pedagogy and content of curriculum leadership classes, and examines the impacts of these forces on course content, activities, and students. Conclusions make the case that leader educators must reconsider the current dichotomy that exists between teacher and leadership education programs.

The Drama in School Leadership: An Innovative Interdisciplinary Approach to Developing Creative and Ethical Leadership Capacities. *Kristin Kusanovich, Santa Clara University; Jerome Cranston, University of Manitoba*

Our paper shares the outcomes of a research study drawn from two workshops that employed dramatic methods to study scripted cases of ethical decision-making for school leaders. The research investigates and illuminates how interdisciplinary approaches to leadership preparation might reframe the methods by which we approach our goals for facilitating the development of the next generation of leaders.

Chair/Discussant: *James R. Crawford, University of Nevada-Las Vegas*

067. Learning From the Experience of Women’s Leadership

*Paper Session*
4:40 to 6:00 pm

*Denver City Marriott: Floor Lower Level 2 - Colorado I*

Participants:

A Bricolage of Voices: Lessons Learned from Feminist Analyses in Educational Leadership. *Whitney H. Sherman, Virginia Commonwealth University*

This paper is a collection of the findings of the studies of women I have engaged in over a decade and is my attempt to transform them into a story that is multidimensional and that moves beyond perspectives from different studies in isolation to reflecting upon them as a whole and considering what significance they hold together for advancing equity and social justice in the field of education and leadership practice.

A Lonely Journey: What a Pilot Study Tells About Leadership Experiences of Asian American
This qualitative study explores the meanings Asian-American female school administrators have constructed out of their leadership experiences given the intersection of gender and race-ethnicity and the support-barriers encountered in their leadership experiences. Some major themes are: participants’ lack of strong familial support due to physical removal from native countries, rejection by extended families, and American discourse about interracial marriage; their struggles over gender, racial-ethnic, and cultural injustices; and their demonstration of resilience, altruism, and biculturalism.

The Experiences of Women in a School Leadership Preparation Cohort Program. Darra K. Belle, Virginia Beach City Public Schools; Karen L. Sanzo, Old Dominion University; Jennifer Clayton, The George Washington University

A case study was conducted to explore the experiences of women in a school leadership preparation cohort program. The goal of this study was to gain an understanding of the experiences of aspiring and established female leaders. Findings revealed the participants’ perceptions and experiences of the school leadership preparation cohort, how it has impacted their leadership decisions, and the perceived relationship between mentors and mentees.

Chair/Discussant: Gloria M. Rodriguez, University of California-Davis

068. Innovative Approaches to Leadership Development

Paper Session
4:40 to 6:00 pm
Denver City Marriott: Floor Lower Level 2 - Colorado J

Participants:

Development of Self-Efficacy to Lead for Learning in Aspiring School Leaders. Hanne Mawhinney, University of Maryland

In order to gain an understanding of leader self efficacy development as an individualized construction I explored the “thought repertories” of ten aspiring school leaders who completed advanced graduate education intended to increase their learning about how to promote teacher learning and development focused on enhancing student learning outcomes. To understand these processes I employed discursive methods of analysis of thought repertoires constituted through the situated ‘practices of talking and writing’

Integrative Knowledge e-Portfolios Allow Leadership Voices to Emerge. Barbara Stacy Rieckhoff, DePaul University

This paper focuses on the efficacy of the e-portfolios in enabling educational leadership students to better understand their leadership beliefs and how these connect with their future roles as school leaders. While traditional portfolios have been used to collect items or artifacts, this e-portfolio program introduces students to an integrative knowledge process that will enable them to self-assess, utilizing metacognitive reflection to further understand and develop their leadership.

Learning to Trust, Learning to Lead: Implications for Leadership Development and Building Relational Trust in Schools. Mustafa Abdul-Jabbar, University of Pennsylvania; Eric Yoak, University of Pennsylvania

In this paper we present research which investigates points of intersection between relational trust and distributed leadership theory within the context of a specific leadership preparation program that offers ongoing professional development to urban school professionals. The methodological choice to study relational trust amongst members of distributed leadership teams affords our research the opportunity to study trust in the context of a leadership paradigm shift that broadens the scope of traditional leadership epistemology.

Three Conflicting Logics of Instructional Leadership. Jessica Rigby, University of California-Berkeley

This study examines conceptions of instructional leadership in the institutional environment. This conceptual study relies on document analysis; refinement of the concepts were done through iterative
data collection and analysis cycles over a two-year period. I define three conceptions of instructional leadership in the institutional environment that I term: the prevailing, entrepreneurial, and social justice logics. This research contributes to understanding the relationship between institutional ideas and practice in schools, and principal preparation and PD.

Chair/Discussant:
Patrice McClellan, Lourdes University

069. Turnaround Schools: Leadership, Policy and Lived Experience

Paper Session
4:40 to 6:00 pm
Denver City Marriott: Floor Lower Level 2 - Denver 1

Participants:

Turnaround School Policy: A Lesson in the Transformation of Intentions. Ian M. Mette, University of Missouri; Jay Paredes Scribner, Old Dominion University

Using transformations of intentions as a framework to understand this case of policy implementation, the purpose of this qualitative study was to understand how and to what effect a state-sponsored and federally-supported Turnaround Schools Project was implemented in chronically under-performing schools. The study reports findings from 29 schools and examines 1) the factors related to turnaround success and 2) the reasons why the policy was implemented differentially across schools and districts.

Leading School Turnaround: The Lived Experience of Being a Transformation Coach. Denise A. Snowden, Ohio State University

Through this phenomenological case study of five transformation coaches in four urban high schools in the southern United States, it was found that their lived experience consisted of five tensions: (1) formal vs. informal authority; (2) ambiguous vs. clarity of expectations; (3) closed vs. open relationships; (4) vision vs. reality; and (5) turnaround vs. instructional leadership. Assertions from these tensions were identified and recommendations presented to school principals, LEAs, policy makers, university personnel, and researchers.

The Paradoxical Nature of School Turnaround: A Case Study. Ulrich C. Reitzug, University of North Carolina-Greensboro; Craig Martin Peck, University of North Carolina-Greensboro

This paper is a report of the first year of a longitudinal case study of an urban turnaround school. We screen paradoxes identified in our previous review and analysis of turnaround school literature against empirical data collected in the case study. We examine whether the previously-identified paradoxes hold true in the case study school’s practice, whether other paradoxes are evident, and what implications our findings have for school turnaround policy approaches and reform actions.

Developing Turnaround Leadership for High-Poverty, Persistently Underperforming Arizona Schools: Findings From a Statewide Project. Rose Ylimaki, University of Arizona; Thad Michael Dugan, University of Arizona; Lynnette Brunderman, University of Arizona; Jeffrey V. Bennett, University of Arizona

This paper presents findings from a study of the effects of a turnaround leadership development project implemented in 60 schools across Arizona. While the educational administration field is replete with literature on principal leadership in effective schools, few empirical studies examine how principals develop skills specific for turnaround contexts. Preliminary findings from a survey and interviews indicate changes in turnaround leadership skills among principals and teacher leaders as well as tensions regarding culturally responsive practices.

Chair/Discussant:
Thomas Shields, University of Richmond

070. Time to Pay Attention: Race in Leadership and Schools

Paper Session
4:40 to 6:00 pm
Denver City Marriott: Floor Lower Level 2 - Denver 2

Participants:

Milliken v. Bradley (1974) marked a turning point away from the landmark Brown decision. Yet, little is known about Black high school principals during this era. Therefore, the purpose of this paper is to examine Black high school principals’ leadership during the Milliken school desegregation era, in Detroit. To achieve this purpose, I address the research question: What lessons can current principals learn from Black high school principals, during Milliken, about urban high school leadership?

Leading Demographically Diverse Teacher Teams: Principals’ Ability to Mediate Differences Between Teacher Groups. Jean Madsen, Texas A&M University; Reitumetse Mabokela, Michigan State University; James Earl Davis, Temple University

Teaming structures in schools are seen as opportunities for teachers to work collaboratively to improve student outcomes. When group membership changes and becomes demographically diverse it may affect collaboration and collegiality among teachers. Thus, the intent of this study was to examine how principals in high performing urban schools were able to create organizational structures that encouraged teachers to address their differences about improving student outcomes.

The Colorblindness of Leadership Standards. Bradley Walter Davis, University of Texas at Austin; Donna Micheaux, University of Texas at Austin

The ISLLC Standards claim to provide, “high-level guidance” about effective school leadership, despite no specific mention of race – an element we find crucial to the advancement of our field. This paper is an overdue reboot of the question, “What matters in school leadership?” paired with an exploration of why seemingly obvious, culturally-conscious responses continue to be excluded via the purposeful colorblindness of the institutions, organizations, and leadership standards driving the current state of educational administration.

Chair/Discussant: Michael Dantley, Miami University

071. Developing and Evaluating Teachers
Paper Session
4:40 to 6:00 pm
Denver City Marriott: Floor Lower Level 2 - Denver 5

Participants:

Advancing a District Strategy for the Support of School and Teacher Data Use. Shelby Cosner, University of Illinois at Chicago

As expectations for data use mount, attention is needed 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.

To See and Be Seen: Layers of Instructional Leadership in a Teacher Evaluation Reform. Jenifer Neale, University of South Florida; William R. Black, University of South Florida

This paper analyzes instructional leadership within a teacher evaluation reform to investigate layers of accountability and tensions created when principals act as both instructional leader/coach and supervisor/evaluator. Critical discourse analysis is utilized, influenced by Fairclough’s Three Dimensional Framework. Participant groups employed nuanced definitions of instructional leadership impacted by entrenched norms allowing principals room to navigate between their roles. This study has implications for understanding the roles of the principal as instructional leader and evaluator.

Teacher Evaluation in Four High-Performing Urban Charter Schools. Morgaen Lindsay Donaldson, University of Connecticut

Teacher evaluation and charter schools have attracted growing attention. In this study, I examine a topic about which virtually nothing is known: how charter schools conduct teacher evaluation. Based on data from four high-performing urban charter schools, I found that they developed and deployed personnel strategically to increase teacher evaluation’s influence on teachers’ instruction. Despite increased
freedoms, these schools experienced constraints and opportunities regarding teacher evaluation that resembled those of conventional schools.

Chair/Discussant:  
**Jami Royal Berry**, Georgia State University

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**072. The Changing Nature of Instructional Leadership in the 21st Century**

*Symposium*  
4:40 to 6:00 pm  
*Denver City Marriott: Floor Lower Level 2 - Denver 6*

Instructional leadership has long been recognized and widely advocated as a central facet of school administrators’ roles (e.g., Smith & Andrews, 1989; Leithwood & Duke, 1999; Glickman, 2002; Hallinger, 2005). This symposium addresses three critical issues confronting instructional leadership: (1) judgment of principals in making tough calls, (2) leading with less resources, and (3) the challenges and new practices associated with instructional leadership.

Participants:

- The Judgment of Principals: A Key to Understanding Tough Calls and Instructional Leadership.  
  **Daniel Linden Duke**, *University of Virginia*
- Leading with Less: Principal Leadership in Austere Times.  
  **Chad Lochmiller**, *University of Washington*
- School-Based Instructional Leadership in Demanding Environments: New Challenges, New Practices.  
  **Michael S. Knapp**, *University of Washington*

Chairs/Discussants:  
**Alan Shoho**, University of Texas at San Antonio  
**Karen Seashore Louis**, University of Minnesota

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**073. Leadership, Technology, and School Reform: UCEA Center for the Advanced Study of Technology Leadership in Education (CASTLE)**

*UCEA Center Session*  
4:40 to 6:00 pm  
*Denver City Marriott: Floor Lower Level 1 - Gold Coin*

This session focuses on policy, implementation, and personal productivity lenses pertaining to P-12 technology leadership issues. Topics include: “Reinventing schools via technology: The parallel tracks of policy and funding,” “Large-scale 1:1 laptop projects: What we know and what we don’t,” “Reconceptualizing acceptable use policies (AUPs),” “A design thinking lens for school technology implementation and integration,” and “Boost your productivity: Ten tech tools in ten minutes.”

Presenters:  
**John Beuhring Nash**, University of Kentucky  
**Nick Sauers**, University of Kentucky  
**Jayson Richardson**, University of Kentucky  
**Justin Bathon**, University of Kentucky

Chair/Discussant:  
**Scott McLeod**, University of Kentucky

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**074. Autonomy, Experience and Leadership Runover**

*Paper Session*  
4:40 to 6:00 pm  
*Denver City Marriott: Floor Lower Level 1 - Mattie Silks*

Participants:  
  **Marytza Gawlik**, Florida State University

While much has been written about the role of traditional leaders in school reform, little is understood...
about the role of a charter school leader, and how they maintain their instructional programs and
cultural identity from leader to leader. This paper seeks to answer the question: What leadership factors
steer some charter schools towards decline, while other remain stable or improve due to leadership
change?

School Leaders in Texas Charter Schools: Demographics, Experience, Preparation and Turnover.
Santosh Madahar, Pennsylvania State University; Eryka Charley, Pennsylvania State University;
Ed Fuller, Pennsylvania State University/UCEA

Charter schools have become the preferred reform vehicle for policymakers across the political
continuum and a growing body of research has examined multiple facets of charter schools.
Concomitantly, a plethora of recent research underscores the importance of well-qualified school
leaders that remain at a school for extended periods of time. Yet, precious little research has examined
the school leaders in charter schools. This paper examines the characteristics, experience, qualifications,
and turnover of charter schools principals.

The Ubiquity of Autonomy in Charter School Leadership. Mark Blitz, University of Wisconsin-
Madison

As the charter schools expand in number in the public education realm, so too has the role of the charter
school leader. This study examines the impact of autonomy on charter school leadership and how these
emerging school leaders view, acquire, and utilize this inherent feature of charter schools. Implications
for leadership practice and preparation are discussed.

Chair/Discussant:
Martha M. McCarthy, Loyola Marymount University

075. Engaging Parents and Community Organizations
Paper Session
4:40 to 6:00 pm
Denver City Marriott: Floor Lower Level 1 - Molly Brown

Participants:
Systemic Reform. Leslie Hazle Bussey, Georgia Leadership Institute for School Improvement;
Meca B. Mohammed, Georgia Leadership Institute for School Improvement; Jennie Christine
Welch, University of Georgia

A growing number of organizations – universities, non-profits, independent consultants - are emerging
as partners to districts pursuing systemic improvement. This proliferation invites questions probing the
interaction between districts and their consulting partners. Drawing on a cross-disciplinary review of
literature, this theoretical paper 1) explores the processes and strategies used by consulting organizations
as partners to districts; and 2) proposes a conceptual framework as a starting point for implementation
and evaluation of effective consulting for systemic improvement.

Faith Community/Public School Partnerships: A Conceptual Framework. Martin Scanlan,
Marquette University; Carlos McCray, Fordham University

Faith communities have a rich history of collaborating with public schools. We seek to better understand
how adults working at the intersections of these organizations learn with and from one another. We
present a conceptual framework for studying this interplay, discuss how this framework would apply
to studying collaborations between schools and faith communities, and conclude by presenting
the implications of this conceptual framework for future scholarship, practitioners, and leadership
preparation.

Innovative Partnerships to Promote Parental Engagement in Charter Schools. Erin Henrick,
Vanderbilt University; Claire Smrekar, Vanderbilt University

This paper describes the partnership between the Tennessee Charter School Association (TSCA) and
researchers to develop a parental engagement resource. The resulting framework provides Tennessee
charter schools with a tool designed to promote autonomy and innovation. The framework promotes
strategies that empower parents, create trust, and celebrate the family-school partnership. The framework
includes a component for charter school leaders and a component for parents and is organized around
goals, strategies, and measures of success.
Chair/Discussant:
  James E. Henderson, Duquesne University

076. National Survey of U.S. Doctoral Educational Leadership Programs

Symposium
4:40 to 6:00 pm
Denver City Marriott: Floor Third Floor - Nat Hill

This symposium will present findings of a survey of 103 US doctoral educational leadership programs. Information is presented on current practices in program content (selection considerations, course requirements, and dissertation models); program delivery and management (use of cohort models, timing and sequence of courses, and role of partners); current resources (tuition, funding, and use of full-time faculty and adjuncts); and student and program assessment and accreditation. EdD and PhD programs are compared.

Participants:
- Redesign of EdD and PhD Educational Leadership Programs. Joan L. Buttram, University of Delaware; Gini Doolittle, Rowan University
- Mix of Course Structures, Cohorts, and Delivery Systems. Kathleen Topolka Jorissen, Western Carolina University; Yinying Wang, University of Cincinnati
- Role of Partnerships and Practitioners. Frances Kochan, Auburn University; Ellen Reames, Auburn University
- Nature of Student Assessments in Doctoral Leadership Programs. Pamela D. Tucker, University of Virginia/UCEA; Cynthia Uline, San Diego State University
- Diversifying Doctoral Leadership Preparation. Monica Byrne-Jimenez, Hofstra University; Allison M. Borden, University of New Mexico

Chairs/Discussants:
  Margaret Terry Orr, Bank Street College
  Karen Jackson, University of Utah

077. Supporting the Success of Women and Scholars of Color

Paper Session
4:40 to 6:00 pm
Denver City Marriott: Floor Third Floor - Pomeroy

Participants:
- Culturally Responsive Leadership: Developing Social Justice Within Colonized Students’ Population in a Mexican University. Elia Villasenor, Arizona University
- Mentoring Advice from Women Higher Education Leaders. Jenny Susan Tripses, Bradley University; Julia Ballenger, Texas A&M University; Linda J. Searby, Auburn University

The purpose of the study was to understand ways women university administrators have experienced mentoring relationships, as mentors or protégés. This paper adds to the limited research on mentoring relationships of women leaders in higher education who have acquired upper-level leadership positions through analysis of an open-ended question that sought their advice to women’s organizations to promote and support mentoring and networking to aspiring women academic leaders.

- Mentoring Future Scholars: The Socialization of Latina Doctoral Students. Mariela A. Rodriguez, University of Texas at San Antonio
Throwaway case studies were used to obtain the experiences and perceptions of five Latina doctoral students in an educational leadership program. Two themes emerged from the data analysis: (1) mentoring by faculty members was of high value and (2) the socialization practice focused on the process of scholarly publications was key. Such practices will help students to hone their scholarly potential into future endeavors within academia.

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

078. Julie Laible Memorial Session for UCEA Jackson Scholars

Graduate Student Session
4:40 to 6:00 pm
Denver City Marriott: Spruce

You can meet the new cohort of Jackson Scholars and receive information about the Jackson Scholars program. The Jackson Scholars program is a two-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: 
Cristóbal Rodriguez, New Mexico State University/UCEA
079. General Session I: Texas A&M Social Justice Speaker, Dr. Sonia Nieto

*General Session*
6:15 to 7:35 pm
*Denver City Marriott: Floor Lower Level 2 - Colorado E-F*

Participants:
Sonia Nieto, University of Massachusetts-Amherst
Cindy Reed, Auburn University
Greg Anderson, University of Denver
Michelle Young, UCEA Executive Director
Terah Venzant-Chambers, Texas A&M University

080. Convention Opening Reception in Honor of UCEA Past Presidents

*Reception*
7:45 to 9:15 pm
*Denver City Marriott: Floor Lower Level 2 - Pre-Function*

Chair/Discussant:
Michelle D. Young, UCEA

FRIDAY NOVEMBER 16

081. Leadership for Social Justice SIG

*Meeting*
7:00 to 7:50 am
*Denver City Marriott: Floor Lower Level 2 - Colorado G*

Presenters:
Katherine Cumings Mansfield, Virginia Commonwealth University
Joanne M. Marshall, Iowa State University

Chairs/Discussants:
Noelle Witherspoon Arnold, University of Missouri-Columbia
Whitney H. Sherman, Virginia Commonwealth University

082. UCEA Research on Women in Leadership SIG

*Meeting*
7:00 to 7:50 am
*Denver City Marriott: Floor Lower Level 2 - Colorado H*

This is an open meeting for women teaching/researching educational administration to discuss issues and share experiences.

Chairs/Discussants:
Jill Sperandio, Lehigh University
Charol Shakeshaft, Virginia Commonwealth University

083. Membership Committee

*Meeting*
7:00 to 7:50 am
*Denver City Marriott: Floor Lower Level 2 - Colorado I*

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.
084. UCEA Awards Committee
Meeting
7:00 to 7:50 am
Denver City Marriott: Floor Lower Level 2 - Colorado J
This committee focuses on UCEA Awards. Committee members review the focus of awards to ensure their appropriateness with the needs of the field and the criteria of rewards to ensure they appropriately reflect the focus of the award. The committee also recommends new award foci and recommends strategies for disseminating information about UCEA awards and award recipients.
Chair/Discussant:
Noelle Witherspoon Arnold, University of Missouri-Columbia

085. Program Centers Director Board of Directors and Advisory Board Meeting
Meeting
7:00 to 7:50 am
Denver City Marriott: Floor Lower Level 2 - Denver 1
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.
Presenters:
Meredith L. Mountford, Florida Atlantic University
Thomas Alsbury, Seattle Pacific University
Cosette Grant-Overton, University of Cincinnati
Lauri Denise Johnson, Boston College
Rose Ylimaki, University of Arizona
Gretchen Givens Generett, Duquesne University
James E. Henderson, Duquesne University
Scott McLeod, University of Kentucky
Andrea K. Rorrer, University of Utah/UCEA President
Margaret Terry Orr, Bank Street College
Patricia F. First, Clemson University
Christopher Branson, Australian Catholic University
Chair/Discussant:
Julian Vasquez Heilig, University of Texas at Austin/UCEA

086. Politics of Education Association SIG
Meeting
7:00 to 7:50 am
Denver City Marriott: Floor Lower Level 2 - Denver 2
Chair/Discussant:

Bonnie C. Fusarelli, North Carolina State University

**087. UCEA Publications Meeting**

*Meeting*

7:00 to 7:50 am

*Denver City Marriott: Floor Lower Level 2 - Denver 3*

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

**Presenters:**

Howard Stevenson, University of Lincoln
Monica Byrne-Jimenez, Hofstra University
Cynthia Reed, Auburn University
William R. Black, University of South Florida

Chair/Discussant:

Liz Hollingworth, University of Iowa/UCEA

**088. Jackson Scholars Advisory Board Meeting**

*Meeting*

7:00 to 7:50 am

*Denver City Marriott: Floor Lower Level 2 - Denver 4*

Chair/Discussant:

Cristóbal Rodriguez, New Mexico State University/UCEA

**089. Developing Leaders to Support Diverse Learners Curriculum Module**

*Mini-Workshop*

7:00 to 9:20 am

*Denver City Marriott: Floor Lower Level 2 - Denver 5*

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.

**Presenters:**

Ann O’Doherty, University of Washington
Mark A. Gooden, University of Texas at Austin
Charol Shakeshaft, Virginia Commonwealth University
Whitney H. Sherman, Virginia Commonwealth University
Eustace George Thompson, Hofstra University
Monica Byrne-Jimenez, Hofstra University
George White, Lehigh University
Floyd Beachum, Lehigh University
Gretchen Givens Generett, Duquesne University
Rick McCown, Duquesne University
Margaret Terry Orr, Bank Street College

**Chairs/Discussants:**

Michelle D. Young, UCEA
Willis D. Hawley, University of Maryland

**090. Leadership for School Improvement SIG**

*Meeting*

7:00 to 7:50 am
091. Latino Research SIG
Meeting
7:00 to 7:50 am
Denver City Marriott: Floor Lower Level 1 - Matchless
Chair/Discussant:
Karen L. Sanzo, Old Dominion University

092. Taskforce on Distance Learning
Meeting
7:00 to 7:50 am
Denver City Marriott: Floor Lower Level 1 - Mattie Silks
This session focuses on the development of a UCEA taskforce focused on distance and digital education. UCEA will be extending its research and development efforts beyond the brick and mortar classroom in an effort to understand effective distance and digital teaching practices and tools, particularly those tools and practices that are meant to support the learning and development of educational leaders. All interested parties are welcome to attend and participate in this effort.
Chair/Discussant:
John Beuhring Nash, University of Kentucky

093. Learning and Teaching in Educational Leadership (LTEL) Executive Committee SIG
Meeting
7:00 to 7:50 am
Denver City Marriott: Floor Lower Level 1 - Molly Brown
Participants:
Tricia Browne-Ferrigno, University of Kentucky
Jennifer Friend, University of Missouri-Kansas City
Donald Gene Hackmann, University of Illinois
Matthew Militello, North Carolina State University
Liz Hollingworth, University of Iowa/UCEA
Karen L. Sanzo, Old Dominion University
Jennifer Clayton, The George Washington University
Daniel Reyes-Guerra, Florida Atlantic University
Scott C. Bauer, George Mason University
Sarah G. Hale, University of Iowa
T. C. Chan, Kennesaw State University
Chair/Discussant:
Arnold Danzig, Arizona State University

094. Graduate Student Breakfast: Turning the Dissertation Into Articles
Graduate Student Session
7:00 to 7:50 am
Denver City Marriott: Spruce
This session will provide insight into the processes of turning the dissertation into several publishable articles. The discussion will pertain to graduate students at all stages as well as recent graduates. Topics will surround what to think about prior to your proposal through the finished product, with tips from those who have recently completed their dissertation.
095. IGNITE! Building Human Capital in Schools

**Ignite Session**
8:00 to 9:20 am
Denver City Marriott: Colorado A

**Participants:**
- A View From the Inside: School Turnaround Enabling Factors and Persistent Obstacles. *Denise Tobin Airola, University of Arkansas*
  Many school leaders in persistently low performing schools are underprepared to lead ambitious turnaround efforts. In Arkansas, 25 persistently low achieving schools have partnered with the Arkansas Leadership Academy School Support Program to engage with onsite capacity building leaders who mentor principals and teacher leaders to effect rapid change. This Ignite session will highlight the enabling factors and persistent obstacles encountered by these capacity builders working to effect transformational, systemic change from the inside!

- Passing Judgment: Students’ Standards-Based Evaluation of a Mythical Principal. *Nicholas J. Pace, University of Northern Iowa; Tim Gilson, University of Northern Iowa*
  Presentation reveals how a principalship program uses a book-length account of a mythical principal as a means of immersing aspiring principals in ISLLC Standards. Common criticisms of preparation programs assert that students leave ill prepared for reality. Four years of classroom use and data demonstrate that while students initially perceive dilemmas of practice as straightforward, applying standards to authentic cases proves to be more complicated. Lively student discussions create a standards-immersed experience.

- The New School Management by Wandering Around. *William Adin Streshly, San Diego State University; Susan Penny Gray, San Diego State University*
  This Ignite session will focus on “walk-through” classroom observation techniques, including a definition of School Management by Wandering Around and a description of its potential for building effective school organizations. The presentation will feature a discussion of the research, as well as practices to embrace and pitfalls to avoid. It will also highlight the need for principal preparation programs to equip principals with the tools to get into classrooms and focus on the “right stuff.”

- Turning Around Low-Performing Schools: The Roles and Tensions Experienced by External School Support Teams. *Irene H. Yoon, University of Utah; Andrea K. Rorrer, University of Utah/UCEA President; Cori Groth, University of Utah*
  This presentation focuses on our experiences as an external support team for schools identified as “in need of improvement”, including tensions among the support team purpose, the process we followed as prescribed by state policies, and our overall approach to working with schools. These tensions lead us to broader questions about whether current educational leadership preparation and professional development programs are providing principals with the right skills and capacities to turn around low-performing schools.

- Using Data to Improve Students’ Affective Experiences in the Classroom. *Kristy Susan Cooper, Michigan State University*
  This Ignite session argues that school leaders should capitalize on the current trend of data-driven decision-making to measure and then improve students’ affective experiences in the classroom. This session will stimulate thinking on how and why student survey data should be used broadly and
pervasively in schools to improve students’ classroom experiences.
Chair/Discussant:  
  **Susan Korach**, University of Denver

096. **Exhibits II**  
*8:00 am to 6:00 pm*
*Denver City Marriott: Floor Lower Level 2 - Colorado B-D*

097. **Unconference Session: Building Bridges Across Differences: Increasing Social Justice Discourse in Educational Leadership**  
**Unconference Session**  
*8:00 to 9:20 am*
*Denver City Marriott: Floor Lower Level 2 - Colorado E-F*

The cultural transformation of American society has implications for schools and districts to address issues of diversity, access and equity, social justice, and the racial and ethnic composition of school leaders and teachers. Therefore, this unconference session invites educational leaders from diverse backgrounds to form discussion groups, thus engage in constructive dialogue that addresses issues of equity and access in an effort to push forward the equity and excellence movement in education. You will have a chance to compare and contrast trends of student composition in your respective educational leadership programs, and discuss ways to develop or enhance diverse representation reflective of the changing demographics in our U.S. Schools. Herein lies an opportunity to test your thinking, expand your scholarly network and to potentially collaborate on similar budding interests. No proposal, only attendance, is needed for participation in unconference sessions.

Participant:  
  **Cosette Grant-Overton**, University of Cincinnati

098. **The Impact of Charter Schools: Segregation, Skimming, Selective Attrition, and Student Legal Rights**  
**Symposium**  
*8:00 to 9:20 am*
*Denver City Marriott: Floor Lower Level 2 - Colorado G*

The proliferation of charters has become a popular reform strategy, yet we still know too little about the successes and failures of charters and the impacts that charters may have on students. This symposium addresses the issues of charter schools compared to public schools with respect to: student segregation, the skimming of students from other schools, selective attrition, and the legal rights of students.

Participants:
  **Nnenna Ogbu**, Pennsylvania State University; **Erica Frankenberg**, Pennsylvania State University
- Exploring School Success and Segregation by Race/Ethnicity and English Language Learner Status in Texas Charter Schools.  
  **Julian Vasquez Heilig**, University of Texas at Austin/UCEA; **Jennifer Holme**, University of Texas at Austin
- Changing the Test Score Composition of Charter School Students: The Effects of the Characteristics of Entrants and Leavers in High-Profile Charter Schools in Texas.  
  **Ed Fuller**, Pennsylvania State University/UCEA
- Signing Their Rights Away: Are Black Males Aware of the Possible Legal Consequences of Attending Charter Schools?  
  **Preston Green**, Pennsylvania State University

Chair/Discussant:  
  **Ed Fuller**, Pennsylvania State University/UCEA
099. Authentic Networks and Community–School Partnerships

Paper Session
8:00 to 9:20 am
Denver City Marriott: Floor Lower Level 2 - Colorado J

Participants:
- Creating and Sustaining Integrated Networks of Practice in Neighborhood Educational Opportunity Zones. Martin Scanlan, Marquette University; Peter M. Miller, University of Wisconsin, Madison

Neighborhood Educational Opportunity Zones (NEOZ) occur in areas where traditionally marginalized children and families live. Typically in dense urban or remote rural regions and characterized by extreme poverty, chronic joblessness, and environmental degradation. NEOZ focus building alliances across multiple organizations to address these problems. This article first presents a cohesive conceptual framework to analyze the creation and sustenance of NEOZ, then applies this framework to a cross-case analysis of two sites.

The Relationship Between School Partnerships and After-school Program Quality. Kari Carr, Indiana University

The types of partnerships between schools and after-school programs vary widely (Halpern, 2003). The quality of partnership between the school administration and teachers and their contribution to school-based after-school programs was the focus of this paper. Categories and characteristics of the types of partnerships between school-day and after-school staff are articulated in terms of the communication amid school-day teachers/administration and after-school program staff, and the visibility of school day teachers/administrations during after-school programming.

Beyond Public Relations: Preparing School Leaders for Authentic Family and Community Partnerships. Susan Auerbach, California State University-Northridge

Despite calls for partnerships with families and communities, many leaders are unprepared to promote partnerships and use public relations approaches that contain stakeholders. This conceptual paper draws on the literature to problematize school-family partnerships, assess their role in leadership preparation, and offer a model of leadership for authentic partnerships linked to social justice. Authentic partnerships are defined as respectful alliances that value relationship building, dialogue across difference, and sharing power in pursuit of common purpose.

Enhancing Schooling in High-Poverty Schools by Strengthening Network Dynamics. Russ Marion, Kenyae Reese, Hans W. Klar, Curtis Brewer, Sarah Griffin, Clemson University

Building on a university-school partnership, this study examines the strengths and weaknesses of the collective dynamics at a Title I elementary school in the southeastern United States. This research also advances our understanding of complexity theory, and identifies leverages that the school personnel can use to improve their success in addressing the needs of its students and local community.

Chair/Discussant:
Thu Suong Nguyen, Indiana University-Purdue University-Indianapolis

100. Critical Policy Analysis: Unpacking Macro-Level Policies That Elicit Micro-Level Politics for Historically Marginalized School Communities

Symposium
8:00 to 9:20 am
Denver City Marriott: Floor Lower Level 2 - Colorado J

Critical policy analysts (CPA) deconstruct how a policy impacts how educational institutions and leadership divides power, resources, and knowledge. Critical scholars also envision CPA as a mechanism for fostering empowerment, promoting social justice, and bridging policy and educational leadership practice. The purpose of this symposium is to present a series of papers that use CPA to uncover how macro-level (federal and state) policy decisions elicit micro-level politics for historically marginalized groups and school communities.

Participants:
A TribalCrit Analysis of the National Science Foundation’s Tribal College and Universities Program.  
Jessica Venable, Virginia Commonwealth University

Parent Trigger California to Connecticut: The Unintended Consequences of Leaving no Parent Behind.  
Priya Goel, University of Illinois at Urbana-Champaign

Complicating Gender by Examining Changes to Title IX and the Growth of Single-Sex Schooling  
With a Critical Race Theory Lens.  
Katherine Cumings Mansfield, Virginia Commonwealth University

Anjale Welton, University of Illinois at Urbana-Champaign;  
Casey Cobb, University of Connecticut;  
Anysia Peni Mayer, University of Connecticut;  
Morgaen Lindsay Donaldson, University of Connecticut;  
Kimberly LeChasseur, University of Connecticut

Chair/Discussant:  
Curtis Brewer, Clemson University

101. Leveraging Human Capital for School  
Paper Session  
8:00 to 9:20 am  
Denver City Marriott: Floor Lower Level 2 - Denver 1

Participants:

Teacher Migration: An Ecological Exploration of Teacher Transfers in a Reform Environment.  
Craig Dennis Hochbein, University of Louisville; Bradley W. Carpenter, University of Louisville

This article assesses the impact of the Title I School Improvement Grant program’s personnel replacement policy on teacher employment patterns within a large urban school district. Hannan & Freeman’s (1977) population ecology model serves as the conceptual framework for this study, allowing the authors to consider schools within Persistently Low Achieving districts as individual organisms nested within a larger organizational ecosystem where teachers are viewed as finite resources for which school leaders must compete.

Innovation Leaders Academy: Sustaining innovative in high need districts.  
Thomas Alsbury, Seattle Pacific University

This study reports on the initial findings of an NSF-funded grant project focused on organizational assessment and district-wide strategic planning called the Innovation Leaders Academy (ILA). The ILA partnership offers a unique district-level program intended to build district capacity for sustainable innovation focused on improving program quality and student success. Findings support contextually developed, flexible, and responsive district-level strategic teaming and organizational systems analysis to build sustainable innovation capacity in high-need districts.

Any Incentives? In Need of Improvement Status and Principal Hiring.  
Hajime Mitani, Peabody College, Vanderbilt University

This paper examines whether schools placed in need of improvement (INI) status by the federal No Child Left Behind (NCLB) Act hire principals with stronger qualifications. Using multiple data sets from the Missouri Department of Elementary and Secondary Education and the US Department of Education, I estimated the effect of the INI status on principal hiring. Neither OLS nor propensity score matching estimators show statistically significant results.

A Study of the Functions and Effectiveness of School Governance in Hong Kong Schools.  
Paula Kwan, The Chinese University of Hong Kong; Frank Wai Ming Tam, The Chinese University of Hong Kong

In the wake of Hong Kong Government’s amendments to the Education Ordinance requiring all schools to establish an incorporated management committee (IMC) to oversee school management, schools are obliged to adopt a new governance structure. This study attempts to understand the roles and responsibilities of IMC members in the reform era, using a quantitative study targeting around 1,000 respondents from 80 school IMCs. The implications of the new policy to local schools will be discussed.  
Chair/Discussant:  
Rebecca Lowenhaupt, Boston College
102. Praise and Punishment: Test Scores, Principal Performance, and School Discipline

Paper Session
8:00 to 9:20 am
Denver City Marriott: Floor Lower Level 2 - Denver 2

Participants:

Do Teachers’ Praise, Interest and Expectations Affect Students’ Standardized Math Test Scores?
Armend Tahirsylaj, Pennsylvania State University

The paper examines whether teacher’s behavior and feedback impact student achievement in math standardized tests. Results from ordinary least square (OLS) analysis indicate that students’ perception about teachers’ interest was positively associated with their math test scores, while the other two variables were not significant when controlling for other student and school background variables. It is concluded that more attention needs be paid at teacher-student interactions at classroom level to create a conducive learning environment.

Using Student Test Scores to Measure Principal Performance.
Jason Grissom, Vanderbilt University; Demetra Kalogrides, Stanford University; Susanna Loeb, Stanford University

Recently, legislatures in multiple states have mandated the use of student achievement data in evaluating school administrators. Unfortunately, the use of test scores to measure principal effects has gotten little research attention. We describe multiple reasonable conceptual models for capturing principal effects from student test data and compare them empirically using data from Miami-Dade County Public Schools. We find low correlations across model predictions, suggesting choice of model can determine evaluation outcomes. Implications are discussed.

School Discipline: Grabbing the Paddle by the Handle.
Christen E. Clemson, Pennsylvania State University

While positive leadership practices have tackled a number of problems within schools, the issue of discipline within schools has remained relatively unchanged since the beginning of schooling. With a deep basis in religion and the prison culture, school discipline rarely accomplishes its goals. This paper examines the historical basis of modern day school discipline and steps that school leaders need to take in order to bring school discipline into the 21st century.

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

103. Exploring New Leadership Terrain: Mapping Educational and Cultural Fronts

Symposium
8:00 to 9:20 am
Denver City Marriott: Floor Lower Level 2 - Denver 3

We follow the axiom that in teaching and learning it is the better to have the right questions than it is to have the answers. Similar in research, it is also critical to have the right methodologies for exploring, understanding and creation of knowledge. We propose the use of a multiplicity of social cartography strategies as an effective methodology to expand the inquiry, teaching, learning and leading process in our expanding diverse communities.

Participants:
Miguel Angel Guajardo, Texas State University-San Marcos
Francisco Guajardo, University of Texas Pan American
Monica Valadez, Texas State University-San Marcos
Leticia Grimaldo, University of Texas at Austin
Genise Henry, Texas State University-San Marcos
Karon Henderson, Texas State University-San Marcos
Enrique Garcia, Texas State University-San Marcos
Keith Cunningham, Texas State University-San Marcos
Samuel Garcia, Texas State University-San Marcos
Lee Francis, Texas State University-San Marcos
Chair/Discussant:  
John A. Oliver, Texas State University-San Marcos


Symposium  
8:00 to 9:20 am  
Denver City Marriott: Floor Lower Level 2 - Denver 4  
This is a student-directed symposium. To share their transformational journeys in the USLC, 18 students (in three groups) will present three papers and a video documentary based on their autoethnographies. Students have been instructed to organize their autoethnographies into three different but related components: personal, professional and transformational stories. Students will compile, analyze and organize the autoethnographies into three distinct papers and will produce a video documentary.  
Participants:  
Evelyn Alvarez, University of Texas at San Antonio  
Clarissa Davis, University of Texas at San Antonio  
Lynette J. Desalme, University of Texas at San Antonio  
Ramses Escobedo, University of Texas at San Antonio  
Cynthia Garcia, University of Texas at San Antonio  
Homero Gonzalez, University of Texas at San Antonio  
Eusebio Gonzalez, University of Texas at San Antonio  
Ana Hartnett, University of Texas at San Antonio  
Douglas Littlefield, University of Texas at San Antonio  
Dianne Marks, University of Texas at San Antonio  
Vanessa Rodriguez, University of Texas at San Antonio  
Elizabeth Saldana, University of Texas at San Antonio  
Analisa Sanchez, University of Texas at San Antonio  
Gilbert Sanchez, University of Texas at San Antonio  
Hugo Saucedo, University of Texas at San Antonio  
Fred D. Schwab, University of Texas at San Antonio  
Naomi E. Trigo, University of Texas at San Antonio  
Maria E. White, University of Texas at San Antonio  

Chairs/Discussants:  
Encarnacion Garza, University of Texas at San Antonio  
Elizabeth T. Murakami, University of Texas at San Antonio  
Betty Merchant, University of Texas at San Antonio  
Rebecca Elaine Garza, University of Texas at San Antonio  

105. Being Mindful: Purposeful Development of Supportive School Cultures  

Paper Session  
8:00 to 9:20 am  
Denver City Marriott: Floor Lower Level 2 - Denver 6  
Participants:  
Deaf Cultural Influences and Culturally Relevant Pedagogy and Leadership in a School for the Deaf. Catherine Ann O’Brien, University of Missouri; Jay Paredes Scribner, Old Dominion University  
Schools for the Deaf serve as a cultural boundary for the Deaf community. Research on school culture and leadership has focused on knowledge. Research exists around the education of Deaf students (Cerney, 2007); the literature is largely silent around residential schools for the Deaf that examines leadership and cultural practices. Polar perceptions exist in attitudes and practices of Deaf and Hearing administration and staff.  
Incorporating Mindfulness Into Educational Leadership Programs. Kami M. Patrizio, Virginia Tech;
In this paper, we present a contemporary, research based rationale for integrating mindfulness practices into the fabric of educational leadership programs. In so doing, we explore issues related to the university programmatic context, interpersonal relationships, and the needs of school leaders. The paper concludes with a series of applied examples of how and when leader educators can integrate mindfulness into coursework and educational programs.

Love and the School Principal: A Case Study. Juan Manuel Niño, Texas State University–San Marcos; Israel Aguilar, Texas State University; Dessynie Edwards, Judson Independent School District

The purpose of this qualitative case study is to understand how a school leader creates an environment that prioritizes building relationships, creates collegiality, values, trust and love with faculty and staff while still assuming responsibility of the technical aspect of the profession in order to ensure state and federal accountability. The construct of love we discuss here is a combination between an ethic of care (Noddings, 2007; Staratt, 1991) and of contiguity (Maxwell, 1994).

Leaders Processing Emotion: A Model for Sustainable Leadership. Mary E. Gardiner, University of Idaho; Penny L. Tenuto, University of Idaho-Boise; Julie K. Yamamoto, Vallivue High School

Sustainability in leadership is connected to the leader’s ability to process emotion. A multi-case study was conducted with nine practicing U.S. secondary school administrators to examine how school leaders derived meaning from critical incidents (CI) of significant emotional events retrospectively. Four themes relating to emotion in leadership and story-telling to self and others were reported. A model of processing emotion for sustainable leadership was conceptualized. Recommendations are made for teaching leadership and further research.

Chair/Discussant:

David H. Eddy Spicer, University of Bath

106. Shaping Beliefs and Practice for High Achievement
Paper Session
8:00 to 9:20 am
Denver City Marriott: Floor Lower Level 1 - Matchless

Participants:

District Leadership Practices That Matter Greatly: Supporting Sustained Student Achievement. George Jerome Bedard, University of Lethbridge; Carmen P. Mombourquette, University of Lethbridge

Two Alberta-based university researchers interviewed 45 district-level staff, principals, and trustees in three high-performing Alberta school districts. We asked interviewees to detail the “what and the how” of key leadership practices in their work with school-based educators to promote and sustain student achievement. District leadership practices that mattered greatly centered around a shift in vision and mission, productive relationships, presence in schools, problem-solving and decision-making, alignment, and leadership preparation and succession.

Transformative Leadership and the Purpose of Schooling in Affluent Communities. Andrew J. Barrett, Geneva (Illinois) Community Unit School District 304

This critical phenomenological study utilized a theoretical lens of transformative leadership and explored how principals in affluent communities experience and understand the tensions that exist between private good expectations and public good responsibility for schooling. The findings demonstrate that principals in affluent communities must better understand the public/private tension, the ways that hegemony works to shape beliefs and practices, and the powerful role that transformative leadership can play in addressing such issues.

The Link Between Leadership and Student Learning: Continuing to Refine Our Understanding. Abigail Felber-Smith, University of Minnesota; Karen Seashore Louis, University of Minnesota

Teaching and leadership practices influence student outcomes. Less well understood are the relationships between leadership and teaching practices. Using survey data, we explore the relationships between particular leadership practices, as perceived by teachers, and teacher professional community
practices. Bivariate correlations reveal moderately strong to strong associations between administrative leadership practices and teacher practices. Preliminary regression analysis suggests instructional leadership is best predicted by district distributed leadership, teachers’ sense of efficacy, shared practice, and collective responsibility.

Collective Leadership Models in Educational Research: Towards a Focus on Theories of Action.  
Chase Nordengren, University of Washington

Researchers have called repeatedly for studies that make more explicit the relationship between collective models of leadership and school improvement. This literature review gathers relevant contemporary studies that utilize collective models of educational leadership to ask how studies utilize “theories of action” to connect collective leadership to observable improvements in student outcomes. It finds three general theories of action and three factors of schools in which this relationship is emphasized.

Chair/Discussant:  
Victor James Sensenig, Pennsylvania State University

107. Context Matters: Comparing the Contexts of Leadership Preparation Programs
Symposium
8:00 to 9:20 am
Denver City Marriott: Floor Lower Level 1 - Mattie Silks

This symposium offers a contextual comparison of five leadership preparation programs in order to identify the ways in which context matters in the preparation of future school and district leaders. According to Murphy and Vriesenga (2006), a key factor missing in the literature on leadership preparation is research on the context of preparation programs. The programs reporting here are leveraging contextual factors to close the gap between theory and practice in the districts they serve.

Participant:

Context Matters: Comparing the Contexts of Leadership Preparation Programs. Ann Sundstrom LaVeda Allen, Western Carolina University; Kathleen Topolka Jorissen, Western Carolina University; Leigh Ellen Wallace, University of Wisconsin-Milwaukee; Ted A. Zigler, Wright State University; Robert E. Harper, University of Cincinnati; James Allen, Northern Kentucky University

Chair/Discussant:  
Ann Sundstrom LaVeda Allen, Western Carolina University

108. Learning From Parental Perspective on the Schooling Process
Paper Session
8:00 to 9:20 am
Denver City Marriott: Floor Lower Level 1 - Molly Brown

Participants:

Lessons Learned From Immigrant Latino Parent Leaders in an Urban Elementary School. Samantha M. Paredes Scribner, Indiana University-Indianapolis; Erica Fernandez, Indiana University-Indianapolis

Anti-immigration policies introduce threats to Latino family engagement in school in some settings. Despite risks, immigrant Latino parents are organizing and advocating for change, resulting in the emergence of parent leaders. This paper presents the lessons learned from such leaders. Using qualitative methods, and a critical race framework, findings present the processes by which parent leaders struggle for legitimacy in their interactions school leaders, who evade the intersection of immigration policies and school practices.

Parent Perceptions of Parent Social Networks and Parent Responsibility. Katherine A. Curry, Oklahoma State University; Alexandra Holter, Oklahoma State University; Enrique Sanchez, Oklahoma State University
The importance of parent involvement for student success has been well documented. Despite reform efforts to involve parents, parent/school relationships in high-poverty districts remain largely unchanged. The purpose of this qualitative case study was to capture parent perceptions of social networks, parent responsibility, and parent/school partnerships. Findings suggest that parent networks matter, and educational leaders may be able to encourage relationships among parents that enhance parent responsibility, encourage partnerships, and lessen negative effects of poverty.

The Tejano Father and his Role in his Child’s Educational Journey Through a Postcolonial Lens. Jason Aleman, Texas State University-San Marcos

This research study is to better understand the identity of the Tejano father and his role within the educational journey of his children. This study attempts to fill a void in the literature by allowing the Tejano father to share his own narrative, his own journey as a parent and educational asset. Three cases of Tejano father-son relationships will be explored through a postcolonial lens to add to the Latinos in Education literature.

Chair/Discussant: Floyd Beachum, Lehigh University

109. Demystifying the Academic Job Search: Tips and Resources for Those Considering the Professorship

Graduate Student Session
8:00 to 9:20 am
Denver City Marriott: Spruce

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

Chairs/Discussants: Scott McLeod, University of Kentucky
John Beuhring Nash, University of Kentucky

110. IGNITE! Leadership Challenges and Opportunities in the Current Policy Context

Ignite Session
9:30 to 10:50 am
Denver City Marriott: Colorado A

Participants:

Developing a Conceptual Framework for Leadership of Common Core State Standards Implementation. John Filippi, University of Illinois at Urbana-Champaign

Curricular standards developed away from the implementation site create tension between the policy intent of the standards and the implementing actors at the site of implementation. The increasingly centralized nature of the Common Core State Standards exacerbates this tension. This proposed Ignite session puts forward a conceptual framework for leadership inspired by tenets of policy implementation theory and distributed leadership. Questions to guide research and professional practice will be posed to guide discussion.


How can school leaders move away from conventional, performatively driven hierarchy to more democratic leadership practices that nurture learning as whole people? This presentation tells the story to date of an innovative approach to leadership development - the degrees of democracy framework rooted in holistic democracy. It highlights the energies for reflection and change that leaders’ creative engagement with the holistic democracy model is able to tap into.

Leadership, Policy, and Politics: Advocacy Leadership for Shifting Contexts. Sarah G. Hale,
School leaders face increasing challenges as the shifting landscape of policy impacts day-to-day functioning of schools. Though constructs such as instructional leadership, distributed leadership, and transformative leadership have worked to redefine the professional expectations of educational leaders, the current political landscape requires more from leaders. This paper uses policy initiatives such as the Common Core State Standards and Race to the Top to explore requirements for contemporary school leaders.

Leading for Learning: Looking Beyond the Idiom to an Awareness of Research and Practitioner Interpretations. Kathrine Gutierrez, University of Oklahoma

Presentation on the ubiquitous topic “Leading for Learning” and positing the connection to research and practitioner experiences. Salient research and practitioner perspectives about their leadership values, beliefs, and ideals: What is a leader for learning? What specifically is being done by practitioners that embody leading for learning? How/why is learning being focused on by these practitioners? How do initiatives as NCLB and Common Core support or hinder practitioners to be an effective leader for learning?

Chair/Discussant: Cynthia Reed, Auburn University

111. Leadership Matters: Transforming Urban Education Through Culturally Relevant Frameworks

Symposium
9:30 to 10:50 am
Denver City Marriott: Floor Lower Level 2 - Colorado G

The need for change in university leadership preparation is not contested. However, the strategies and pedagogical tools used to bring about changes in leadership preparation are scrutinized. As a collective, the authors in the symposium find strength in the multiplicity of intellectual thought and offer multiple ways to define culturally relevant leadership frameworks. This symposium will elucidate multiple definitions of culturally relevant leadership frameworks and examine implementation strategies that seek to transform urban education.

Participants:

- From Theorizing to Mobilizing: Advancing Culturally Relevant Leadership in Urban School Communities. Ty-Ron M. O. Douglas, University of Missouri-Columbia; Terrance Green, University of Wisconsin-Madison; Sonya Douglass Horsford, University of Nevada-Las Vegas
- “Realizing They Don’t Know”: Investigating Culturally Relevant Leadership. Floyd Beachum, Lehigh University
- On the Front Line of Change: The Role of Graduate Education Faculty in Affirming Culturally Relevant Leadership Practices. Patrice A. Mcclellan, Lourdes University

Chair/Discussant: Michael Dantley, Miami University

112. Getting Into Classrooms: The New School Management by Wandering Around

Mini-Workshop
9:30 to 10:50 am
Denver City Marriott: Floor Lower Level 2 - Colorado H

The purpose of this session is to examine strategies utilized by the “Management by Wandering Around” (MBWA) school leader to insure a culture of improvement, enhanced teacher efficacy and increased
student learning. Participants will examine the MBWA research, engage in an introduction to short and frequent classroom observation protocols, and analyze personal and professional priorities as a school leader.

Participants:

William Adin Streshly, San Diego State University
Susan Penny Gray, San Diego State University

113. The Future of School Board Governance: Improving Educational Governance Structures Through An International Comparative Study

International Community Building Session
9:30 to 10:50 am

Denver City Marriott: Floor Lower Level 2 - Colorado I

The symposium participants will share findings from an international collaborative research project which examined, compared, and contrasted educational governance structures, processes, and systems in the United States, Sweden, Norway, Scotland, and Finland. School board members, board chairs, and district superintendents from the United States and the international were surveyed with identical, but culturally modified, survey instruments. The responses of those serving in educational governance roles in various countries were analyzed across five emerging themes.

Presenters:

Olof Johansson, Umeå University
Mika Risku, Institute for Educational Leadership, University of Jyväskylä
Elisabet Nihlfors, Uppsala University
Jan Merok Paulsen, Hedmark University College, Norway
Anthony Townsend, University of Glasgow

Chairs/Discussants:

Meredith L. Mountford, Florida Atlantic University
Thomas Alsbury, Seattle Pacific University

114. Using Evidence to Lead Change

Paper Session
9:30 to 10:50 am

Denver City Marriott: Floor Lower Level 2 - Colorado J

Participants:

Data-Based Decision Making & Ethical Leadership: Implications for School Leaders in the High-Stakes Accountability Era. Joshua Childs, University of Pittsburgh; Michael G. Gunzenhauser, University of Pittsburgh

This paper reports on the cases of four school leaders in Western Pennsylvania as it pertains to data-based and ethical decision-making. The paper considers the important implications of NCLB and how school leaders make decisions that influence student outcomes, human and social capital, and policy decisions through their use of state and district data. The paper draws on interview data collected between 2006-2008, as well as during the 2011-2012 school year.

Examining Teacher and School Effectiveness Through a Value-Added Accountability Model. Brett Geithman, California State University-Long Beach

This article utilizes the findings of my 2009 dissertation titled, “Examining Principal Perceptions, and Teacher and School Effectiveness Through a Value-Added Accountability Model,” and applies them to my role as an elementary school principal, specifically in determining goals, developing the Single Plan for Student Achievement, guiding data meetings, and analyzing assessment data at the teacher level. Findings from my dissertation indicated value-added model reliability and a correlation between status and growth model data by teacher.

Reform Through Routines: School Accreditation Routines Leading to Change. Ernestine K. Enomoto, University of Hawaii at Manoa; Sharon Conley, University of California-Santa Barbara

In this case study, we explored how accreditation routines foster school reform possibilities. We
Conducted interviews with key informants at three schools (two high schools, one middle), reviewed documents prepared for accreditation processes, and analyzed findings. Using routinization action theory, we examined routines that direct as well as restrict actions among school personnel. This theoretical lens can aid administrators who seeking to make change while still preserving stability within their organizations.

Rural South Texas Curriculum Coaches’ Perceptions Regarding Formative Assessment to Guide Instruction. Zeke Garcia, Texas A&M University-Kingsville; Gerri Maxwell, Texas A&M University-Kingsville

The purpose of this study was: (1) to explore the perception that curriculum coaches whom work with high needs students in rural Texas have towards the practice of formative assessment; (2) to explore teacher perceptions as to the practice of formative assessment through the viewpoint of a curriculum coach; and (3) further understand the knowledge gap between curriculum coach and teachers as it relates to formative assessment.

Chair/Discussant: Joan L. Buttram, University of Delaware

115. Informal Session on UCEA and UCEA Membership
Special Session
9:30 to 10:50 am
Denver City Marriott: Floor Lower Level 2 - Denver 1

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

Chairs/Discussants: Alan Shoho, University of Texas at San Antonio; Noelle Witherspoon Arnold, University of Missouri-Columbia

116. An Inclusive Future: Leadership in the Sociocultural Dimension
Paper Session
9:30 to 10:50 am
Denver City Marriott: Floor Lower Level 2 - Denver 2

Participants:

An Inclusive Future: A Case Study Exploring Educational Leaders’ Agency as Representatives of Refugee Interests. Patricia Lavon Hanna, The Ohio State University

School-aged children comprise 35-40% of the annual influx of new refugees. Yet, refugee parents have limited avenues of political representation until they attain citizenship. As the vanguard of government, schools may offer refugee populations opportunities for representation through the agency of the educational leaders charged with their academic success. Deploying surrogate representation as a theoretical lens, this case study explored how educational leaders represented the interests of the refugee population they serve.

Building Capacity for Curriculum Change in Persistently Low-Performing Arizona Schools: Findings from a Statewide Project. Jeffrey V. Bennett, University of Arizona; Rose Ylimaki, University of Arizona; Thad Michael Dugan, University of Arizona

This mixed-method study (surveys, semi-structured interviews) examines Arizona principals’ capacity-building skills and practices in Tier III schools aimed at curriculum change and improvements in student outcomes. The theoretical framework consisted of leadership in the socio-cultural dimension (Ylimaki, Bennett, Fan, & Villaseñor, 2012, in press) and capacity building for sustainable improvement in high-capacity Schools (Mitchell & Sackney, 2009). Findings indicated limited capacity and little attention given to leadership in the socio-cultural dimension.

School-to-Prison Pipeline for Minority Students in San Antonio: Districts’ Role in Reproducing Marginalization. Muhammad Khalifa, Michigan State University; Felecia M. Briscoe, University of Texas at San Antonio
Racialized achievement gaps have been strongly connected to suspension gaps and both testify to the endurance of racism in American education. Despite recent reform efforts, the data illustrates a deepening of the race-based suspension problem. Racialized suspension gaps occur through low attendance, hostile school climates, and zero tolerance expulsions from school. In this paper, we examine the districts’ role in reproducing racism by leaving racist practices unchallenged, or even worse, defend practices of racialized suspension disparities.

Beyond the Colorblind Perspective: Race Conscious Leadership Preparation in Britain and the United States. Lauri Denise Johnson, Boston College; Rosemary Campbell-Stephens, University of London

Most leadership preparation programs in the US and Britain maintain a colorblind perspective where leadership theories, practices, and curriculum are viewed as neutral and free of cultural perspectives and beliefs. This paper argues for race conscious and culturally specific leadership development that goes beyond the colorblind approach, develops a critical consciousness about issues of race and identity, and considers the importance of culture and context in leadership approaches.

Chair/Discussant:

Martin Scanlan, Marquette University

117. A Day in a Life of a Principal
Paper Session
9:30 to 10:50 am
Denver City Marriott: Floor Lower Level 2 - Denver 3

Participants:

Learning Leader or Simply a Survivor? The Principal’s Challenges Leading a Newly Consolidated High School. Donald Gene Hackmann, University of Illinois; Lance Eric Thurman, Olympia (Illinois) Community Unit School District 16

This case study examined the principal’s effectiveness in serving as learning leader of a newly merged high school. Interviews and observations of the principal and Building Leadership Team were conducted, and Board and faculty meeting agendas were reviewed. Findings indicated that the principal was consumed with organizational and managerial issues, focusing on student discipline, developing the school culture, and learning the district’s new school management software, which restricted her ability to focus on student learning.

Measuring Professional Practice: A Study of an Alternative School Leader in Action. Tara Shepperson, Eastern Kentucky University; Gregory O’Bryan, Eastern Kentucky University

This study analyzed the activities of an alternative school principal concurrently through a validated observation instrument and qualitative observation techniques. The results offer a rich description of the principal’s daily activities and provided insight into limitations of prescriptive evaluation suggesting that alternative school leader duties ranged outside of those listed on the instrument.

What Effective Principals Do: Longitudinal Evidence From School Leader Observations. Jason Grissom, Vanderbilt University; Susanna Loeb, Stanford University

Studies of principal time use typically have either been case-based or relied on survey-based measures, which may sacrifice depth and accuracy to increase scale. In contrast, this paper reports on longitudinal data on principal time allocation collected via in-person observations in approximately 100 schools in Miami-Dade County. Pairing observations with rich administrative data, we empirically link principal time allocation to a variety of school outcomes, including student performance, controlling for school contextual variables.

Chair/Discussant:

Hanne Mawhinney, University of Maryland

118. vLeader: A Simulation for Leadership Preparation Programs
Symposium
9:30 to 10:50 am
Denver City Marriott: Floor Lower Level 2 - Denver 4
The University of Indianapolis principal preparation program, iLEAD, is utilizing vLeader as a tool to support our students’ leadership development through a software simulation based on business principles. Our goal is to help students respond to multiple questions: “What’s it like to lead?” “How do we build foundational relationships with stakeholders?” “How can we practice different leadership styles?” The session will address lessons learned, coaching, and de-briefing in a leadership simulation.

Participant:

vLeader: A Simulation for Leadership Preparation Programs. John W. Somers, University of Indianapolis

Chair/Discussant:

Lynn Wheeler, University of Indianapolis

119. New Approaches and Tools for Principal Evaluation

Paper Sessions
9:30 to 10:50 am
Denver City Marriott: Floor Lower Level 2 - Denver 5

Participants:

Cognitive Validity Testing in the Development of CALL, the Comprehensive Assessment of Leadership for Learning. Mark Blitz, University of Wisconsin-Madison; Jason Salisbury, University of Wisconsin-Madison

The Comprehensive Assessment of Leadership for Learning (CALL) is an online task-based assessment of distributed instructional leadership. In Year 2 of a four-year grant, CALL researchers piloted the survey in six schools in Wisconsin in order to test and refine the survey instrument. In conducting various cognitive walkthrough interviews following survey administration, the CALL researchers identified the challenges and opportunities in developing a task-based leadership assessment. Implications for educational leadership research and preparation are discussed.

Investigating the Psychometric Properties of VAL-ED. Elizabeth A. Covay, University of Pennsylvania; Andrew Porter, University of Pennsylvania; Joseph Murphy, Vanderbilt University; Ellen Goldring, Vanderbilt University; Xiu Cravens, Vanderbilt University; Steve Elliott, Arizona State University

The objective of this paper is to report the results of an investigation of the psychometric properties of the VAL-ED assessment of principal instructional leadership. In the known group study, we ask superintendents to identify the top 20% and the bottom 20% of their principals. Using the results from an administration of the VAL-ED, we examine whether the VAL-ED is able to distinguish between these two groups. Two hundred and thirty schools have been recruited.

Principal Evaluation: A Description of Current Practices. Leighangela Brady, San Diego State University; Margaret Basom, San Diego State University

The complexity of the principal role makes it difficult to align evaluation processes to desired research based effective principal behaviors. This qualitative study sought to better describe the status of current elementary school principal evaluation procedures, and identify how elementary school principals perceive evaluation procedures support improvement of their leadership effectiveness. Study results support the need to revise and align current evaluation practices with established research on effective leadership behaviors.

Chair/Discussant:

Jay Paredes Scribner, Old Dominion University

120. Inclusive Communities and Unique Student Needs

Paper Sessions
9:30 to 10:50 am
Denver City Marriott: Floor Lower Level 2 - Denver 6

Participants:

This study investigates the rate at which ELL students exit ‘Limited English Proficient’ status. Using event history analysis, this paper disentangles how English proficiency and achievement tests, student demographics and local schooling context drive the rate of the reclassification process, which may in turn determine how quickly ELLs are granted access to valuable educational resources such as more advanced academic tracks, higher quality teachers and meaningful social networks with peers who are proficient in English.

Exploring School Belonging as a Protective Factor for Economically Disadvantaged Students in the Middle School. Nathern Okilwa, University of Texas at Austin

The cumulative nature of risks related to middle school transition, early adolescence development, and poverty often result in undesirable school outcomes such as grade retention, behavior problems, school dropout, and lower academic achievement. However, protective factors such as school belonging are associated with positive school outcomes including academic motivation, pro-social behavior, school engagement, and better academic achievement. Using ECLS-K 1998/99 data, this study established that school belonging was a significant predictor of 8th grade achievement.

Madrasas or Privately-Funded Islamic Faith-Based Schools in Mali and Social Justice. Mohomodou Boncana, Georgia Southern University

The study’s purpose is to provide a critical analysis of how Madrassas, as privately-funded, Islamic teaching institutions in Mali, struggle to cope with social injustices as a result of government policies and practices. The researcher intends to demonstrate how these injustices affect Madrassa students regarding their integration into Malian society. This study explores the extent to which the intersection of religion, politics, and schooling in education affects the relationship between policymakers and their constituents.

Students, Families, and Community in Contexts of Homelessness and Residential Instability: Anatomizing the Situation. Peter M. Miller, University of Wisconsin-Madison; Alexandra Pavlakis, University of Wisconsin-Madison; Lea Samartino, University of Wisconsin-Madison; Alexis Bourgeois, University of Wisconsin-Madison

The purpose of this study is to learn about how multiple spaces of homelessness shape families’ educational experiences in order to develop school and community understandings of how to best serve them. The study is relevant considering that not only are more students experiencing homelessness in the U.S. than in any other times in recent memory, but the places in which they are homeless are increasingly diverse.

Chair/Discussant: Patrick M. Jenlink, Stephen F. Austin State University

121. Preparing Future Leaders for Diversity and Social Justice

Paper Session
9:30 to 10:50 am

Denver City Marriott: Floor Lower Level 1 - Matchless

Participants:

Building Strong Leaders: The Role of Non-traditional Leadership Preparation in Developing Inclusive and Instructional Leaders. Suzanne McCotter, Montclair State University; Katrina Bulkley, Montclair State University; Cynthia Bankowski, Montclair State University

The importance of school leaders to student learning has become increasingly evident, as has the influence of leadership preparation programs on the effectiveness of those leaders. This qualitative study examines the preparation of novice leaders who are engaged in non-university-based preparation programs in New York City. Using Bryk’s (2010) dimensions of instructional and inclusive facilitative leadership, the influence of both participant backgrounds and preparation programs are considered.

Leadership, Principal Preparation and Race. Mark A. Gooden, University of Texas at Austin; Ann O’Doherty, University of Washington

While race continues to be a taboo subject in American culture, schools and districts struggle to close racial achievement gaps. A principalship program assigns a racial autobiography to serve as a catalyst for unpacking and exploring deeply held racial beliefs. This research supports that acknowledgement
of personal beliefs allows graduate students to recognize racial inequities in institutional practices and societal structures. Students report this experience has a lasting impact on leadership approach and practice.

University-Based Preparation Programs: Framing Leadership for Social Justice. Tina Trujillo, University of California-Berkeley; Robert Cooper, University of California-Los Angeles

In education, we hear a lot about good instructional leaders. Less often, we hear about social justice leaders. The latter call attention to social and political inequities that persist in their school and society. This latter principal is indispensable in urban contexts. Yet a divide between theoretical accounts of social justice leadership and preparation programs still exists. This paper articulates a social justice framework used to guide a university-based principal preparation program.

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

122. Leading With Technology

Paper Session
9:30 to 10:50 am
Denver City Marriott: Floor Lower Level 1 - Mattie Silks

Participants:

Building Professional Community on Social Media for Educational Leadership Practitioners: A Social Network Analysis. Yinying Wang, University of Cincinnati

The purpose of this study was to share overarching strategies of using social media to build an online community for students, alumni, and faculty in a principal preparation program. Grounded in the theoretical framework of network theory of social capital, social network analysis was performed to examine the professional connections in the online community. This proposal concludes with findings that can be applied to similar social media initiatives.

Digital Inequities in K-12 Virtual Education: Implications for Educational Leaders and Policymakers. Yinying Wang, University of Cincinnati; Janet Decker, University of Cincinnati

The increasing popularity of virtual education is benefiting some students; however, some schools may not be providing an inequitable access to all student subgroups. The researchers drew on literature review, and identified digital inequities in Ohio's virtual schools through the data collected from Ohio Department of Education. The potential legal claims were then raised if public virtual schools fail to provide equitable virtual education to all students.

Dispositions of Technology-Savvy Superintendents. Jayson Richardson, University of Kentucky; Nick Sauers, University of Kentucky; Scott McLeod, University of Kentucky

In an effort to better understand school district leaders' technology awareness and knowledge, we interviewed superintendents who had been recognized nationally for their technology integration and implementation work. The researchers found that these leaders are risk-takers who embrace change, personally model the use of technology, understand the human side of technology adoption, focus on professional development of all stakeholders, have a sense of urgency to change schools, and hold a fluid yet future-ready leadership vision.

Sustaining Improved Learning and Shared Leadership Through Technology-Enriched Learning Communities. Leslie Ann Williams, University of Oklahoma; Linda Atkinson, University of Oklahoma; Jean Cate, University of Oklahoma

The traditional structures common in today's schools limit teacher and student learning and leadership. This longitudinal, project evaluation provided empirical evidence of relationships between professional learning communities and technology integration to provide capacity building opportunities for improved practices and sustainability. Findings from a sample of 138 schools, impacting nearly 50,000 students and over 4000 teachers, indicated synergistic relationships between learning community development and technology integration that supported systemic school change and improved student success.

Chair/Discussant: Jo Beth Jimerson, Texas Christian University
123. Implementing Federal Policy in Schools and Classrooms

*Paper Session*
9:30 to 10:50 am

*Denver City Marriott: Floor Lower Level 1 - Molly Brown*

**Participants:**

- Describing the Principal Engaged With Policy. *Amanda Bell Werts, Clemson University*
  - Federal education policy places increased pressure on the knowledge of today's educational leader. In particular, principals are scrutinized in their ability to implement policy. The purpose of this research project was to describe the ways in which principals are confronted with and find themselves responding to policies in ways that exceed both top-down and bottom-up formulations of the policy process.
- External and Internal Forces that Impact Sense Making of Inclusive Policy. *Meagan Sumbera, University of Texas at Austin; Barbara Pazey, University of Texas at Austin*
  - Confusion among school leaders regarding how to “make sense” of and implement inclusive policy mandates within their schools has existed for some time and continues to exist. This study explored the process of sense making by which principals adapt and transform policy as they enact it in their schools. Findings suggest training and background knowledge considerably impacted a principal’s ability to meet the needs of the students on their campus(s).
- The Audacity to Teach: Reform Policy, School Leadership, and their Relationships Mediated by Instructional Capacity. *Jacob Easley II, University of Pittsburgh-Johnstown*
  - Reform, particularly for urban, low performing schools seems to be the order of the day. Yet, the efficacy of reform is directly measured by change within the core technology of education—teaching and learning. Even still, the capacity for instructional innovations is greatly influenced by sociopolitical and leadership variables that shape the technological core of schooling. This study reveals that district policy and school leadership are two variables that inform teachers’ capacity for instructional innovations.

**Chair/Discussant:**
- *Genevieve Parker Siegel-Hawley, Virginia Commonwealth University*

124. “Show Me the Money! (or, maybe not...)

*Graduate Student Session*
9:30 to 10:50 am

*Denver City Marriott: Spruce*

This workshop will focus on how to be positively involved with grant seeking and funded projects as a grad student, avoid bad situations and pitfalls, and lay the groundwork for successful grants work as early-career faculty. Participants will begin to craft their own grants “career plan.”

**Chair/Discussant:**
- *Kent Seidel, University of Denver*

125. General Session II: UCEA Presidential Address, Dr. Andrea Rorrer

*General Session*
11:00 am to 12:10 pm

*Denver City Marriott: Floor Lower Level 2 - Colorado E-F*

Optimism, Opportunity, and Obligation: UCEA and the Future of Leadership Preparation and Practice:

With a history over a half-century long, UCEA has directed attention to the role of quality leadership preparation and development, and scholarship on individuals, organizations, policies, politics, and practices that hinder and support quality leadership preparation and practice. So, now how will UCEA (re)define the future of leadership preparation and practice? This keynote address will reflect on the reasons we have to be optimistic about UCEA and the field's future, the opportunities we have to deliberately influence our future, and the obligation we have as a collective to remain engaged in setting, shaping, and shifting the agenda to ensure that quality leadership preparation and practice serves its role in creating an equitable educational systems.
Session 125
Friday, 11:00 am - 12:10 pm
Denver City Marriott, Lower Level 2 - Colorado E-F

126. IGNITE! Communities

Ignite Session
12:20 to 1:40 pm
Denver City Marriott: Colorado A

Participants:
- Building Bridges From High Poverty Communities, to Schools: Addressing Poverty Through Exceptional Educational Leadership. Lisa Bass, North Carolina State University; Susan C. Faircloth, Pennsylvania State University

More than 13 million of this nation’s children live in poverty. This is particularly troubling, given reported links between poverty, low academic achievement, risk of dropping out school, and increased risk for health, behavioral and emotional problems. This ignite session not only acknowledges the legitimacy of previous conversations on poverty, but also urges attendees past these conventional conversations into a dialogue that facilitates a holistic approach to addressing poverty through exceptional educational leadership.

The Impact Changing Community Demographics Have on School Leadership. Lou L. Sabina, University of Pittsburgh; Joshua G. Childs, University of Pittsburgh

This ignite session will examine the challenges that school leaders and community members are faced within a region experiencing major changes in growth, urbanization, and technology. 10 school districts were selected within one hour from the epicenter of a major city. Using semi-structured qualitative
interviews and case study research, school leaders and community members reflect upon the unique challenges their school district is experiencing.

Promises, Promises: A Critical Look at the Potential of Neighborhood-Based Educational Opportunity Zones. Peter M. Miller, University of Wisconsin-Madison; Martin Scanlan, Marquette University

The purpose of this Ignite Session is to invoke critical reflection on neighborhood educational opportunity zones (NEOZ). NEOZ occur in areas where traditionally marginalized children and families live. These zones are typically in dense urban or remote rural regions and characterized by extreme poverty, chronic joblessness, and environmental degradation. NEOZ design focuses on how schools, churches, health services, social services, law enforcement, out-of-school learning initiatives, libraries and municipal services build alliances to address these problems.

Interdisciplinary, Community-Engaged Research: Can We Make it Work? Ellen W. Eckman, Marquette University; Martin Scanlan, Marquette University

This session focuses on the dimensions of interdisciplinary, community-engaged research within institutions of higher education. Research is interdisciplinary when scholars move across discrete disciplinary boundaries to share theoretical frameworks and methodologies. Research is community-engaged when it explores questions that emerge, in whole or in part, from members of the broader community. Participants will gain a richer appreciation of both the barriers to this type of research and the potential benefits that it holds.

What Is Cultural Collision and Collusion? Floyd Beachum, Lehigh University; Carlos McCray, Fordham University

Cultural Collision is a clash in cultures or values. Cultural collusion is a situation that plays out in classrooms where students misbehave while educators implicitly usher out urban school students who do not bring the proper social/cultural capital to school. In this framework, we seek to provide insight into youth culture and popular culture (e.g., hip hop). Here, we explore implications for research in educational leadership and practice in K-12 schools.

Chair/Discussant: Bradley Walter Davis, University of Texas at Austin

127. Leadership Matters: Promoting Active Agency in Educational Leadership Preparation Policymaking

Critical Conversation Session
12:20 to 1:40 pm
Denver City Marriott: Floor Lower Level 2 - Colorado G

This Critical Conversation will create an opportunity for in-depth dialogue about how the educational leadership professoriate is responding to external pressures to redesign university leadership preparation programs. Building upon multi-case study findings and using the Orr and Pounder suggested guidelines for effective preparation program design, participants will discuss the benefits and limitations of external interventions, the pro-active versus re-active stance of preparation faculty, unintended and conflicting consequences, and advocacy strategies for shaping policymaking.

Participants:
Frances Kochan, Auburn University
Tricia Browne-Ferrigno, University of Kentucky
Meredith L. Mountford, Florida Atlantic University
Gini Doolittle, Rowan University
Ellen Reames, Auburn University
Michele Anne Acker-Hocevar, Washington State University
Joy C. Phillips, East Carolina University

128. Capstone Project or Capstone Portfolio: The Culminating Demonstration of Learning in the Education Doctorate

Symposium
12:20 to 1:40 pm

**Denver City Marriott: Floor Lower Level 2 - Colorado H**

This symposium will join a conversation about a much debated feature of EdD doctoral education: the culminating demonstration of learning in these degree programs. Two contrasting forms (the capstone project and culminating portfolio) raise questions about the meaning, rigor, and relevance of practice-focused doctoral-level education, and its actual impact on practice. The session addresses these questions by comparing and analyzing examples of the two approaches, in EdD programs located in leading research universities.

**Participants:**

- A Client-Oriented, Team-Based Capstone Project as Preparation for Leadership Practice: Conceptual Analysis and Evidence from a Longitudinal Follow-Up. **Claire Smrekar**, Vanderbilt University; **Joseph Murphy**, Vanderbilt University

**Chair/Discussant:**

**Mark A. Smylie**, University of Illinois at Chicago

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**129. Spiritualizing Hip Hop: Highlighting the Practices and Pedagogy of Black Hip Hop Educational leaders**

**Innovative Session**

12:20 to 1:40 pm

**Denver City Marriott: Floor Lower Level 2 - Colorado I**

As Hip Hop has come to age, it is now engrained in the identities and worldview of many, specifically Black leaders who grew up with it. For these Hip Hop educational leaders, spirituality is the impetus of their practice and pedagogy. Using artistic expression and video to highlight these individuals’ experiences, we provide counter narratives to the stereotypes that pervade the culture. We also foster equity and access for them within Educational Leadership and Administration.

**Chairs/Discussants:**

- **Alexis Maston**, Texas State University
- **John A. Oliver**, Texas State University-San Marcos

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**130. School Leadership Program Grants: Innovation, Evaluation, and Implications**

**Paper Session**

12:20 to 1:40 pm

**Denver City Marriott: Floor Lower Level 2 - Colorado J**

This study is a content analysis of federally funded School Leadership Program grants. The review and analysis of these program evaluation proposals are offered as a baseline to build upon in understanding how leadership preparation programs are being evaluated. The following initial themes were found: limited articulation of specific tools, little to no use of theories in the program evaluations, limited explanation of data sources for the evaluation, and varying specificity of contracted program evaluators.

**Chair/Discussant:**

**Alan Shoho**, University of Texas at San Antonio

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**131. Superintendency and Governance: Policy, Performance, and Accountability**

**Paper Session**

12:20 to 1:40 pm

**Denver City Marriott: Floor Lower Level 2 - Denver 1**
Participants:

How Do You Know You Are Doing a Good Job?  Lars Svedberg, Uppsala University
Superintendents in Swedish municipalities are exposed to a multitude of formal and informal demands. The New Public Management movement has a strong impact in Sweden and claim to provide explicit guidelines in many cases. On top of this media, national and international stakeholders provide a number of “success-lists” offering “golden keys” to the desired future. In this situation the superintendent’s capacity to interpret is vital since it forms the basis for actions.

First Links: Exploring the Interplay of Authority and Leadership in a School Chain.  David H. Eddy Spicer, University of Bath
Convening schools into networks has developed into a prominent feature of policy aimed at sustainable reform in a wide range of educational systems. This nested, explanatory case study explores the evolution of control in the emergence of a chain of schools in England through the dynamics of authority in interorganizational interactions. The study improves understanding of the ways interorganizational relationships are reshaping notions of leadership and the connections between leadership and organizational form.

Leadership Reality Check: How Humble Superintendents Help Students Achieve More.  Kimberly Hough, Berkeley County Schools
This survey study was designed to determine whether superintendent accountability behaviors or agreement about accountability behaviors between superintendents and their subordinate central office administrators predicted district student achievement. Hierarchical multiple regression and ANCOVA analyses were employed, controlling for district socioeconomic status. Superintendents who agreed with subordinate administrators about their accountability behaviors or underestimated these behaviors led districts with significantly higher student achievement in mathematics and reading than superintendents who overestimated their accountability behaviors.

The Role of School Boards in Governance, Leadership & Educational Reform in Florida.  Mark H. Levine, UCEA; Paul George Van Buskirk, UCEA
This paper reports the findings of a newly developed district-level school board leadership assessment, as a psychometric instrument, that correlates particular governance practices with student’s performance (achievement) in the State of Florida. The assessment incorporates sustainable performance standards and practices derived from learning and leadership theories and practices. Study results show higher levels of student achievement in school districts where school board members collectively scored higher on a school board leadership assessment.

Chair/Discussant:  Juan Manuel Niño, Texas State University–San Marcos

132.  Should I Stay or Should I Go? Superintendents’ Quality of Life and Turnover
Paper Session
12:20 to 1:40 pm
Denver City Marriott: Floor Lower Level 2 - Denver 2
Participants:

The perceived quality of life among school district superintendents in Illinois.  Teresa Akinyi Wasonga, Northern Illinois University; Debra J. Heffernan, Northern Illinois University
This study was based on Frisch’s Quality of Life Theory (1994), which intimates a connection between an individual’s satisfactions with a particular area of life based on the importance or value accorded this area by the individual. A higher percentage of female superintendents reporting “high” on overall quality of life with a significant effect size demonstrate that female superintendents are in fact, more satisfied with their quality of life.

Why Superintendents Turn Over.  Jason Grissom, Vanderbilt University; Stephanie Andersen, Washington University-St. Louis
Despite the importance of superintendent stability for district reform, almost no research has examined the antecedents of superintendent turnover on a systematic basis. This study draws on administrative data and unique survey data from a representative sample of both superintendents and school board
members in California from 2005-06 to identify the factors that predict superintendent turnover. We also draw on news accounts and other sources to help identify why superintendents left.

Women Superintendents: Does Age Matter?  Kerry Robinson, Virginia Commonwealth University
A great deal of research on superintendents looks at comparisons between male and female superintendent statistics, one such statistic being the age of the superintendent. Typically, research on the age of the woman superintendent is often investigated. The purpose of this qualitative study is to find if age makes a difference to the women who ascend to the superintendency and if it affects how they operate while they hold the position.

Women Leaving the Superintendency in Texas: A Case of Lowered Expectations.  Tanya Monroe, Memphis Independent School District; Sylvia Mendez-Morse, Texas Tech University
There are very few women superintendents in Northwest Texas. This qualitative study of three female superintendents showed that their experiences and reasons for exiting the position were similar to those of men superintendents: school board relations, public criticism, time/stress management, political and financial worries, moving to a better position, and retirement. However for these women, gender discrimination in the workplace at times compounded their experiences in the superintendency and provided reasons for their exit.

Chair/Discussant:
Whitney H. Sherman, Virginia Commonwealth University

133. Manifesting our Destiny: African American Women’s Narrative Experiences on Leading and Learning in Educational Environments

Symposium
12:20 to 1:40 pm
Denver City Marriott: Floor Lower Level 2 - Denver 3
This session provides generative space for counter-stories that confront barriers that often times deter African American women from advancing their agenda in schools and academe. While each of these women share largely from their individually unique experiences in doctoral preparation and advancement in their chosen professions in administration, educational leadership and/or the professoriate, each highlights particular stressors that allude negative stereotypes and inequities that continue to exist (Grant, 2012).

Chairs/Discussants:
Noelle Witherspoon Arnold, University of Missouri-Columbia
Cosette Grant-Overton, University of Cincinnati

134. UCEA Center Session on Successful School Leadership: Findings from U.S.-Based Teams in the International Successful School Principalship Project (ISSPP)
UCEA Center Session
12:20 to 1:40 pm
Denver City Marriott: Floor Lower Level 2 - Denver 4
In this symposium, sponsored by UCEA Center for the Study of School Site Leadership, we synthesize findings from 20 case studies of successful leadership in high-needs schools. These case studies were developed by U.S.-based teams in the ISSPP. For each case we describe the school and community context, including major leadership challenges. We also examine how principals set direction, developed people, redesigned their organizations and managed their instructional programs (Louis, Leithwood, Wahlstrom, & Anderson, 2010).

Participant:
Successful School Leadership: Findings From U.S.-Based Teams in the International Successful School Principalship Project (ISSPP).  Stephen L. Jacobson, University at Buffalo, SUNY; Lauri Denise Johnson, Boston College; Kathy Sillman, Boston College; Carrie Fuller, Boston College; Michelle de la Rosa, Boston College; Ryan Schoenfeld, University at Buffalo, SUNY; Margaret Terry Orr, Bank Street College; Monica Byrne-Jimenez, Hofstra University; Samantha
135. Principal Preparation Programs: National Standards, Certification, and Redesign

Paper Session
12:20 to 1:40 pm
Denver City Marriott: Floor Lower Level 2 - Denver 5

Participants:

Principal Preparation Program Redesign: How Universities May Be Required to Redesign Their Programs. Ralph L. Marshall, Stephen F. Austin State University

This paper discusses selected research studies completed since 2005 funded by the Wallace Foundation that served as the catalyst for the Illinois state education agency’s efforts to promote legislation requiring a revamping of principal preparation programs. The paper also reports on findings from a study seeking the perceptions of sixty-four practicing educators from the Southeastern quadrant of Illinois concerning important topics that should be included in a redesigned principal preparation program.

Paths to the Principalship: A Contextual Analysis of Requirements for Principal Certification in the United States. Chris Jenkins, Oklahoma State University

With the publication of A Nation at Risk in 1983, the passage of NCLB in 2001, and the subsequent standards and accountability movement within K-12 education, certification of school personnel has become more rigorous and standards-based. This study examines the requirements in all fifty states for principal certification via standard and available alternative routes. The purpose of the study is to determine if each state has incorporated national standards into their certification process.

Chair/Discussant:
Stephen L. Jacobson, University at Buffalo

136. Schools as Social Systems: District Coherence, School Leadership, and Classroom Climate

Paper Session
12:20 to 1:40 pm
Denver City Marriott: Floor Lower Level 2 - Denver 6

Participants:

“In the Meanwhile”: An Urban High School Principal Moves Towards Best Practice in School...
This case study analyzes the leadership “best practices” of an urban principal leading a low-performing school based on student achievement data. We evaluate the leadership practices based on three popular “best practice” models. The findings indicate that elements of all three frameworks exist; however, a barrier to improvement is lack of trust. The authors suggest that the district set clear, realistic goals for improvement. Also, the new principal must focus on building trust amongst staff.

This study introduces a new assessment instrument designed to measure classroom climate at the elementary level. First, a theoretically driven set of items to gauge student perceptions of classroom climate was developed. Next, the measure was tested and refined via factor analytic techniques. Finally, the Classroom Climate Index (CCI) was analyzed in a larger sample of schools, the results of which support the predictive validity of the CCI.

This paper looks to suggest a new thinking about the how social institutions, such as schools, operate. The paper brings forward the idea that by using the metaphor of axiomatic systems not only do historical underpinnings of schools take on new light but, establish a new way to think about approaches for school reform. This metaphor looks to replace Tyack’s grammar metaphor in order to introduce this new opportunity for reform.

This study uses findings from two unique projects to demonstrate how policy makers can build the capacity of districts to cultivate coherence in districts. Data came from four case studies of four districts participating in these two projects, two from the Province of Ontario and two from the State of New Hampshire. The interviews from three levels: policy, district, and school. Findings demonstrate increased collaboration, trust, and coherent cultures and use of resources.

Chair/Discussant:
Gordon Gates, Washington State University

137. Educational Leadership Policy and Implications for Preparation and Practice
Paper Session
12:20 to 1:40 pm
Denver City Marriott: Floor Lower Level 1 - Matchless
Participants:
Licensing Policies of Public School Principals. Jerri Mausbach, Clark County School District; James R. Crawford, University of Nevada-Las Vegas

A descriptive rationalist policy analysis was used to examine current licensure policies in all fifty states and the District of Columbia. The differences and similarities between states that received Race to the Top competitive grant funds and those that did not were examined, in addition to the proposed policy reforms included in recipients of Race to the Top grant funds. Despite the dramatic changes in expectations of principals, there have been minimal changes in licensing requirements.

“Change We Can Believe in?” A Critical Discourse Analysis of Federal Educational Leadership Policies. Bradley W. Carpenter, University of Louisville; Sarah Diem, University of Missouri

The purpose of this study is to provide the field of education leadership with a critical alternative to traditional policy frameworks. Informed by Hajer’s (2003, 2005, 2006) analysis of policy vocabularies, our study looks beyond the a priori consideration of policy documents guiding the field of educational leadership. The findings of this study reveal how inscribed discourses shape programs’ ability to prepare educational leaders for their role in addressing issues surrounding race and diversity.

The Neoliberal Educational Policy Environment and Educational Leadership. Ed Bengtson, University of Arkansas
This conceptual paper calls into question the definition of ‘school success,’ and how the goals of schooling are defined in a neoliberal context. On a broader front, how current neoliberal policies define the purpose of public schooling, and why educational leaders need to understand educational issues in a broader context than current policy dictates are addressed. The understanding of neoliberal educational policy is addressed in terms of informing practicing leaders and those who prepare them.

Chair/Discussant:  
**April L. Peters-Hawkins**, University of Georgia

### 138. Significance of Trust

**Paper Session**  
12:20 to 1:40 pm  
*Denver City Marriott: Floor Lower Level 1 - Mattie Silks*

**Participants:**  
Communication Competence and Trust In Leaders. *Ian Edwin Sutherland, Brent International School Manila*

Trust is a critical component of effective leadership. This study tested the relationship between communication competence skills (Spitzberg & Cupach, 1984, 2002) and trust in leaders (Hoy & Tschannen-Moran, 1999; Tschannen-Moran & Hoy, 2000). Teachers reported perceptions of the communication competence and trustworthiness of their principal. Significant relationships were found between communication competence factors and trust. The strongest predictor, attentiveness-coordination, is characterized by relationship building behaviors that may increase the quality of interactions, building trust.

Student Trust in Schools: A Look at Trust, Race and Ethnicity. *Lisa S. Romero, California State University-Sacramento*

Student trust is likely important for all students, but may be particularly important for Latino and African American students. Educational Longitudinal Study data is used to measure trust as a second-order factor with first-order factors-- benevolence, competence and integrity. This research then examines whether, and how, trust and its facets vary based on race and ethnicity. Findings not only show group differences in trust, but also pinpoint the role of benevolence, competence and integrity.

Teacher Perceptions of Principal’s Trust: Does Gender and Racial/Ethnic Match Matter in Teacher-Principal Relationships? *Kristina Brezicha, Pennsylvania State University; Ed Fuller, Pennsylvania State University/UCEA; Lindsay Schrott, Pennsylvania State University*

Research has shown the importance of trust between teachers and principals in the operation of a well-run school. This study explores how trust works in building teacher-principal relationships and increasing teacher retention. We study the role gender and race/ethnicity play in establishing and maintaining trust between teachers and principals. Our findings suggest that these personal characteristic do matter in establishing trust, thus contributing to the growing literature on trust and its effects in schools.

Chair/Discussant:  
**Wayne D. Lewis**, University of Kentucky

### 139. Shoulda, Coulda, Woulda…: What We Wish We Had Known Before Becoming a Professor

**Graduate Student Session**  
12:20 to 1:40 pm  
*Denver City Marriott: Spruce*

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:**  
*Mark A. Gooden*, University of Texas at Austin  
*Sonya Douglass Horsford*, University of Nevada-Las Vegas
GENERAL SESSION III: Evaluating and Promoting Educator Effectiveness Through National State and Local Policy Levers: A Wallace Town Hall

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. The focus of the 2012 town hall is educator effectiveness and how state level policies (and the national policy levers) are seeking to support educator effectiveness. The panel will also focus on the implications of these trends for leadership preparation and professional development.

Presenters:
Tom Boasberg, Denver Public Schools
John Youngquist, Denver Public Schools
Joseph Murphy, Vanderbilt University
Dick Flanery, National Association of Secondary School Principals
Michael Johnston, Colorado State Senate
Julie Bell, National Council of State Legislators

Session 140, Friday, 1:50 - 3:00 pm
Denver City Marriott, Lower Level 2 - Colorado E-F


General Session
1:50 to 3:00 pm
Denver City Marriott: Floor Lower Level 2 - Colorado E-F

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Julie Bell, National Council of State Legislators
141. IGNITE! Equity and Student Safety

*Ignite Session*

3:10 to 4:30 pm

*Denver City Marriott: Colorado A*

Participants:

- Educational Lifelines for At-Risk Students: Exploring Equity in Alternative Schools. **Lynn Hemmer**, Texas A&M University-Corpus Christi; **Patricia Uribe**, Texas A&M International University

In line with equity principles, desired student outcomes should connote the same construct (Espinoza, 2007), regardless of educational settings. An equity frame is applied to examine how the design elements of early college high schools and academic alternative schools of choice work as a response to meet student needs. The idea behind alternative schooling was—and still is—to include all students in an equitable education. However, dependent on student risk identifiers, equity issues remain.

- The Legal Explosion in Cyberbullying Statutes, the Underlying Legal Foundation, and the Position of School Leaders. **Justin Bathon**, University of Kentucky; **Jesulon S. R. Gibbs**, University of South Carolina

Cyberbullying legislation has swept the nation in the past few years and is now present in the majority of states. This session documents this rise in statutory law, and the subsequent required local administrative policy, and compares it to the legal analysis utilized by courts in cases of off-campus speech, student harassment, and student discipline. Finally, this session questions the application of all this new statutory law to schools under the leadership of school administrators.

- From School Incident to State Law: Politics in Action. **Martha M. McCarthy**, Loyola Marymount University

This presentation addresses how publicity surrounding child abuse by a school’s staff members can create a politically charged situation leading to major changes in the school district as well as a state law that may be difficult for school leaders to implement. The politics involved in this case will be compared to other volatile situations facing school leaders (e.g., student suicides leading to anti-bullying legislation), and implications for preparation programs and practitioners will be explored.

Chair/Discussant: **Scott McLeod**, University of Kentucky

142. Unconference Session: Utilizing Student Voice to Accelerate School Improvement

*Unconference Session*

3:10 to 4:30 pm

*Denver City Marriott: Floor Lower Level 2 - Colorado E-F*

Project VOYCE (www.projectvoyce.org) is a youth-driven Denver organization with the mission to make youth voice real in school renewal and to improve learning and achievement through leadership development, action research, and community partnerships. Join students from Project Voyce to explore ideas and engage in conversations about activating and leveraging student voice within our schools. No proposal, only attendance, is needed for participation in unconference sessions.

Participant: **Susan Korach**, University of Denver

143. UCEA Centre for the Study of Leadership and Ethics: Ethical Leadership: Insights From Practice in Canada, Sweden, Australia, and the USA

*UCEA Center Session*

3:10 to 4:30 pm

*Denver City Marriott: Floor Lower Level 2 - Colorado G*

As a reflection of the international partnerships that are manifest within the UCEA Centre for the Study of Leadership and Ethics, this symposium will provide five papers from across this international spectrum but with each paper focussing on the issue of ethical leadership as it pertains to the particular
circumstances. The first paper from the USA describes the approach taken in a series of four workshops on leadership ethics in a practice-oriented Ed.D. program aligned with the Carnegie Project on the Education Doctorate. The second paper discusses Swedish school superintendents’ notions about their opportunities to influence local educational politics and the ethical dimensions of their assigned responsibilities. The third paper tells the story of The Leaders Transforming Learners and Learning projects, which have become one of the leading research and community service initiatives in education in Australia. The fourth paper explores how a USA University/School Partnership helped students transform their school’s culture by articulating identified core values. The final paper provides reflections on the nature of authentic leadership emanating from the various local needs and perspectives of those involved in supporting students in a Canadian Lighthouse Learning project.

Participants:
- Charles Thomas Burford, Australian Catholic University
- Katarina Norberg, Center for Principal Development
- Elisabf Nihlfors, Uppsala University
- Olof Johansson, Umeå University
- Martin Reardon, Virginia Commonwealth University
- Cameron Carlson, Southern Illinois University
- Sabrina Gerzel, Southern Illinois University
- Ron Wideman, Nipissing University
- Carmen Shields, Nipissing University

Chair/Discussant:
- Christopher Branson, Australian Catholic University

144. Leaders Creating Space for Social Justice Dialogue and Action

Critical Conversation
3:10 to 4:30 pm
Denver City Marriott: Floor Lower Level 2 - Colorado H

Through engagement in dialogue concerning successful “Rida” educators (Duncan-Andrade, 2007) and social justice leadership, this session seeks to challenge panelist and audience to find ways for leaders to create a space for social justice dialogue and action. Additionally, this session intends to begin conversation concerning how the empirical groundings of successful urban educators and the empirical groundings of social justice leadership can be coalesced to not only inform practice but also leadership preparation programs.

Participants:
- Decoteau J. Irby, University of Wisconsin-Milwaukee
- Anjale Welton, University of Illinois at Urbana-Champaign
- Carlos McCray, Fordham University
- Christopher Thomas, University of San Francisco
- Kristin Shawn Huggins, Washington State University

145. Educational Leadership in International Contexts: Learning Lessons From Around the World

Symposium
3:10 to 4:30 pm
Denver City Marriott: Floor Lower Level 2 - Colorado I

The papers in this symposium present findings from a diverse collection of research studies that share a common theme in that they explore educational leadership practice in various international contexts. Papers deal with educational leadership and issues of trust, poverty, masculinity, cultural relevance, neoliberalism and various forms of conflict within and across national borders.

Participants:
- Global Systems of Poverty and Educational Leadership: A Case Study of the Philippines. Jeffrey S. Brooks, Iowa State University; Ian Edwin Sutherland, Brent International School Manila;
Melanie Brooks, Iowa State University
From Post-Colonial to Neoliberal Schooling in Somalia: The Need for Culturally Relevant School Leadership Among Somaliland Principals. Muhammad Khalifa, Michigan State University
Space Matters: A Critical Examination of Black Bermudian Masculinity, Leadership, and Success. Ty-Ron M. O. Douglas, University of Missouri-Columbia
The Neoliberal Imperialist Educational Project and the Rise of Revolution: Lessons From the Youth of Egypt. Tyson EJ Marsh, Iowa State University
How Secondary School Principals Build Trust in Kenyan Secondary Schools. Joel Ondieki Abaya, University of Missouri-Columbia
Chair/Discussant:
Jeffrey S. Brooks, Iowa State University

146. Reclaiming a Seat at the Table—Influencing Policy and Practice Through State Professional Organizations

Critical Conversation
3:10 to 4:30 pm
Denver City Marriott: Floor Lower Level 2 - Colorado J
Politically-based agendas for educational leadership, resulting in policy mandates for programs, create a need for the profession to take leadership to remain true to their knowledge and values. Presenters share how they renewed an association for professors of educational leadership through strategies aimed at gaining seats at the table of policy making. The ensuing participant conversation is concerned with discussing, clarifying and determining values, roles, and strategies for a united profession's influence to have impact.
Participants:
Daniel Reyes-Guerra, Florida Atlantic University
Rosemarye Taylor, University of Central Florida
Patricia Maslin-Ostrowski, Florida Atlantic University

147. Examining Policy and Practice Trends Impacting Leadership Evaluation

Special Session
3:10 to 4:30 pm
Denver City Marriott: Floor Lower Level 2 - Denver 1
Principal evaluation has moved to the center of many high-level policy conversations concerning educator effectiveness. In this session, participants will discuss both the policy context and a variety of approaches states and other organizations are taking to determine the effectiveness of educational leaders. Discussion will also focus on how evaluation data can and should be used.
Presenters:
Pamela D. Tucker, University of Virginia/UCEA
Margaret Terry Orr, Bank Street College
Dick Flanary, National Association of Secondary School Principals
Peter Winograd, University of New Mexico
Lindsay Schrott, Pennsylvania State University
Kristina Brezicha, Pennsylvania State University
Chairs/Discussants:
Ed Fuller, Pennsylvania State University/UCEA
Sheneka Williams, University of Georgia/UCEA

148. Just Leadership for Students With Disabilities

Paper Session
3:10 to 4:30 pm
Denver City Marriott: Floor Lower Level 2 - Denver 2
Participants:

Campus Administrators’ Knowledge of Special Education and Social Justice Issues Involved in Educating “All” Students. Josie Lucker Keffer, University of Texas at El Paso; Rodolfo Rincones, University of Texas at El Paso

Educational administration continues to address the instructional implications that are related to special education and social justice. Administrator certification programs must make sure that participants are sufficiently prepared to address campus-based initiatives that will provide “all” students with opportunities for success. An inadequacy in special education issues may keep administrators from dealing with the underlying social justice issue that “all” students, even those with disabilities, have a right to a free and appropriate public education.

Principals’ Knowledge in Special Education Policies and Procedures: Why Principal Knowledge of Special Education Matters. Lindsay E. Jesteadt, Florida Atlantic University; 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 teachers, programs, and students at a clear disadvantage. Currently, schools and school leaders are being held accountable for the learning gains of all students. Findings of this study demonstrate the level of knowledge in special education practicing administrators in Florida possess, where they acquired that knowledge, and the dire need for this knowledge.

School Reform, Leadership, Social Justice, and Students With Disabilities. George Theoharis, Syracuse University; Julie Causton-Theoharis, Syracuse University; Chelsea Tracy-Bronson, Syracuse University

Using two cases studies of urban elementary schools’ reform efforts and leadership, this paper centers on how school leaders improve educational quality as they address the critical social justice issue of how to serve students with disabilities (SWD) in inclusive ways. Data collection at each school spanned four years. Both schools undertook school-wide reform to restructure the way services were provided and saw dramatic gains in student achievement.

Chair/Discussant: Carl A. Lashley, University of North Carolina-Greensboro

149. Successful Online Courses for Aspiring Principals

Mini-Workshop
3:10 to 4:30 pm
Denver City Marriott: Floor Lower Level 2 - Denver 3

This session will present preliminary findings from a continuing research study designed to explore the efficacy of selected pedagogical methods in creating a learning climate for online leadership courses. Additionally, the session will address the optimal blend of pedagogical methods with technical design elements which are necessary to deliver an effective distance course. Recorded and real time segments of a graduate class for aspiring principals will be presented as exemplary practice.

Participants:

Susan Garton, University of Alaska-Anchorage
Kendra Sticka, University of Alaska-Anchorage
Susan Heinz, University of Alaska-Anchorage

150. Mentoring Session for Associate Professors Seeking Full Professors

Special Session
3:10 to 4:30 pm
Denver City Marriott: Floor Lower Level 2 - Denver 4

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. All the participants are past recipients of either the Jay Scribner Mentoring or Master Professor Award. 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:

- **Bruce Barnett**, University of Texas at San Antonio/UCEA
- **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 Poliner Shapiro**, Temple University

Chairs/Discussants:

- **Julian Vasquez Heilig**, University of Texas at Austin/UCEA
- **Alan Shoho**, University of Texas at San Antonio

### 151. Principals Leading School Reform

**Paper Session**

3:10 to 4:30 pm

*Denver City Marriott: Floor Lower Level 2 - Denver 5*

Participants:

- Developing an Espoused Theory of Data Use in Alternative Leadership Preparation Programs.  
  **Katrina Bulkley**, Montclair State University; **Suzanne McCotter**, Montclair State University; **Cynthia Bankowski**, Montclair State University

School leaders are increasingly identified as critical actors in supporting a substantial role for data in school improvement. This paper presents findings from a qualitative study of the development of prospective leaders’ thinking around the use of data in supporting student learning and school improvement. The participants are all engaged in non-university-based preparation programs in New York City. Changes in espoused theories of action for leadership were influenced by both programs and participants’ background.

- Empowering Communities Through Data to Participate in Educational Reform.  
  **Kathryn E. Torres**, University of Washington; **Bradley W. Carpenter**, University of Louisville

Research on educational leadership and data-driven reform has predominately focused on the collection, analysis, and dissemination of data by education professionals. Subsequently, little has been provided as to how leaders facilitate data use within the broader community. In this paper, we examine four concepts we believe must be explored within preparation programs seeking to develop successful leaders for diverse settings and offer suggestions for the development of a “data use culture” within public school communities.

- Principals Leading Urban High School Reform Along With Community Development.  
  **Terrance Green**, University of Wisconsin-Madison

The purpose of this study is to examine an urban high school where reform has occurred in concert with the development of the local community where the school resides. To achieve this purpose, I address the research questions: (a) What actions do urban high school principals and leaders of collaborating community-based organizations take that result in high school reform along with community development? This paper will offer implications for leadership preparation and future research.

Chair/Discussant:  
**Lawrie Drysdale**, University of Melbourne

### 152. Cultural Competency in High-Needs Schools

**Paper Session**

3:10 to 4:30 pm

*Denver City Marriott: Floor Lower Level 2 - Denver 6*

Participants:

- Assessing the Impact of Cultural Proficiency Training on Central Office Administrators and Staff.
Daniel Spikes, University of Texas at Austin; Mark A. Gooden, University of Texas at Austin; Joshua Childs, University of Pittsburgh

Much of the dialogue used to explain the achievement gap often support deficit thinking and overlook the role that racism played in creating and maintaining unequal outcomes. As a response, some scholars suggest that school leaders engage in cultural proficiency/anti-racist training to better meet the needs of all students. This study describes central office educators’ participation in such training and how they perceived its impact on their level of racial awareness, attitudes, beliefs, and practices.

Cross-Cultural Proficiency and Conflict Communication: Lessons Learned From the Field. Sharon I. Radd, University of St. Thomas

Leadership preparation programs across the nation are faced with preparing candidates to lead equitable and culturally proficient PK-12 schools. This paper examines data gathered in the field from a variety of contexts (communication and conflict courses, cross-cultural proficiency professional development, and adult learning theory research) to glean important insights into how to support administrator preparation programs in developing more cross-culturally proficient and equity conscious school leaders.

Urban Principals: Gender, Experience and High Needs Schools. Sarah J. Zuckerman, University at Albany, SUNY

Papa, Lankford, and Wycoff (2002) suggest in their study of New York State principals women are more likely to sort into high needs schools, and high needs schools are more likely to have less qualified principals. This study examines the 2008-09 Principal Follow-Up Survey data to determine the characteristics of male and female principals in urban schools and to determine the characteristics of the schools headed by men compared to those headed by women.

Chair/Discussant: Lauri Denise Johnson, Boston College

153. Who’s Running Our Schools?

Paper Session
3:10 to 4:30 pm
Denver City Marriott: Floor Lower Level 1 - Matchless

Participants:

Mayoral Control and Civic Capacity in New York City Schools. Tiffanie Lewis, Pennsylvania State University

Using NYC as a case study, this paper draws on interview data from principals, district consultants and administrators, and principal’s union representatives to explore the impact mayoral control has on civic capacity and principals’ capacity to lead schools. Results suggest mayoral control has diminished the voice and participation of principals and parents in policy making while enhancing the participation of private groups and foundations.


This policy history offers a critical comparison of two different efforts to implement an accountability system in the New York City public schools. A plan initiated in 1970 made little impact, and fizzled out by 1978. After 2002, NYC school leaders designed and then successfully launched an accountability system in which each school was graded A-F. The paper considers why the second implementation effort succeeded while the first did not, and concludes with policy lessons.

The Disproportionate Erosion of Local Control: Urban School Boards, High-Stakes Accountability, and Democracy. Tina Trujillo, University of California-Berkeley

This case study of an urban school board’s experiences under high-stakes accountability demonstrates how board members embraced narrowly defined, individualized notions of effectiveness. It shows how the board severely constrained shared decision-making and local participation, and reveals how board members’ privatized habits of mind privileged values of standardization and efficiency. It concludes that accountability policies framed in terms of their potential to further democratic aims disproportionately reduce democratic control in urban settings.
Chair/Discussant:

Alex J Bowers, Teachers College, Columbia University

154. Transformative Leadership—Translating Theory Into Action in the 21st Century

Symposium
3:10 to 4:30 pm

Denver City Marriott: Floor Lower Level 1 - Mattie Silks

This symposium is designed to demonstrate the relevance of transformative leadership as a means of promoting social justice and to show, through four empirical studies, how school leaders who are committed to transformative approaches actually demonstrate differences that truly do matter in practice. The symposium will consist of four papers that address, in turn, evidence related to how to prepare transformative school leaders who truly change their practice and their institutions.

Participants:

Preparing and Supporting Transformative Leaders. Carolyn M. Shields, Wayne State University

Grounding Practice in Transformative Leadership. Andrew Barrett, Mill Creek Elementary School; Andrew J. Barrett, Geneva (Illinois) Community Unit School District 304

Transformative Leadership and a Critical Ethic of Care. Camille M. Wilson, University of North Carolina-Greensboro

How Principals Exercise Transformative Leadership in Disadvantaged Areas. Jean Archambault, Université de Montréal; Roseline Caron, Université de Montréal

Chair/Discussant:

Carolyn M. Shields, Wayne State University

155. Summit Mentor Session I

Closed Session
3:10 to 4:30 pm

Denver City Marriott: Spruce

This is a closed session for graduate students who attended the graduate student summit.

Participants:

Ashley Johnson, Michigan State University
Kari Carr, Indiana University
Kenyae Reese, Clemson University
Dwight Farris, University of Arizona
Julie Snowball, University of Utah
Vanessa Marroquin, California State University-Long Beach
Sakiko Ikoma, Pennsylvania State University
Anisah Waite, University of California-Berkeley
Sarah G. Hale, University of Iowa
Jing Liu, Rutgers State University of New Jersey
Ronald Thompson, Clemson University
Kari Vogelgesang, University of Iowa
Timothy Drake, Vanderbilt University
Melinda Stump, University of Oklahoma
Brittany Larkin, University of Florida
So Jung Park, University of Wisconsin

Chairs/Discussants:

Donald J. Peurach, University of Michigan
Matthew Militello, North Carolina State University
Jason Grissom, Vanderbilt University
Madeline Mavrogordato, Michigan State University
Richard Gonzales, University of Connecticut
Bradley Walter Davis, University of Texas at Austin
156. IGNITE! People, Standards, Rhetoric, and Reality

*Ignite Session*

4:40 to 6:00 pm  
*Denver City Marriott: Colorado A*

**Participants:**

Subject Portals to Teaching With Technology. *Leslie Santee Siskin, New York University*

Rhetoric of technology promises a revolution; realities remain, as Cuban (2001) described, “oversold and underused.” Massive investments organized around generic teachers and technologies enable teachers to enter grades online, email reports, download seemingly endless data, but rarely to teach or to connect directly to what they teach. This session looks to ignite conversation about leadership, technology and teaching through the spark of content—subject-specific portals engaging teachers with new tools for their particular fields.

Schools are a Populus-Technology Facing a Persona-Tech World. *Seann Dikkers, University of Wisconsin-Madison*

Schools are not learning. Schools are an invention that solved the challenge of providing education for the masses during an age when personal information and communication technologies were not anywhere near as readily available as they are today. As railroads and the postal services learned the hard way, when persona-tech becomes available, populus-tech becomes largely irrelevant. What are learning leaders to do in the coming years to consider transformations in teaching and learning?

Can the Technology Standards Provide a Path Forward? *Jayson Richardson, University of Kentucky; Kevin Flora, University of Kentucky; Justin Bathon, University of Kentucky; Wayne D. Lewis, University of Kentucky*

In this session, we will focus on how we used the National Educational Technology Standards for Administrators (NETS-A) to analyze the current body of literature. This fast-paced presentation will engage educational leaders to understand the depth and breadth of the current body of literature as seen through a technology leadership lens. We conclude with advice on how leaders in the field of educational administration can better meet the technology leadership needs of the field.

Chair/Discussant: *Jayson Richardson, University of Kentucky*


*Symposium*

4:40 to 6:00 pm  
*Denver City Marriott: Floor Lower Level 2 - Colorado G*

This symposium addresses the complex identities of leaders who have navigated (and sometimes contributed to) turbulent racial and cultural politics. Presenters suggest how understanding such leaders through critical race theoretical lenses can help us learn from them. The papers discussed will profile leaders recognized as successful change agents at the international, national, and/or local level, yet their practices have been controversial. The leaders come from diverse racial and ethnic backgrounds and various geographical regions.

**Participants:**


Blinding Me With Faulty Science: Policy Implications of Following the Clark Colorblind Leadership Archetype. *Mark A. Gooden, University of Texas at Austin*

CRT and School Leadership: Principal Perceptions and Liberatory Leadership. *Muhammad Khalila, Michigan State University; Chris Dunbar, Michigan State University; Ty-Ron M. O. Douglas, University of Missouri-Columbia*

“Building Principals Up”: Implications for Retaining Transformative Educational Leaders in
Racially-Charged Contexts. Camille M. Wilson, Wayne State University; R. D. Wilkerson, University of North Carolina-Greensboro

Chair/Discussant: Camille M. Wilson, Wayne State University

158. Promises and Pitfalls of Leadership Succession
Paper Session
4:40 to 6:00 pm
Denver City Marriott: Floor Lower Level 2 - Colorado H

Participants:

Insider Principal: The Promises and Pitfalls of Internal Leadership Succession. Rosa L. Rivera-McCutchen, Lehman College CUNY

The current study focuses on an “insider” principal who, though characterized as a strong teacher leader prior to becoming the principal, drew strong criticism after assuming the role. Interviews with current and former colleagues suggest that the principal’s leadership practice did not change. Rather, when she no longer behaved like a peer, perceptions of her effectiveness as a leader suffered. Recommendations for successful insider succession are discussed.

School Performance Trajectories and the Challenges for Principal Succession. Linda C. Lee, Northwestern University

Leader succession is a critical event in the life of an organization. Whether an innovative school is able to sustain its progress or a low-performing school is able to transform hinges critically on whether the succession process is adequately managed. To improve principal support, therefore, this article uses empirical data on Chicago elementary principals to clarify the connection between different succession situations and the different problems of practice that successor principals are likely to face.

The Making of Assistant Principalship: A Cross-National Examination of Assistant Principals’ Task and Extra-Role Performance. Ibrahim Duyar, University of Arkansas-Little Rock; Sharon Ann Richardson, University of Arkansas-Little Rock; Linda Watson, University of Arkansas-Little Rock

The purpose of this cross-national study was to identify antecedents and outcomes of assistant principals’ workplace performance. The study tested the reciprocal relationships between personal initiative and organizational support (antecedents) in predicting the work performance and career aspirations (outcomes) of assistant principals. Findings of the study demonstrated that personal initiative and perceived organizational support significantly predicted the task performance, extra-role performance, and career aspirations of assistant principals. National origin was a significantly differentiating factor.

The Sudden Departure of a Department Chair: A Narrative About Unanticipated Succession. Deborah L. West, Eastern Kentucky University; Charles Hausman, Eastern Kentucky University; James R. Bliss, Eastern Kentucky University

In this narrative paper, three faculty members share reflective conversations describing the impact of change on their department after the departure of their department chair. Through letters of inquiry, the authors reflect on their journey, discussing topics such as rapid change in organizations, building capacity for leadership succession, the impact of shared responsibility--and how each impacted their program. Through their experience, this paper can help other organizations more fully prepare for chair succession.

Chair/Discussant: Linda J. Searby, Auburn University

159. The Future of Socially Just Leadership: Identity, Critical Pedagogy, and Dialogue in Leadership Preparation
Critical Conversation
4:40 to 6:00 pm
Denver City Marriott: Floor Lower Level 2 - Colorado I

Drawing on recent, progressive literature, this conversation addresses school leaders’ readiness for
progressive leadership. In concert with storytelling and counternarratives as an important form of critical theory, panelists use vignettes and counternarratives discuss identity development, critical pedagogy, and dialogue in their progressive leadership. By critically examining leaders’ readiness to lead for social justice, this conversation can illuminate needed changes for university-based educational leadership programs in developing progressive, socially just leaders for P-12 schools.

Participants:
- Priya Goel, University of Illinois at Urbana-Champaign
- Donald Gene Hackmann, University of Illinois
- Anjale Welton, University of Illinois at Urbana-Champaign
- Jason Andrew Swanson, University of Illinois at Urbana-Champaign
- John Filippi, University of Illinois at Urbana-Champaign
- Jonathan Hamilton, University of Illinois at Urbana-Champaign
- Jonathan Kosovski, University of Illinois at Urbana-Champaign

160. A Comparison of Four Models of Teacher Leadership

Paper Session
4:40 to 6:00 pm
Denver City Marriott: Floor Lower Level 2 - Colorado J

Participants:
- A Comparison of Four Models of Teacher Leadership. Corey A. DeHart, University of Tennessee-Knoxville; Pamela Angelle, University of Tennessee

This study compares model fit for the four-factor model of teacher leadership to fit for three alternative models. Confirmatory factor analyses were conducted for each of the models, and fit indices and parameter estimates of all models were compared. Model fit indices indicate better fit for the four-factor model over both the two- and five-factor models but not over the three-factor model. However, further evaluation supported acceptability of the four-factor model over the three-factor model.


Research has highlighted the positive influence of leadership on student achievement and organizational improvement when it is exercised by multiple agents through distributive leadership practice. Yet, little is known about the ways in which principals develop the leadership capacity of others. Thus through an exploratory study of six high school principals and three teacher leaders with whom each principal is intentionally building leadership capacity this study seeks to understand the ways in which that occurs.

- Teacher Leader Model Standards: Next Steps. Melinda Mangin, Rutgers University; Cynthia L. Carver, Michigan State University; Jill Harrison Berg, Boston Teacher Leadership Resource Center

This paper examines the Teacher Leader Model Standards (Teacher Leadership Exploratory Consortium, 2011) and their utility for informing the field of teacher leadership development. Findings indicate that, while the standards are a significant first step toward mapping macro-level domains of practice, important next steps are required before they can effectively guide programs of teacher leadership development and assessment. The findings have implications for teacher leader preparation programs and for research on teacher leadership development.

- The Hidden Pitfalls of Teacher Leadership: Examining Current Discussions and Assumptions. Diana D’Amico, George Mason University; Michelle Van Lare, George Mason University

In the parlance of current policy reform, teacher leadership has emerged as a wholly positive movement poised to unleash yet untapped potential within our schools. This paper examines current themes in the literature and makes explicit several assumptions for what teacher leadership should be and do. Our argument is that the current discussions of teacher leadership in scholarship, and the manifestation of these discussions in policies, reveal some unintended consequences to the movement.

Chair/Discussant:
- Mike Boone, Texas State University-San Marcos
161. Using Student Achievement Data to Assess Principal Preparation Programs
Symposium
4:40 to 6:00 pm
Denver City Marriott: Floor Lower Level 2 - Denver 1

This symposium will explore using student achievement data to assess principal preparation programs from three stakeholder perspectives: program, research organization, and funder – including promising practices and challenges. These paper will discuss the strategies that each group has developed to analyze student achievement data, and how they are using that data to ensure that our nation’s school leaders are prepared to lead schools that drive positive student achievement gains.

Participants:

- Lessons Learned From Evaluating the New Leaders Program Impact Using Student Achievement Data. Brenda Neuman-Sheldon, New Leaders for New Schools
- Practical Challenges in Evaluating Efforts to Improve the Principalship. Susan Burkhauser, RAND Corporation; Ashley Pierson, RAND; Susan Gates, RAND; Laura Hamilton, RAND
- Methodology for Analyzing School Level Student Achievement Outcomes Using Publicly Available Data. Sharon Meron, Broad Foundation

Chair/Discussant: Brenda Neuman-Sheldon, New Leaders for New Schools

162. Responsive Leadership for Students With Disabilities
Paper Session
4:40 to 6:00 pm
Denver City Marriott: Floor Lower Level 2 - Denver 2

Participants:

- Are Leaders Influenced By Advocates in the Special Education Eligibility Decision? Erin Kirkland, George Mason University; Scott C. Bauer, George Mason University
- Educational Administrators’ Expressed Perceptions of Students With Disabilities. Jacob Williams, University of Texas at Austin; James R. Yates, University of Texas at Austin
- Sustainability and Fighting for Respect: Special Population Students in a Turnaround Urban High School. Barbara Pazey, University of Texas at Austin

The disproportionate exposure to exclusionary discipline for students with disabilities is acknowledged. The use of exclusionary discipline for students with disabilities results in denied opportunities and services. This denial would indicate the possibility of prejudice, a construct understood to arise from the existence of a perception of threat from the ingroup in an intergroup relationship. The purpose of this synthesis is to capture K-12 school administrators’ perceptions relative to the discipline for students with disabilities.

Chair/Discussant: Catherine Ann O’Brien, University of Missouri
163. Tapping the Potential of School and University Partnerships

Paper Session
4:40 to 6:00 pm
Denver City Marriott: Floor Lower Level 2 - Denver 3

Participants:

From the Outside Looking in: Developing a Sustainable Partnership Between University Preparation Programs and School Districts. Janet L. Tareilo, Stephen F. Austin State University; Stacy Hendricks, Stephen F. Austin State University

Learning is a continual process that encompasses and utilizes a variety of entities. From those who prepare and ready teachers and principals to the school districts that employ them, the educational systems charged with learning must engage in a partnership focused on student improvement and success. This paper reveals the process that took place between one school district and university in rebuilding and sustaining that relationship.

Partnering With Districts in Principal Preparation: Benefits of Targeted Action Research for 21st Century Leadership. Betty Alford, Stephen F. Austin State University; Stacy Hendricks, Stephen F. Austin State University

Using the goals of a partnership effort to prepare more students to access and succeed in postsecondary education and to prepare more educators to specifically meet the needs of English language learners as a foundation for the selection of action research topics, aspiring principals engaged in a study of practices designed to foster students’ learning. This qualitative study illuminated benefits of the partnership and ways that educational preparation programs could better meet 21st century needs.

The Iterative Partnership Paradigm: Meeting the School’s and University’s Agendas to Create a Long-Term Relationship. Marla Susman Israel, Loyola University Chicago; Elizabeth Vera, Loyola University Chicago; Laura Knight-lynn, Walden University; Nancy Goldberger, Loyola University Chicago

Universities and local school districts must lead together. Therefore, how do we sustain healthy university-school partnerships meeting both the school district’s and university’s agendas? This paper answers this question by describing the “iterative partnership paradigm” creating an environment for democratic collaboration, authentic voice and ownership, and a flexible delivery and data analysis model for school improvement and partnership growth. Structural components of the partnership and data from five years of this partnership will be shared.

University-School-Community Partnerships and Social Network Development: Examining the Professional Development School Context. Peter M. Miller, University of Wisconsin-Madison; Rebecca Lowenhaupt, Boston College; Michael Kopish, Plymouth State University

This study examines social network development in the context of a school-university partnership between a large state university and local schools in the Midwestern United States. Drawn from findings of a longitudinal study of a redesigned professional development school (PDS) model, the paper identifies key structures and policies that underlie relationships among and between schools, universities, communities, and the key stakeholders within them.

Chair/Discussant:
Susan Garton, University of Alaska-Anchorage

164. Key Qualities of Effective Leaders

Paper Session
4:40 to 6:00 pm
Denver City Marriott: Floor Lower Level 2 - Denver 4

Participants:

A Quantitative Analysis of the Production, Selection, and Career Paths of Texas Public School Administrators. Bradley Walter Davis, University of Texas at Austin

This paper provides detailed, longitudinal, quantitative analysis of the production and selection of Texas public school administrators. This study describes the current state and past trends of leadership
production in the state of Texas, explores the career paths of Texas public school administrators and how their experiences differ across race and gender, and investigates prejudicial influence on the selection and career-paths of campus leaders.

Important Competencies for the Selection of Effective School Leaders: Principals’ Perceptions.

Arturo Jude Cavazos, University of Texas at Austin; Martha N. Ovando, University of Texas at Austin

Abstract This paper focuses on competencies considered important in the selection of principals from the perspectives of effective principals on the Texas–Mexico border. The competencies of effective K-12 principals included in the study were initially advanced by Marzano et al. (2005). Specifically, an attempt was made to determine which competencies are considered important, how these were assessed during the hiring process, and whether differences in importance existed by school level (elementary, middle, and high school).

Leadership for School Improvement in the Border Context: Inherent Tensions for Collaboration and Democratic Capacity. Jeffrey V. Bennett, University of Arizona

The qualitative case study examines the democratic nature of collaboration and related principal influences in one successful Southern Arizona elementary school in a changing demographic and border context in the U.S. Southwest. Participants included the principal, assistant principal, 8 teachers, and 6 parents. Furman’s (2004) ethic of community framework guides the analysis. Findings revealed top-down managerial practices that sacrificed inclusion of stakeholders, community relationship building, and room for more authentic democratic collaboration and grassroots innovation.

Chair/Discussant: Jean Madsen, Texas A&M University

165. Faculty Development and the Brave, Not-so-New World of Online Teaching and Learning

Critical Conversation
4:40 to 6:00 pm
Denver City Marriott: Floor Lower Level 2 - Denver 5

Participants consider challenges and opportunities technology presents for improving the quality of instruction in face-to-face, hybrid, and online instruction. We present a theoretical approach for engaging faculty striving to improve practice as instructors in technologically- and media-rich, collaborative learning environments. Participants will engage in a series of short reflections aligned with and framed by the stages of transformative learning. Activities will include dialogue, reflections, writing, and analysis of experiences learning to teach online.

Participants:
Michelle Collay, University of New England
Dannelle D. Stevens, Portland State University

166. Teaching Educational Leadership

Symposium
4:40 to 6:00 pm
Denver City Marriott: Floor Lower Level 2 - Denver 6

This interactive symposium shares findings from four self-studies of teaching in reform-based, educational leadership programs. In the first half, participants present short analyses of their teaching and the data they use for continuous improvement. The second half is reserved for interactive discussion. Discussants, panelists, and audience members speak to three guiding questions that surface practical details of the work of developing exemplary school leaders within the possibilities and constraints of university-based leadership programs.

Participants:
Guiding Action Research. Charles Vanover, University of South Florida-Petersburg; Olivia Hodges, University of South Florida-Petersburg
Curriculum Leadership that is Culturally Relevant.  
Zorka Karanxha, University of South Florida; 
Vonzell Agosto, University of South Florida

Using Real Data Sets to Teach Quantitative Research Methods to Students in Educational Leadership Programs.  
Tamara V. Young, North Carolina State University; Serena Jean Salloum, Ball State University

Who and What We Must Become: Culturally Responsive Leadership in Socially Just and Equitable Contexts.  
Gwendolyn Webb-Hasan, Texas A&M University; Terah Talei Venzant-Chambers, Texas A&M University

Chair/Discussant:  
Frank Hernandez, Hamline University

167. Coping With Budgetary Constraints in Schools  
Paper Session  
4:40 to 6:00 pm  
Denver City Marriott: Floor Lower Level 1 - Matchless

Participants:

Leading Budget Cutbacks: How School Districts With Shrinking Revenues Manage Competing Spending Priorities.  
Angeline Kathryn Spain, University of Michigan

Using a comparative case study, this study investigates how two school districts managed budget cutbacks over a 2-year period. I show that when administrators took the lead in crafting budget recommendations, their expertise contributed to greater coherence. But both school boards also sought to preserve enrichment activities, libraries, and other programs, often at the expense of funding high-priority instructional improvement initiatives. I highlight how local political and cultural dynamics contributed to these outcomes.

Refining or Reforming? An Example of Grassroots Leadership From a School Staff-Led Charitable Foundation.  
Joanne M. Marshall, Iowa State University

The purpose of this paper is to build upon the existing knowledge base about grassroots leadership by describing new examples of grassroots leadership from a teacher-led charitable foundation. Based upon results from a qualitative case study, it explores how school staff lead informally in roles not related to instruction, applying a conceptual framework developed by English and Ehrich and presented at the UCEA 2011 convention.

Victor James Sensenig, Pennsylvania State University; Ed Fuller, Pennsylvania State University/UCEA

Professional staffing by certified school librarians is an integral part of quality school libraries. Using data from the state of Texas, this study finds that in a period of general reductions in funding for libraries, the school libraries in schools with the lowest performing and poorest children are most likely to lose their librarians. This trend counters any effort to achieve more equal educational outcomes.

Chair/Discussant:  
Stephen L. Jacobson, University at Buffalo, SUNY

168. Role-Alike Session for Sitting and Aspiring Deans  
Symposium  
4:40 to 6:00 pm  
Denver City Marriott: Floor Lower Level 1 - Mattie Silks

Today’s Colleges 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 BEGIN 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.

Presenters:
- Betty Lou Whitford, Auburn University College of Education
- Diana G. Pounder, University of Central Arkansas
- Gregg Garn, University of Oklahoma
- Olga Welch, Duquesne University
- Fayneese Miller, University of Vermont
- Betty Merchant, University of Texas at San Antonio

Chair/Discussant:
- Cynthia Reed, Auburn University

### 169. Entrepreneurship, Competition, and Leadership in Schools and Universities

**Paper Session**

4:40 to 6:00 pm

**Denver City Marriott: Floor Lower Level 1 - Molly Brown**

Participants:

- Competition in schools: A multifocal approach. *Huriya Jabbar, University of California, Berkeley*
- A growing body of work examines how school leaders respond to market pressures, as well as the effects of increased competition on student outcomes, but defining and measuring competition and its effects remain a challenge. This paper reviews recent literature on the effects of competition in education markets, highlighting important questions and challenges for further research, and proposes a set of conceptual tools to examine the social, political, and economic aspects of competition in schools.

- Institutional Entrepreneurship in an Emergent Discursive Field of Ranking World Class Universities. *Hanne Mawhinney, University of Maryland*
- Paper explores shifting patterns in the strategic dilemmas associated with institutional entrepreneurship in the discursive terrain of world class university rankings created by the Center for World-Class Universities of Shanghai Jiao Tong University through its Academic Ranking of World Universities (ARWU). Analysis revealed paradoxical conditions arising from competing sets of choices faced by universities in strategically engaging in the discursive terrain of ranking world class universities.

- The Purpose of Educational Leadership: Reconfiguring Entrepreneurialism in Public Education. *Philip Woods, University of Hertfordshire*
- This paper considers the challenges to educational leadership in policy and social contexts that promote entrepreneurialism and the idea of the ‘enterprising self’. Two key challenges are addressed: meanings of entrepreneurialism, and the values conflicts entailed in the idea of entrepreneurial leadership. The paper considers the scope for responding to and shaping the discourse and nature of entrepreneurial leadership through democratic entrepreneurialism and adaptive strategies. The concluding section suggests implications for principal preparation and development.

Chair/Discussant:
- Mette Lise Baran, Cardinal Stritch University

### 170. Summit Mentor Session II

**Closed Session**

4:40 to 6:00 pm

**Denver City Marriott: Spruce**

This is a closed session for graduate students who attended the Graduate Student Summit.

Participants:
- Michelle Mary Salopek, Pennsylvania State University
- Jonna Kay Beck, Texas State University-San Marcos
- Nazneen Ali, University of Missouri
- Meg Goodhand, University of North Carolina
- Jaye E. Vines, Clemson University
Welcome and Introductions:
Cosette Grant-Overton, University of Cincinnati (Host)

UCEA Barbara L. Jackson Scholars Speaker:
Dr. John H. Jackson, The Schott Foundation for Public Education

Introduced by Frank Tuitt, Associate Provost for Inclusive Excellence, University of Denver

Building the Next Generation of Scholars of Color.

John H. Jackson is the President and CEO of The Schott Foundation for Public Education and leads the Foundation’s efforts to ensure a high quality public education for all students regardless of race or gender. Dr. Jackson joined the Schott Foundation after seven productive years in leadership positions at the National Association for the Advancement of Colored People (NAACP). He served as the NAACP Chief Policy Officer and prior to that as the NAACP’s National Director of Education.

Session 171, Friday, 6:10 - 7:20 pm
Denver City Marriott, Lower Level 2 - Colorado E-F
172. UCEA Barbara L. Jackson Scholars Summit
7:30 to 8:30 pm
Denver City Marriott: Floor Lower Level 2 - Colorado E-F
Presenters:
Michelle D. Young, UCEA
Maria Luisa Gonzalez, University of Texas at El Paso
Mark A. Gooden, University of Texas at Austin
Khaula Murtadha, Indiana University Purdue University at Indianapolis
Chair/Discussant:
Cristóbal Rodríguez, New Mexico State University/UCEA

SATURDAY, NOVEMBER 17

173. UCEA Center for the Evaluation of Educational Leadership Preparation and Practice
Meeting
7:00 to 7:50 am
Denver City Marriott: Floor Lower Level 2 - Colorado G
Chairs/Discussants:
Andrea K. Rorrer, University of Utah/UCEA President
Pamela D. Tucker, University of Virginia/UCEA
Margaret Terry Orr, Bank Street College

174. UCEA Center for Ethics and Values in Leadership
Meeting
7:00 to 7:50 am
Denver City Marriott: Floor Lower Level 2 - Colorado H
Chair/Discussant:
Christopher Branson, Australian Catholic University

175. Policy and Advocacy Taskforce
Meeting
7:00 to 7:50 am
Denver City Marriott: Floor Lower Level 2 - Colorado I
Chairs/Discussants:
Ed Fuller, Pennsylvania State University/UCEA
Sheneka Williams, University of Georgia/UCEA

176. UCEA Center for School Law
Meeting
7:00 to 7:50 am
Denver City Marriott: Floor Lower Level 2 - Colorado J
Chair/Discussant:
Patricia F. First, Clemson University

177. Gay–Straight Alliance
Meeting
7:00 to 7:50 am
Denver City Marriott: Floor Lower Level 2 - Denver 1  
Chair/Discussant:  
Michael Patrick O’Malley, Texas State University-San Marcos

178. UCEA Center for School Site Leadership  
Meeting  
7:00 to 7:50 am  
Denver City Marriott: Floor Lower Level 2 - Denver 2  
Chairs/Discussants:  
Stephen L. Jacobson, University at Buffalo  
Rose Ylimaki, University of Arizona  
Lauri Denise Johnson, Boston College

179. UCEA Center for Leadership and Social Justice  
Meeting  
7:00 to 7:50 am  
Denver City Marriott: Floor Lower Level 2 - Denver 3  
Chairs/Discussants:  
James E. Henderson, Duquesne University  
Gretchen Givens Generett, Duquesne University

180. UCEA Center for School Technology Leadership  
Meeting  
7:00 to 7:50 am  
Denver City Marriott: Floor Lower Level 2 - Denver 4  
Chair/Discussant:  
Scott McLeod, University of Kentucky

181. UCEA Center for the Study of the Superintendency and District Governance  
Meeting  
7:00 to 7:50 am  
Denver City Marriott: Floor Lower Level 2 - Denver 5  
Participants:  
Bruce Barnett, University of Texas at San Antonio/UCEA  
Lars Gordon Bjork, University of Kentucky  
C. Cryss Brunner, University of Minnesota, Twin Cities  
Lance D. Fusarelli, North Carolina State University  
Diana G. Pounder, University of Central Arkansas  
Frederick Hess, American Education Institute  
Catherine Marshall, University of North Carolina  
Mika Risku, Institute for Educational Leadership, University of Jyväskylä  
Linda Skrla, Texas A&M University  
Michelle D. Young, UCEA  
Lisa Bartusek, Associate Executive Director NSBA  
Margaret Grogan, Claremont University  
Peter Cistone, Florida International University  
Chairs/Discussants:  
Thomas Alsbury, Seattle Pacific University  
Meredith L. Mountford, Florida Atlantic University
182. UCEA Center for the Study of Leadership in Urban Schools  
*Meeting*  
7:00 to 7:50 am  
*Denver City Marriott: Floor Lower Level 2 - Denver 6*  
Chair/Discussant:  
**Cosette Grant-Overton**, University of Cincinnati

183. UCEA Review Editorial Team Meeting  
*Meeting*  
7:00 to 7:50 am  
*Denver City Marriott: Floor Lower Level 1 - Mattie Silks*  
Participants:  
**Monica Byrne-Jimenez**, Hofstra University  
**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  
**Michelle D. Young**, UCEA  
Chair/Discussant:  
**Liz Hollingworth**, University of Iowa/UCEA

184. IGNITE! Engaged Leadership  
*Ignite Session*  
8:00 to 9:20 am  
*Denver City Marriott: Colorado A*  
Participants:  
Center for Engaged Leadership – Administrative Leadership Team Institutes.  
**Barbara Wilson**, Minnesota State University-Mankato; **Candace Raskin**, Minnesota State University-Mankato  
The Center for Engaged Leadership at Minnesota State University, Mankato at Edina, provides onsite, customized, leadership development for P-12 school district administrative teams. Monthly Administrative Institutes give administrators the opportunity to work collaboratively as they develop and enhance their leadership practices. Two-year Administrative Institutes begin with a school-wide culture survey in each school, followed by sessions to address key elements such as: understanding the dimensions of school culture, facilitating collaboration, and data driven decision-making.  
Center for Engaged Leadership – The Superintendent Leadership Cohort.  
**Melissa Krull**, Minnesota State University-Mankato  
The Center for Engaged Leadership at Minnesota State University, Mankato at Edina, provides customized, leadership development and preparation for newly licensed school superintendents. Superintendent candidates work as a team in a yearlong internship experience. Simultaneously, these candidates discuss current day needs and challenges of the 21st century superintendent through periodic seminars. Themes include, understanding race and the effect on achievement, leading through politics and eliminating the racially predictable achievement gap through high leverage leadership.  
Center for Engaged Leadership: Institute for Engaged Principal Leadership.  
**Candace Raskin**, Minnesota State University-Mankato; **Barbara Wilson**, Minnesota State University-Mankato  
The Center for Engaged Leadership at Minnesota State University-Mankato at Edina provides customized leadership development for P-12 school district administrators. Institute for Engaged Principal Leadership is a two-year experience designed to develop early career principals as they hone their practice and become transformational leaders. The mission of the Institute is to advance student achievement through the development of courageous leaders by engaging early career principals in ongoing examination of strong leadership practices.  
Title Center for Engaged Leadership – Administrative Leadership Reflections on Growth.  
**Deirdre**
The Center for Engaged Leadership at Minnesota State University provides customized leadership development for school district administrative teams. Participation in these monthly institutes gave one district’s administrators the opportunity to work collaboratively in a supported environment to develop and enhance leadership practices. Tailored sessions to address key elements such as: understanding the dimensions of school culture, facilitating collaboration, and data driven decision-making allowed for ownership of the work and the need to move forward courageously.

Chair/Discussant:

Gerardo R. Lopez, Loyola University-New Orleans

185. Exhibits III
8:00 am to 6:00 pm
Denver City Marriott: Floor Lower Level 2 - Colorado B-D

186. CPED Initiative Meeting
Meeting
8:00 to 9:20 am
Denver City Marriott: Floor Lower Level 2 - Colorado G
This is a closed session for CPED Initiative attendees.
Chairs/Discussants:

Jill Alexa Perry, Duquesne University
Rosemary Rynn, Duquesne University

187. Homeschooling in America
Symposium
8:00 to 9:20 am
Denver City Marriott: Floor Lower Level 2 - Colorado H
In this symposium, we present five papers that capture what we know about homeschooling in America. We define the concept and document patterns of growth. We portray the dynamics that propelled this social and education movement. We then explain “why” homeschooling has grown to become the most popular form of choice in education today. We close with a systematic analysis of the empirical evidence on the impacts of homeschooling for society, education, and children.
Chair/Discussant:

Joseph Murphy, Peabody College of Vanderbilt University

188. Leadership Preparation of Principals
Paper Session
8:00 to 9:20 am
Denver City Marriott: Floor Lower Level 2 - Colorado I
Participants:

Data Driven Practices That Promote College Readiness in Urban High Schools. Jason Salisbury, University of Wisconsin-Madison

This paper presents a qualitative case study investigating the use of data-driven decision making in an urban high school to increase college readiness among students and leadership’s role in increasing organizational capacity. Findings highlight the need to go beyond strategic hiring, benefits of a well-communicated vision, and benefits of sharing data with students. Additionally, findings highlight the need for leadership to be aware the progress school staff are making on initiatives to maintain staff buy-in.

Issues Confronting District Administrators in Computer Data System Implementation: Mapping the Terrain. Vincent Cho, Boston College; Jeffrey C. Wayman, University of Texas at Austin
Despite the importance of computerization to data-informed decision making, district administrators have little guidance for managing data system implementation. This comparative case study maps the terrain of issues faced by district administrators. We find that implementation was not only a logistical challenge, but also a social and organizational one. Although providing access to systems was an important first step, district administrators rarely attended to sensemaking or to seeking out feedback about their own efforts.

What and Why: District Administrators’ Implementation of Data-Informed Practice. Jeffrey C. Wayman, University of Texas at Austin

We worked with district administrators for three years on implementing practices to make their districts more data-informed. Results showed that administrators were likely to implement familiar, concrete practices such as computer data systems, but were less likely to implement practices that called for substantial organizational changes such as reaching common understandings and changing principal leadership practice. These results are cast in light of prior research to help understand the processes behind these decisions.

Chair/Discussant: Leigh Ellen Wallace, University of Wisconsin-Milwaukee

189. Teachers and Leaders Creating Equity Oriented Schools

Paper Session
8:00 to 9:20 am
Denver City Marriott: Floor Lower Level 2 - Colorado J

Participants:
School Administrators and Social Justice: Replicative and/or Transformative Educational Leadership. Brenda J. McMahon, University of North Carolina at Charlotte; Denise Armstrong, Brock University

This qualitative study on the roles of school district structures and educators in the creation of socially just schools as experienced by school administrators in Canada and the United States. It addresses the following questions: What are school leaders’ understandings of social justice? How do school districts facilitate or hinder social justice initiatives? The findings revealed understandings of replicative notions of social justice supported by district policies, and risk-taking instances of transformative social justice actions.

Teachers’ Perceptions about their Principals’ Ability to Lead Demographically Diverse Schools. Detra DeVerne Johnson, Texas A&M University; Jean Madsen, Texas A&M University; Mario Sergio Torres, Texas A&M University

There is increasing pressure to improve student achievement and to eliminate racial and academic inequities in school contexts. Thus it becomes important to understand teachers’ perceptions about their principals’ leadership practices to assist them in meeting their needs in teaching diverse groups of students (Thomas, 2008). With the demands to evaluate leadership and culture within schools, this exploratory study examined teachers’ perceptions about their principals’ ability to address their needs in educating schools’ changing demographics.

Where Are They Now?: Following up on the Transformation of Equity-Oriented Teacher Leaders. Lyn Crowell, Texas State University; San Marcos; Jennifer Jacobs, University of South Florida

This research study examined the influence of an equity-oriented teacher leadership master’s program on 18 graduates. Particularly the researchers were interested in teacher leaders’ transformation in regard to the program principles of educational equity, critical reflection, and inquiry. This qualitative study used focus groups and interviews to gather data. Teacher leaders identified their transformation as including a focus on critical self-reflection, empowerment through action research, reframing views of community, and developing an equity lens.

Chair/Discussant: Janet L. Tareilo, Stephen F. Austin State University
190. State of the States: Policies Impacting Educational Leadership Preparation  
Special Session  
8:00 to 9:20 am  
Denver City Marriott: Floor Lower Level 2 - Denver 1  
The policy landscape continues to shift at an alarming rate, with significant implications for the work of educational leaders, researchers and preparation faculty. In this session, presenters will share a contextual scan of this policy context, including a review of trends at the state, federal and international level. Included within this presentation will be an overview of the results of a survey of policy and institutional trends directly impacting UCEA institutions and their leadership preparation programs. 
Presenters:  
Cynthia Reed, Auburn University  
Ed Fuller, Pennsylvania State University/UCEA  
Sheneka Williams, University of Georgia/UCEA  
Andrea K. Rorrer, University of Utah/UCEA President  
Margaret Terry Orr, Bank Street College  
Eryka Charley, Pennsylvania State University  
Catharine Biddle, Pennsylvania State University  
Kevin Welner, University of Colorado-Boulder/NEPC  
Chair/Discussant:  
Michelle D. Young, UCEA

191. Principal and Students: Creating a Culture of Academic Optimism  
Paper Session  
8:00 to 9:20 am  
Denver City Marriott: Floor Lower Level 2 - Denver 2  
Participants:  
An Exploration of Academic Optimism at the Principal Level. Lisa Ann Riegel, The Ohio State University  
This research explored academic optimism at the principal level. Although academic optimism has been confirmed at the teacher level, it was not confirmed at the principal level. Instead, a leadership factor emerged, principal behavior grounded in a sense of efficacy to provide both instructional leadership and effective management as well as to emphasize and celebrate academic success of students. The study also found that resilience appears to be a key predictor of the leadership factor.  
Developing Professional Learning Communities Through Enabling School Structures, Collegial Trust, Academic Emphasis and Collective Efficacy. Julie A. Gray, Texas A&M University-San Antonio; Sharon D. Kruse, University of Akron; C. John Tarter, University of Alabama  
This study explores the role of enabling school structures (ESS), collegial trust, academic emphasis, and collective efficacy in the development of professional learning communities (PLCs). While there is emerging research about these variables, none has been applied in context to PLCs. It is our hope that the current study will further expand the theoretical knowledge base through empirical data and assist in informing classroom practice.  
Examining Academic Optimism as a Mediator Between Enabling Structures and Student Achievement. Karen Spencer Anderson, Auburn University; Frances Kochan, Auburn University; Lisa A. W. Kessler, Auburn University; Ellen Reames, Auburn University  
The purpose of this study was to examine relationships between enabling structures, academic optimism and student achievement. Student achievement was measured using both criterion-referenced and norm-referenced tests. Findings indicated that academic optimism appeared to serve as a mediator between enabling structures and norm-referenced assessments. Teachers identified specific enabling structures and elements of academic optimism as facilitating their success. Proactive administrator action was cited by teachers as a factor which seemed to positively impact their work.  
The Implications of Deaf Culture on School Culture. Catherine Ann O’Brien, University of Missouri; Peggy Placier, University of Missouri
Schools for the Deaf serve as sites of cultural formation and maintenance for the Deaf community. Deaf Culture inevitably influences the school culture. There is limited research on the organizational culture and leadership practices in such schools. This case study of a school for the Deaf identified important themes that should guide future research: culturally relevant leadership and pedagogy, conflict and convergence around “Deaf Culture,” and the student experience of becoming part of the Culture.

Chair/Discussant: 
Leslie Santee Siskin, New York University

192. Incentives for Good Schools: Charting the Course of Design Iterations
Symposium
8:00 to 9:20 am
Denver City Marriott: Floor Lower Level 2 - Denver 3

This symposium explores the relationship between extrinsic performance incentives and educational quality. We start from the assumption that this relationship is problematic. The symposium is an invitation to converse with a team of design developers about next iterations. We explore the relationship between self-interest and commitments to service and craft; lesson evaluation and teacher learning, and teacher reward and student welfare. We aim at capitalizing on the strength of extrinsic incentives for educational quality.

Participants:
Extrinsic Performance Incentives and Educational Quality: A Design Development Challenge. Page Tompkins, REACH Institute
Are We Theoretically Justified in Our Hope to Get It Right – Eventually? Rick Mintrop, University of California-Berkeley
Multiple Measures Are Great - But Can We Get to Reliable and Consistent Judgments of Teaching Quality? Xiaoxia Newton, University of California-Berkeley
Does Money Actually Play a Role in Motivating Teachers? Miguel Ordenes, University of California-Berkeley
Do Evaluations and Rewards Motivate Teachers to Become Better Instructors? Laura Hernandez, UC Berkeley; Seenae Chong, University of California-Berkeley
Does Student Welfare Suffer When Adults Are Incentivized to Pursue Their Own Self-interest? Arturo Cortez, University of California-Berkeley

Chairs/Discussants:
Hanne Mawhinney, University of Maryland
Tina Trujillo, University of California-Berkeley

193. Developing Leaders to Support Diverse Learners Curriculum Module
Mini-Workshop
8:00 to 9:20 am
Denver City Marriott: Floor Lower Level 2 - Denver 4

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:
Ann O’Doherty, University of Washington
Mark A. Gooden, University of Texas at Austin
Charol Shakeshaft, Virginia Commonwealth University
Whitney H. Sherman, Virginia Commonwealth University
Eustace George Thompson, Hofstra University
Monica Byrne-Jimenez, Hofstra University
George White, Lehigh University
Floyd Beachum, Lehigh University
194. Assistant Principals: Preparing New Leadership and Improving Student Learning

Paper Session
8:00 to 9:20 am
Denver City Marriott: Floor Lower Level 2 - Denver 5

Participants:

Assistant Principals – Future Leaders in Improving Student Learning. 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.

Developing Instructional Leaders Through an Assistant Principals’ Academy: A School District-University Partnership. Keith Gurley, Coastal Carolina University; Linda Anast-May, Coastal Carolina University

This study describes a unique, two-year professional development academy designed to develop assistant principals who are ready to assume instructional as well as managerial leadership roles. The program was designed and implemented in partnership between university educational leadership and school district personnel in a southeastern state in the US. Academy participants reported increases in instructional leadership skills, institutional perspective, key collaborative and networking skills, and confidence in their ability to conceptualize the role of building principal.

Leadership Preparation for Assistant Principals. Barbara L. Driver, Virginia Commonwealth University; Kerry Robinson, Virginia Commonwealth University

Preparing individuals for the principalship is the focus of most preparation programs, though many graduates are first employed as assistant principals. Knowing whether programs are effective and the extent to which we are preparing all candidates for the challenges of tomorrow, is vital to promoting leadership development. The purpose of this inquiry is to assess the extent to which a university’s program addresses the leadership needs of principals and assistant principals.

Chair/Discussant:
Linda J. Searby, Auburn University

195. Social Justice: Leadership Preparation, Resistance, and Change

Paper Session
8:00 to 9:20 am
Denver City Marriott: Floor Lower Level 2 - Denver 6

Participants:

Leadership Preparation for Social Justice: Embracing Identity Tensions. Christine W. Nganga, South Dakota State University

The author discusses the identity tensions that arise when faculty who are committed to social justice work, make issues of deconstructing power and privilege and other forms of oppression in schools and society a focus. Giving attention to faculty positionalities she offers implications for managing such tensions in order to continue the work of social justice in educational leadership programs.

Social Justice, Dispositions, and Leadership Preparation: Can We Effect a Positive Change? James
The effects of a social justice curriculum on the development of positive dispositions of future educational leaders were examined. Students enrolled in an online, advanced level leadership course for pre-service principals completed a Likert-style survey both at the beginning and at the end of the course. This study provides evidence of a significant impact of a social justice curriculum on the development of positive dispositions.

Resisting Social Justice: Rural School Principals’ Perceptions of LGBTQ Students. Holly Nicole Bishop, University of Texas at Arlington; Rhonda L. McClellan, University of Texas at Arlington

This qualitative study explored how rural high school principals, self-described social-justice leaders, perceive and support LGBTQ students through school climate inclusive of student diversity—regardless of their schools’ communities. Extending Theoharis’ (2007) model of resistance, this study offers insight into how rural school communities reflect a unique context for examining equity constraints. The study’s findings suggest that these leaders, despite their social-justice orientations, upheld community normative values and did not perceive bias against LGBTQ students.

Chair/Discussant: Sylvia Mendez-Morse, Texas Tech University

196. Issues and Implications of Teacher Compensation
Paper Session
8:00 to 9:20 am
Denver City Marriott: Floor Lower Level 1 - Matchless

Participants:

This study will examine the impact of accountability requirements and economic decline on staff morale from the elementary, Title I administrators’ perspective. The current literature indicates these variables negatively impact the level of staff morale. The bulk of this research however, is from the perspective of teachers. If these variables have had a negative impact on morale from the administrators’ perspective, have they changed how they make meaning of, build, or maintain their staff’s morale.

How American School Districts Used Incentive Pay Programs to Recruit and Retain Teachers: An Empirical Study. Guodong Liang, Department of Educational Leadership and Policy Analysis, University of Missouri-Columbia

Using the restricted-access dataset of the 2007-2008 Schools and Staffing Survey (SASS), this study examined the characteristics of the districts that offered teacher incentive pay programs. It found that teacher union influence, districts’ share of ethnic minority students, district enrollment, and the average salary in the district are all consistently and significantly associated with districts offering of incentive pay programs.

Opinions Matter: The Intersection of Larger Social Contexts and the Implementation of Performance-Pay Programs. Jessica Ann Brown, University of Texas at Austin; Celeste Alexander, University of Texas at Austin; Pedro Reyes, University of Texas at Austin

Using information from 27 Texas schools using TIF funds to enact the TAP performance pay model, this study investigates how larger social and political contexts influence program understanding and shape local implementation. Findings suggest that individual opinions and ideologies are strongly interrelated to understandings of the program’s performance-based portions. This has led to a lack of clarity in program understandings, which hampers implementation efforts and disrupts operational cultures.

Teacher Incentive Pay Programs: How Missouri School Districts Use Economic Incentives to Recruit and Retain Teachers. Guodong Liang, University of Missouri-Columbia; Motoko Akiba, University of Missouri-Columbia

This study examined the characteristics of incentive pay programs in Missouri. In 2009-2010, 32% of the districts offered at least one program for teachers. Districts are more likely to reward teachers certified
by the National Board or assumed extra duties than for teachers in the subject areas of shortage or in hard-to-staff schools. Smaller rural districts with lower teacher salary are significantly less likely to offer a larger number of incentive pay programs.

Chair/Discussant: 
Christopher Thomas, University of San Francisco

197. Principals Navigating Politics and Policy

Paper Session
8:00 to 9:20 am
Denver City Marriott: Floor Lower Level 1 - Mattie Silks

Participants:

Mapping the Path From Organizational Theory to Distributed Leadership. Paul Goldman, Washington State University; Michele Anne Acker-Hoevevar, Washington State University

This paper represents an effort to explore how four traditions in organizational theory provide useful perspectives for understanding and applying leadership in P-12 schools. We examine and describe the major tenets and research findings of bureaucratic, institutional, contingency, and sensemaking theories, concluding each section with an analysis of implications for educational leadership. We argue that organizational theory and research provide an intellectual foundation supporting participative leadership generally and distributed leadership specifically.

Preparing Principals for Successful Political Leadership in Ontario, Canada. Sue Winton, York University; Katina Pollock, University of Western Ontario

Drawing on the fields of micropolitics and critical policy analyses, we demonstrate 1) the principal’s role is inherently political and 2) without political skills principals are unlikely to be effective in their efforts to improve schools. We argue that strategic policy appropriation is an important political skill for leaders who aim to make schools more democratic. We call for revisions to Ontario, Canada’s Leadership Framework because it excludes the political aspects of principals’ work.


This study examines the factors that influence the design of principal professional development (PD) within a school district. I explore how ideas from the broader field are incorporated into principal PD policies, how the organizational environment of the district influences the design of these policies, and how policy messages are transformed as they are expressed into specific professional development activities.


Based on Theory for Social Power Bases, the current study focuses on principals’ use of power-bases as mediators between leadership style and school effectiveness. The findings support the assumption that leaders’ use of power-bases has a mediating effect on the relation between principal leadership style and school outcomes. Specifically, the combination of transformational leadership style with soft power-bases is likely to significantly influence school effectiveness and therefore, produce leadership that matters.

Chair/Discussant:
Jen Katz-Buonincontro, Drexel University School of Education

198. The Use of Technology to Enhance Pedagogy and Leadership Preparation

Paper Session
8:00 to 9:20 am
Denver City Marriott: Floor Lower Level 1 - Molly Brown

Participants:

School Improvement in the News: Utilizing a Classroom Blog in the Preparation of Educational Leaders. Melissa Ann Martinez, Texas State University-San Marcos; Sonia Rodriguez, Texas
In this study, survey results and blog entries were analyzed through a social justice lens to assess whether a classroom blog utilized in a school improvement course was effective in increasing future educational leaders’ awareness of school reform issues and enabling students to develop as social justice advocates. The blog proved useful, with students most often critiquing the “marginalizing behaviors and predispositions of schools and their leadership” (Marshall & Oliva, 2010, p. 23).

Teaching Leadership Courses in a 3D Web-based Learning Environment: Philosophical and Pedagogical Underpinnings of Practice. Roma B. Angel, Appalachian State University

This paper examines principles employed in designing instruction for and teaching principal and teacher leadership courses in a 3D web-based learning environment. The virtual world distance education delivery venue described in this paper provides for a sense of presence similar to traditional face-to-face instruction. Social constructivist learning and Presence Pedagogy (P2 Model) principles are examined, as are purposeful pedagogical decisions concerning content, delivery, presence, community, discourse, and reflection. Research specific to this endeavor is included.

Technology Innovation in Leadership Preparation - New Online Branching Simulations for Principals, Part 2. Nancy Ann Staub, University of Toledo; Michael Johanek, University of Pennsylvania

The nature of the work principals and superintendents do is intricate and multi-faceted. Two universities collaborated to develop a pilot for computer-based simulations to allow graduate students in school leadership preparation programs an opportunity to practice processes and skills learned in leadership courses. To increase the number of simulations and involve practitioners, two different models were piloted. The experiences and observations of the facilitators of the design models will be presented.

Chair/Discussant:
Scott McLeod, University of Kentucky

199. Making Grants Work for You (Instead of Just Working for Grants)
Workshop
8:00 to 9:20 am
Denver City Marriott: Spruce

This is an interactive workshop for early-career scholars focused on the promises and pitfalls of external and internal funding opportunities. Includes discussion of sources of funding; various uses such as research, program development, professional development; connecting with mentors and colleagues; and helping to ensure funding and funders are a POSITIVE impact on your tenure track journey. Please bring a recent CV as well as your thoughtful goals for research and community partnership work.

Presenters:
Lyndsay J. Agans, University of Denver
Karen Riley, University of Denver

Chairs/Discussants:
Kent Seidel, University of Denver
Susan Korach, University of Denver

200. IGNITE! Issues of Race, Class, and Language
Ignite Session
9:30 to 10:50 am
Denver City Marriott: Colorado A

Participants:
Engaging School Staff in Difficult Conversations about Race as Related to Student Discipline Disproportionality. Scott C. Woods, University of Illinois, Urbana Champaign

Leadership for social justice in the school setting begins with the principal’s leadership and willingness to allow for a space and time to engage in difficult conversations. The purpose of this presentation is to generate discussion on how principals can develop a concept of anti-racist pedagogy by entering into dialogue with school staff about the connections between racial prejudice and the overrepresentation of
African American and Latino students in office discipline referrals.

Mission Possible. David Parker, University of Utah
Middle school and high school students who come from low-income and/or non-white families have limited vision of their post-secondary futures due to a multitude of factors, including limited personal experience resulting in low efficacy and disconnection from school as early as middle school (Bandura, Barbaranelli, Caprara, & Pastorelli, 2001; Battin-Pearson et al., 2000). Mission Possible helps to increase student achievement, raise awareness, and raise student efficacy for a broad range of positive post-secondary options.

The Enduring Race: Benchmarks in Urban Education for Black and Bilingual Students. Lolita A. Tabron, Texas A&M University; Paige Perez, Texas A&M University; Terah Talei Venzant-Chambers, Texas A&M University
This presentation provides a snapshot of legal benchmarks that have led to the current state of affairs for urban education students, specifically Black and Hispanic ELL students. We consider claims made about the Brown decision—was it really a turning point in educational opportunities for urban students? Have we really come as far in offering educational equality and, more importantly, equity, to Black and bilingual students as we would like to say we have?

Transformative Dialogue: Raising Issues of Race and Social Class. Jason Andrew Swanson, University of Illinois at Urbana-Champaign
Institutional leadership is highly influential, if not the strongest factor, in the promotion and realization of school success, particularly in championing students of poverty and color (Mckenzie & Schuerich, 2004, 2007). Therefore, the principal is responsible for facilitating discussions of oppressive policies, procedures, and practices. This session will illuminate one example of how a principal can provide professional development on issues of race and social class in a non-stereotypical.

Creating the Future From the Past: The Road Not Taken in Educational Leadership. Barbara Pazey, University of Texas at Austin; Patricia Guerra, Texas State University
Many leadership preparation programs (LPP) have adopted social justice perspectives for training leaders to meet the diverse needs of their students. Faculty must model the principles they teach. The stories of two assistant professors are provided to provoke the creation of LPPs that are equity-oriented and adhere to the principles of social justice. Participants will be invited to delve into their own inquiries to move themselves and their practice toward the creation of quality LPPs.

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

201. Teacher Efficacy and Cultural Competence
9:30 to 10:50 am
Paper Session
Denver City Marriott: Floor Lower Level 2 - Colorado G
Participants:
Teacher Leadership Matters: Connections to Collective Efficacy. Pamela Angelle, University of Tennessee; Mary Lynne Derrington, University of Tennessee
The purpose of this study was to explore teacher leadership through the wider lens of variables which influence the organization. Data were collected in one southeastern and one northwestern state using the the Teacher Leadership Inventory and Teacher Collective Efficacy Belief Scale. Findings from the study indicate a strong relationship between these two variables, supporting the hypothesis that teacher leadership is a larger organizational construct, extending beyond the roles of individual teachers.

The Relationship Between Cultural Competence and Teacher Efficacy: A Link to Student Achievement. Ranjini Mahinda JohnBull, Johns Hopkins University
This study investigated the relationship between cultural competence and teacher efficacy. Research indicates that beliefs concerning student background affect teacher efficacy, though no studies have examined the interrelatedness between these two constructs. Findings revealed that cultural competence explains statistically significant proportions of variance in both general and personal teaching efficacy, which are predictive of student achievement. Thus, findings suggest that cultural competence influences
student outcomes through teacher efficacy as a mediating variable.

Chair/Discussant:

Barbara Wilson, University of Minnesota-Mankato at Edina

202. Principal Leadership and Working Conditions

Paper Session
9:30 to 10:50 am
Denver City Marriott: Floor Lower Level 2 - Colorado H

Participants:

Examining the work of secondary school principals in Kenya. Kennedy Ongaga, University of North Carolina Wilmington; Mary Ombonga, Pender County Schools, North Carolina

Many countries are continually reforming their education systems. Kenya’s current education reform, which is meant to conform to the new constitution, has put increasing demands on school principals. This study shares preliminary survey results from a study of high school principals’ role and work; time usage, satisfaction with their work, practice of different leadership styles, and roadblocks that prevent their schools from improving.

Principal Stress and Autonomy and Control. Lou L. Sabina, University of Pittsburgh

Understanding the factors that contribute to the health, satisfaction, and well-being of practicing school principals is essential because of the impact that principals have on teacher performance and student learning. This study employed a mixed-methods approach to determine the specific tasks performed by principals that contribute to their stress and where principals felt they had autonomy over various issues.

Supporting Leadership Development for Schoolwide Improvement: A Comparative Case Study of Five Principals’ Leadership. Irene H. Yoon, University of Utah; Andrea K. Rorrer, University of Utah/UCEA President; Cori Groth, University of Utah

Based on a qualitative, comparative multi-case study, this paper addresses school leaders’ growth and development in the context of Title I accountability demands. We explore five principals’ initial capacity levels when they began the first year of program improvement status, as well as their growth, challenges, and changes during the turnaround process. Findings suggest the need for greater attention to the “how” of improving leadership practice, improving school conditions, and preparing educators for turnaround efforts.

The Role of Working Conditions in Explaining Principal Turnover. Ed Fuller, Pennsylvania State University/UCEA; Michelle D. Young, UCEA

While there is a strong consensus that teachers are the single most important school-factor influencing student achievement, one overlooked aspect of increasing teacher quality is the role of the principal. Yet, research has consistently shown that the majority of principals don’t stay long enough at any one school to have a lasting impact on students and teachers. This paper explores the crucial role that working conditions plays in retaining effective educators in school leadership positions.

Chair/Discussant:

Cameron Carlson, Southern Illinois University

203. Developing Sustainable and Effective Mentoring Programs: The Wallace Foundation Leadership Strand Session Three

Symposium
9:30 to 10:50 am
Denver City Marriott: Floor Lower Level 2 - Colorado I

UCEA Convention attendees are welcome to join members of the Wallace Foundation pipeline initiative for a critical conversation on Saturday morning focused on developing high quality and sustainable mentoring programs for novice leaders. As part of the Wallace Foundation Leadership Pipeline Project, a committee was formed to think through what counts as a high quality mentoring and induction programs, the role of such programs in supporting leadership development and readiness, and how to build programs for effectiveness and sustainability. This session will engage participants in a generative conversation about mentoring, preparation and program sustainability. UCEA participants are guaranteed
to leave this critical conversation with expanded ideas, strategies and resource networks.

Presenters:

- **John Youngquist**, Denver Public Schools
- **Fred Brown**, Learning Forward
- **Lynn Scott**, Leadership Development Consultant

Chair/Discussant:

- **Ann O’Doherty**, University of Washington

204. Theoretical and Methodological Lens for the Study of Educational Leadership

**Paper Session**

9:30 to 10:50 am

**Denver City Marriott: Floor Lower Level 2 - Colorado J**

Participants:

Inspiring Neo-Progressive Education in a Conservative Era: Leadership Struggles and Possibilities.

- **Rose Ylimaki**, University of Arizona;
- **Jingjing Fan**, University of Arizona;
- **Staci Martin-Zuniga**, University of Arizona

This paper draws on findings from a critical ethnographic study and the literature to explore the discursive practices of leaders who are attempting to enact a progressive philosophy in their schools in the current context of conservative curriculum and accountability, the limits that context placed on them, and the potential for inspiring neo-progressive educational movements in a conservative era.

Principal Agent Theory in Policy Research: Defining Modes of Relationship to Further Educational Innovation.

- **Joseph John Dietrich**, University of North Texas

This research presents the principal agent theory (PAT) as a viable research tool for educational researchers whose research revolves around exchange relationships. It provides several previous examples of its use in the social sciences and education. It also provides discussion of two ongoing research studies that utilize PAT as part of their methodology. It discusses the use of PAT in defining “modes of relationship” or the nature of how a relationship functions in its context.


- **Glenn Allen Phillips**, Texas A&M University;
- **Kathryn Bell McKenzie**, Texas A&M University

In the last two decades, mixed methods research has gained considerable attention. The aim of this research is to explore the experiences of interpretivist researchers working in a mixed methods research grant. This presentation will explore the epistemological and practical challenges faced by the “qualitative,” interpretivist-rooted members of one such team.

The Future is (All of) Ours: Educational Leadership and the Representation of Refugee Interests.

- **Patricia Lavon Hanna**, The 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’ 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.

Chair/Discussant:

- **John W. Somers**, University of Indianapolis

205. Transcendence as Leadership for the Future: Women of Color Enacting Advancement in Academic Careers

**Symposium**

9:30 to 10:50 am

**Denver City Marriott: Floor Lower Level 2 - Denver 1**

With a nod toward the future, this symposium positively examines inter-ethnic, inter-institutional, transnational women of color in various P-20 educational leadership contexts, personal and professional
barrier transcendence through multiple institutional, psychological, and emotional ‘obstacles’ in order to attain careers in educational leadership. In this symposium historically underrepresented and underserved women in educational leadership positions broadly interrogate the notion of transcendence theoretically and through research in an interactive session that encourages interactive dialogue with participants.

Participants:

- **Lorri Michelle Johnson Santamaria**, University of Auckland, New Zealand
- **Natalie Tran**, California State University-Fullerton
- **Kimberley H. Stiemke**, California State University-San Diego
- **Elizabeth T. Murakami**, University of Texas at San Antonio
- **Mariela A. Rodriguez**, University of Texas at San Antonio

Chairs/Discussants:

- **Elizabeth T. Murakami**, University of Texas at San Antonio
- **Hollie J. Mackey**, University of Oklahoma

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**206. Professional Learning Communities**

*Paper Session*

9:30 to 10:50 am

*Denver City Marriott: Floor Lower Level 2 - Denver 2*

Participants:

- Examining Latent Mean Differences in Instructional Leadership & Professional Community for Former & Current Teachers. **Rebecca Wolf**, University of Maryland
- The purpose of this study is to examine the relationship of professional community, instructional leadership, and teacher turnover by examining the latent mean differences in the constructs of a sense of professional community and instructional leadership for current teachers and for teachers who have since left the profession. Data come from the 2000-2001 publicly available Teacher Follow-Up Survey conducted by the National Center for Education Statistics.
- Multiple Stakeholder Decision Making In Professional Learning Communities. **S. David Brazer**, George Mason University; **Robert G. Smith**, George Mason University
- This paper examines the decision making that occurs in professional learning communities (PLCs). Important influences on decision making include individual objectives hierarchies of members and organizational influences such as bounded rationality, logic of appropriateness, and institutional isomorphism. A qualitative research design was employed, achieving triangulation through interviews, observations, and document analysis. Preliminary findings suggest that PLCs operate in a narrow locus of decision making and are somewhat influenced by isomorphic pressures.
- Professional Learning Communities using Evidence: Examining Teacher Learning and Organizational Learning. **Michelle Van Lare**, George Mason University; **S. David Brazer**, George Mason University
- There are two main purposes of this paper: a) to demonstrate what has been learned through field-based research regarding teachers’ use of evidence in professional learning communities (PLCs); and b) to explain processes within PLCs as evidence for organizational learning along two different dimensions. Collectively, these two purposes help to unpack the nature of learning within PLCs and discern whether or not what has been learned has organizational ramifications.

Chair/Discussant:

**Katherine A. Curry**, Oklahoma State University

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**207. Learning to Lead: Innovative Leadership Preparation Practices That Work—and How We Know They Do**

*Symposium*

9:30 to 10:50 am

*Denver City Marriott: Floor Lower Level 2 - Denver 3*

A panel from eight universities will share highlights of the effectiveness of their notably innovative
leadership preparation program, then will facilitate small groups from the audience, using such guiding questions as, “How do we know our program improves student learning?” A blog will be developed to serve as a clearinghouse for on-going dialogue, available to participants from this session as well as other graduate students, faculty and school partners.

Participants:
- **Susan Korach**, University of Denver
- **Shelby Cosner**, University of Illinois at Chicago
- **Alan Shoho**, University of Texas at San Antonio
- **Tricia Browne-Ferrigno**, University of Kentucky
- **Bonnie C. Fusarelli**, North Carolina State University
- **Tiedan Huang**, Lehigh University
- **Christa Boske**, Kent State University
- **Stephen H. Davis**, Cal Poly Pomona

Chairs/Discussants:
- **Kristina Astrid Hesbol**, Illinois State University
- **John W. Presley**, Illinois State University

### 208. The Role of Leadership in Confronting Racism in K-12 Schooling

**Symposium**
9:30 to 10:50 am

*Denver City Marriott: Floor Lower Level 2 - Denver 4*

This symposium will: 1. Present scholarly and practical work that explores how students of color experience racism in K-12 schooling, and how school leaders can avoid being complicit in the process. 2. Demonstrate how critical race theory and critical inquiry can inform leadership preparation, practice and community engagement/partnerships. 3. Offer insight into socially just practices that promote equity, excellence and access in K-12 educational contexts.

Participants:
- Rethinking Teachers’ Expectations as a Blueprint for Systemic Reform. **Daniel Liou**, Iowa State University
- Critical Moments in the K-12 Educational Pipeline: The Interactions Between Students and School Leaders. **Ifeoma Amah**, University of Texas at Arlington
- Preparing and Supporting Teacher Leaders and Administrators of Color: The Institute for Teachers of Color Committed to Racial Justice. **Rebeca Burciaga**, San Jose State University; **Rita Kohli**, Santa Clara University; **Marcos Pizarro**, San Jose State University
- Education Policy as Racist Public Pedagogy: Preparing Future Principals to be Anti-Racist Public Intellectuals. **Tyson EJ Marsh**, Iowa State University; **Glennda Bivens**, Iowa State University; **Eligio Martinez Jr.**, University of Washington

Chair/Discussant:
- **Tyson EJ Marsh**, Iowa State University

### 209. Impact and Responsiveness of Principal Preparation

**Paper Session**
9:30 to 10:50 am

*Denver City Marriott: Floor Lower Level 2 - Denver 5*

Participants:
- Aligning Preparation and Practice: An Analysis of States’ Principal Licensure Requirements and Performance Standards. **Linda R. Vogel**, University of Northern Colorado; **Spencer Weiler**, University of Northern Colorado

This qualitative study analyzed the principal licensure requirements and principal standards in all 50 states in 2012 to identify similarities and differences between the states, as well as the quality of the expectations for obtaining a principal license and demonstrating effective school leadership practices using a rubric developed by the authors. Findings include alignment of preparation and practice.
expectations within and across states and responsibility for student performance.

Creating a Longitudinal Growth Matrix for School Leadership Programs Using Standards as Benchmarks in Evaluation. Jessica Ellen Hearn, Eastern Kentucky University

Principal preparation programs can use standards as benchmarks to evaluate and develop a growth matrix to determine value added. This paper explains the data collection plan for a longitudinal evaluation of a new Ed.S. program beginning with the first cohort's reported level of mastery in 51 functional areas adapted from Kentucky's Dispositions, Dimensions, and Functions. Students in a parallel program were used for comparison to establish levels of mastery upon exit.

Leadership Preparation Programs Make a Difference. Mary Ellen T. Freeley, St. John's University; Karen Gagliardi, Lakeland School District

A recent study of elementary principals has shown that leadership preparation programs make a difference. The mixed-method, causal-comparative, and interview based study aimed to develop an understanding of the way in which school principals perceived their level of preparedness. Findings indicated that those prepared in alternative programs perceived their preparedness toward meeting the ISLLC standards in a positive way.

Pushing Back and Forging Ahead: Making Principal Preparation Responsive to State and National Changes. Linda R. Vogel, University of Northern Colorado; Spencer Weiler, University of Northern Colorado; Tony Armenta, University of Northern Colorado

This paper presentation discusses various state and national contexts, including competition from online for-profit principal preparation programs and teacher evaluation, school accountability, equity, and Response to Intervention mandates that require university-based leadership preparation programs to re-examine and revise program delivery and content. The changes in one Western principal preparation program is examined in detail, including the development, implementation, and evaluation of online cohorts, reflective and embedded internship experiences, and a variety of curricular changes.

Chair/Discussant:
Rosemarye Taylor, University of Central Florida

210. The Principal: Issues of Age, Gender, and Race

Paper Session
9:30 to 10:50 am
Denver City Marriott: Floor Lower Level 2 - Denver 6

Participants:

A New Generation of Leaders: Young Women Principals. Margaret Grogan, Claremont University; Whitney H. Sherman, Virginia Commonwealth University

Smulyan (2000) examined the lives of three women principals in her book Balancing Acts: Women Principals at Work. The purpose of this project was to extend Smulyan's work a decade later with a shift in focus to an emerging population of leaders: women 40 years of age and under. Using an ethnographic approach to gaining life stories, we interviewed young women principals to add a new generation of voices to the existing scholarship on leadership.


Data gathered in 1998 and 2011 from representative samples of women secondary school principals in Texas are analyzed to identify differences in personal, professional, leadership, and school characteristics. While the percentage secondary schools lead by women principals show little change and is similar to previous research, a more nuanced examination of these women and their schools evidence progress.

Principal Production, Employment, and Turnover: Differences by Gender and Race/Ethnicity. Eryka Charley, Pennsylvania State University

As the demographic profile of Texas school children, continues to evolve and become more diverse, greater attention needs to be directed towards the demographics of those in school leadership positions. This study explores the demographic match between school leaders and children in the school as well as the retention and turnover rates of women and principals of color in Texas, particularly with respect to
differences across school level and the student demographics of the school.

Chair/Discussant:
   Ellen W. Eckman, Marquette University

211. LeaderU Phone App: Innovative Tool for Leadership Development

   Innovative Session
   9:30 to 10:50 am
   Denver City Marriott: Floor Lower Level 1 - Matchless

School leaders are responsible for an unprecedented array of issues, including instruction, discipline, testing, community partnerships, as well as organizational culture and change. One way to help school leaders balance their multifaceted roles and responsibilities is via a “phone app.” Most administrators already rely on mobile devices for communication. Moreover, mobile device use is growing rapidly throughout the world, especially in rural and developing areas, thus allowing this app to have global relevance.

Participants:
   Cynthia Reed, Auburn University
   Autumn Cyprés, University of Tennessee
   Bruce Barnett, University of Texas at San Antonio/UCEA
   Blayne Mayfield, Oklahoma State University
   Mwarumba Mwavita, Oklahoma State University

Chair/Discussant:
   Edward Harris, Oklahoma State University

212. At-Risk Youth: Student Perspectives, Leadership Practices and Policy

   Paper Session
   9:30 to 10:50 am
   Denver City Marriott: Floor Lower Level 1 - Mattie Silks

Participants:

   Relationships and Dropping Out: The Voice of At-Risk Youth. Robert T. Henry, Clark County School District; James R. Crawford, University of Nevada-Las Vegas

   This mixed methods multiple case study involved collection and analysis of questionnaire data, demographic information, and interview transcripts. Participants were youth ages 18-28 years old who chose to return to complete high school graduation requirements through an adult education program. Findings indicate that the most significant issue in their decision to drop out involved the lack of a meaningful relationship with one or more of their teachers.

   Addressing the Academic Achievement of At-Risk Students Through a Leadership Team Approach. Maria Guadalupe Gear, University of Texas at San Antonio; Encarnacion Garza, University of Texas at San Antonio

   Research results on the perceptions and behaviors of a team of school leaders that led to a high level of academic achievement of at-risk students in an urban high school and conducted via a qualitative case methodology will be presented. Participants will attain an understanding of leadership practices conducive to at-risk student learning. Additionally, leadership practices that can be adopted to prepare future school leaders to effectively work with at-risk students will be discussed.

   Long-Term Benefits of Kindergarten Redshirting. Kelli L. Dougan, University of Arkansas; John C. Pijanowski, University of Arkansas

   Kindergarten redshirting is the act of holding a child out of school for one additional year though the child is of legal age to begin attending school. Previous research has found that older children have higher academic achievement in math and reading up to the eighth grade. This study separates redshirted students from retained and on-time students. Results showed that redshirted boys have significantly higher test scores in math than both on-time and retained boys.

   Dreams of Our Children: The Influence of Teachers and Schools on Student Aspirations. Michelle Nilson, Simon Fraser University; Margarita Karpilovsky, Simon Fraser University
For many, K-12 education paves the way towards postsecondary education. This longitudinal study extends previous research by exploring the role that teachers and administrators play in the development of college and career aspirations of Grade 5-8 Canadian students. While students report that they can talk to teachers and administrators about their aspirations, most do not. Students also report that their teachers and schools can assist them in achieving their dreams and offer specific suggestions.

Chair/Discussant: Curtis Brewer, Clemson University

213. Maximizing the Doctoral Program Experience While Maintaining a Balance in Your Life
Graduate Student Session
9:30 to 10:50 am
Denver City Marriott: Spruce
This session will provide early to mid-career doctoral students with an opportunity to hear from recent graduates about how to best navigate the challenges and opportunities graduate students face and maintain a work and personal life balance. Four areas of discussion are: (1) time management advice to meet expectations for class participation, coursework completion outside class time, part or full-time employment, and personal responsibilities; (2) advice for pursuing opportunities for involvement in campus organizations and/or professional organizations; (3) an overview of the “ins and outs” of academic conferences; and (4) suggestions for securing funding for graduate work and conference attendance.

Presenters:
Bradley W. Carpenter, University of Louisville
Molly Gordon, University of Minnesota-Twin Cities
Kristin Shawn Huggins, Washington State University
Hans W. Klar, Clemson University

Chairs/Discussants:
Patricia Schroeder, Texas A&M University
Alexandra Pavlakis, University Wisconsin-Madison
Chinasa A. Ordu, Clemson University

214. General Session V: Pennsylvania State University Mitstifer Lecture, Dr. Allan Walker
General Session
11:00 am to 12:20 pm
Denver City Marriott: Floor Lower Level 2 - Colorado E-F
The Leaders We Want? Clones, Drones, and Dragons. This talk examines a number of key issues around successful school leadership and leader development in the Asia Pacific region. Three metaphors are used to frame, track and analyze recent research and commentary in the area – these are clones, drones and dragons. The metaphors provide a useful way to examine the evolution, development and ongoing uncertainties which continue to plague our attempts to understand and prepare successful leaders. Clones duplicate what others think they know about successful leadership. Drones are controlled ‘from-afar’ by centralized authorities or other ‘outsiders’. Dragons take organic forms which can mutate in terms of shape, color and form in line with more localized needs. As such, they aim to nurture leaders who lead change successfully within their communities with reference to but not dictated by standardized knowledge. Issues flowing from interactions between these categories form a set of questions or tensions faced by systems and leaders across the region.

215. Urban School Leadership: Why Conversations on Race, Class, Disability, and Culture are Not Centered
Symposium
12:30 to 1:50 pm
This symposium will bring together educational leadership professors and doctoral students to engage session participants with their research on urban school leadership and current trends in educational reform. This session offers discourses on the possibilities of urban school leadership reform by centering the very conversations that would challenge decontextualized neoliberal tendencies. By focusing on discussions about race, class, culture, disability, and class, we reshape the conversations about what is most beneficial to children and their families.

Participants:

Pre-Brown measures in a Post-Brown context: A Critical Race Discourse Analysis of State-Mandated School Take-Over Measures in Detroit. Muhammad Khalifa, Michigan State University; Chris Dunbar, Michigan State University

Beyond Conceptualizing: Centering Race, Class and Gender Discourse in Urban School Leadership. Cosette Grant-Overton, University of Cincinnati; Debra Shipman Hutchinson, University of Cincinnati

Advocacy Matters: A Day in the Life of an Urban Principal. Noelle Witherspoon Arnold, University of Missouri-Columbia

Resisting the Challenges of Urban High School Reform Linked With Community Development: The Case of an Urban High School Principal. Terrance Green, University of Wisconsin-
Madison

Legalized Oppression of Children With Disabilities: Experiences of Deaf Children in Urban Schools. Catherine Ann O’Brien, University of Missouri

Chair/Discussant: Chris Dunbar, Michigan State University

216. Principal Potential: Roles, Problem Solving, and Contexts
Paper Session
12:30 to 1:50 pm
Denver City Marriott: Floor Lower Level 2 - Colorado H
Participants:

The Work of School Leaders: Global Similarities, Local Differences. Katina Pollock, University of Western Ontario; Donna Swapp, University of Western Ontario

This paper compares emerging trends in the work of school leaders in the United States, Canada and Sweden. This research is informed by the International Successful School Principalship Project focus group of practising administrators at the 2011 Boston conference. Participants described their work, preparation and challenges. Critical issues impacting school administrators’ work were highlighted as well as the ways in which school leadership plays out similarly across international perspectives, and yet differently within local contexts.

Dare to Make a Difference: Successful Principals who Explore the Potential of Their Role. Lawrie Drysdale, University of Melbourne; David Gurr, University of Melbourne; Helen Goode, University of Melbourne

This paper explores how successful school principals “dare to make a difference” and enhance the lives and performance of members of their school communities by exploring the boundaries of their role. The paper outlines a model called “the Total Role Concept” that attempts to balance the leadership and management roles of school principals. Findings indicate that successful principals explore the boundaries of their role.

Principals’ Interpretation of Organizational Context: Understanding Principal Self-Efficacy and the Nature of Principal Practice. Andrea Elaine Evans, University of Illinois at Chicago

This study explored principals’ interpretations of their organizational context and how those interpretations affected principal self-efficacy and the nature of principal practice. Interviews focused on principals’ interpretation of their school organizational context, self-efficacy, and leadership performance. This study found that while principals generally felt they had the knowledge and skills to perform effectively, they interpreted that the organizational context either provided opportunities or barriers for them, which shaped their leadership performance.

Using Experience Sampling Methodology to Build an Understanding of Educational Leaders’ Creative Problem-Solving Process. Jen Katz-Buonincontro, Drexel University

The purpose of this paper session is to present research findings from a study using experience sampling methodology to build a formative understanding of educational leaders’ creative problem solving process (CPSP). When leaders were solving problems, they were challenged, experienced high levels of concentration and perceived the problem to be important. Solving problems was associated with an upswing in cognitive effort but a downward spiral in believing one could be successful at creative problem solving.

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

217. Public School Finance: Equity, Adequacy, and Tax Bases
Paper Session
12:30 to 1:50 pm
Denver City Marriott: Floor Lower Level 2 - Colorado I
Participants:
School Finance Reform: An Overview of Equity and Adequacy. Mike Boone, Texas State University-San Marcos

This paper focuses on two major theories that have informed the school finance reform movement over the past decades: equity and adequacy. This paper reviews the existing literature on equity and adequacy, including legal opinion, examines the strengths and limitations of each theory, and offers recommendations for future action. This topic is relevant to Strand E Politics and Policy of the conference theme.

Public School Finance Efficiency: Are We Getting More or Less Efficient? Jimmy Byrd, University of North Texas; Stephanie Nicole Brown, University of North Texas

Public school entities across the United States are experiencing the effects of a weakened economy and decreasing educational budgets. The purpose of the current study is to determine the efficiency of Texas public school systems utilizing Data Envelopment Analysis and Stochastic Frontier Regression. The results of the efficiency analysis indicated overall, districts are operating at 62% efficiency. The calculated total operating expenditures to provide an efficient education could be reduced by 9 billion dollars.


Throughout the country and across various historical periods, we have seen school districts created that have separate tax bases from the rest of a metropolitan area, and this process has had significant implications for the in/equitable distribution of educational services. Small school districts often have boundaries that create high rates of class and race segregation. This presentation examines the implications of the division of a school district that encompassed many suburban cities in Utah.

Chair/Discussant: Thomas Davis, University of Maryland

218. Safe Spaces and Educational Access: Meeting the Needs of Undocumented or English Language Learners

Paper Session
12:30 to 1:50 pm
Denver City Marriott: Floor Lower Level 2 - Colorado J

Participants:

In Whose Best Interest? How Educators Respond to Immigration Enforcement Near School Property. Emily Crawford, Pennsylvania State University

This paper argues that schools are more than symbolic ground for the immigration debate as reflected in the context of Immigration and Customs Enforcement (ICE) activity near public school property. ICE activity close to schools means school leaders must reflect on both the policy and practical implications immigration enforcement has for undocumented students’ educational access and the school environment. The study findings suggest that school leadership matters in the school’s response to this activity.

Essential Leadership for Dual Language Programs. Joanie Monroy, Clark County School District; James R. Crawford, University of Nevada-Las Vegas; Marjorie Conner, University of Nevada-Las Vegas

Dual language education is one instructional model that has demonstrated potential for closing achievement gaps for English language learners. This study identified specific leadership practices of dual language school site administrators and investigated leadership activities of district leaders that support the sustainable implementation of dual language programs. Findings indicate that site leaders are dependent on district level structures to ensure minimal operation of their programs. Recommendations are made for program planning and professional development.

“The Future Is Ours”: How (Undocumented) Leadership Matters—Fostering Safe Spaces for Undocumented Student Leaders. Francisco Javier Bravo, California State University-Long Beach; Jesús Rodriguez, California State University-Long Beach
Few community organizations exist or have been documented as being primarily led by undocumented students. Spaces of support (safe spaces) exist on many college and university campuses across California, but what happens when undocumented students graduate and are no longer “safe” outside a school setting? The purpose of this study was to utilize an ethnographic approach to examine the role of undocumented students in a community organization led by undocumented students/non-students.

Chair/Discussant:
Gary M. Crow, Indiana University

219. Current Issues in Special Education Law for School Leaders

Special Session
12:30 to 1:50 pm
Denver City Marriott: Floor Lower Level 2 - Denver 1

This presentation will address recent developments with regard to special education law and how these changes impact school leaders. We will examine the reauthorization of IDEA, the use of restraints and seclusion, harassment and bullying claims involving students with disabilities, and the relationship between special and regular education.

Participants:
Julie F. Mead, University of Wisconsin-Madison
Susan Carol Bon, George Mason University
Jesulon S. R. Gibbs, University of South Carolina

Chair/Discussant:
Suzanne Elizabeth Eckes, Indiana University

220. Developing and Using Democratic and Ethical Leadership

Paper Session
12:30 to 1:50 pm
Denver City Marriott: Floor Lower Level 2 - Denver 2

Participants:
Responsible Leadership for School Improvement. Corrie Stone-Johnson, University at Buffalo

With strong pressure to raise student achievement from national reform initiatives, school leaders must make complex ethical and moral choices about what is best for the students. In essence, the expectation is one of responsible leadership. While the literature on ethical and moral leadership is rich, there is little research, on responsible educational leadership. Using a conceptual framework from business leadership, this paper formulates a theory for responsible educational leadership.

Democratic Leadership Within the New Tech High School Model. Jill Bradley-Levine, University of Indianapolis

This study utilizes Woods and Woods’ (in press) degrees of democracy framework to examine levels of democratic leadership present within eight New Tech high schools in Indiana. Findings indicate that academic performance as measured by state exams, diversity including teacher expectations of certain groups of students, teacher preferred instructional style and/or willingness to learn a new pedagogy, and type of implementation of the model all impacted degrees of democracy.

Developing Moral Literacy and Ethical Leaders: Incorporating Ethical Dilemmas in a Case-Based Pedagogy. Patrick M. Jenlink, Stephen F. Austin State University; Karen Embry Jenlink, Stephen F. Austin State University

The purpose of this paper presentation is to examine an ethical dilemma approach to developing moral literacy, incorporating case-based pedagogy. Preparing leaders for ethical dilemmas and moral decision-making is the focus of the study reported. The researchers used a two-tier case study design. Tier one examined moral literacy and case-based pedagogical perspectives. Tier two examined the pedagogical implications of an ethical dilemma approach to developing moral literacy through case-based learning in a doctoral studies program.

This paper is a comparative case study exploring third year students in undergraduate education and social work programs to identify students’ ethical knowledge, each program’s core philosophies, and compare the two. Teaching is a moral practice; thus, teachers often face difficult ethical decisions. Research shows that teacher education programs inadequately prepare teachers to face ethical issues. In comparison, social work education programs offer extensive levels of ethical training, including a formal code of ethics.

Chair/Discussant: Brenda J. McMahon, University of North Carolina-Charlotte

221. School Leadership Preparation: Internships and Outcomes

Paper Session
12:30 to 1:50 pm
Denver City Marriott: Floor Lower Level 2 - Denver 3

Participants:
Creating High Quality Internships in Suburban and Small City Districts. Margaret Terry Orr, Bank Street College

This paper presents an action research study on organizational assumptions of providing paid leadership internships tailored to small city and suburban settings. It studied whether funded internships would induce local districts to create high quality internships for authentic, full-time leadership work. The results showed positive candidate benefits on their development and careers, but persistent challenges for districts to overcome conventional structures and norms that limit teachers in assuming intern roles in quasi-full-time positions.

The Internship and School Leadership Preparation: An Inquiry and Reflection. Carmen P. Mombourquette, University of Lethbridge; George Jerome Bedard, University of Lethbridge

We explore the impact of an internship on the practice of school leadership by graduates of an educational leadership preparation program in Alberta. We assess the degree of impact by means of graduate responses to an online survey, interviews with graduates, and by interviews with two school superintendents. We conclude with observations about how the major findings relate to current literature, the import of the internship design, and impact on school leadership practice.


This study examined the primary and secondary outcomes of a USDE School Leadership Program grant at the completion of Year 4. This program prepared sixteen school leaders for a rural school district as well as provided professional development for current administrators. Primary outcomes of an emphasis on data-based decision making and formative assessment as well as secondary outcomes regarding student achievement were examined showing success in some areas and revealing challenges in others.

Chair/Discussant: Karen F. Osterman, Hofstra University

222. UCEA Joint Center for the Study of the Superintendency and District Governance: Linking Teacher and Leader Evaluation Models to Empirical Research: A Conversation with Dr. Robert Marzano

UCEA Center Session
12:30 to 1:50 pm
Denver City Marriott: Floor Lower Level 2 - Denver 4

The purpose of this Special Center Session is to introduce an emerging partnership between The UCEA Joint Center for Research on School Governance, Learning Solutions Inc, Florida Atlantic University, Seattle Pacific University, and the brand new Marzano Center for Research on Teacher and Leader Evaluation which opened in Palm Beach, Florida April 2012. The evolution of the synergistic partnership and current and future research by Dr. Robert Marzano will be discussed.

Chairs/Discussants:
Meredith L. Mountford, Florida Atlantic University
Thomas Alsbury, Seattle Pacific University

223. Professional Learning Communities: Design, Components, and Impact
Paper Session
12:30 to 1:50 pm
Denver City Marriott: Floor Lower Level 2 - Denver 5
Participants:
Organizational Design in Support of Professional Learning Communities. Scott C. Bauer, George Mason University; S. David Brazer, George Mason University
This paper seeks to demonstrate how schools and school districts are designed to support professional learning communities (PLCs), and the role leaders play in organizing. The study is based on observations and interviews conducted in a dozen schools in a large suburban school system. Findings indicate that there is a degree of isomorphism in the design and implementation of PLC’s, with a significant degree of variability related to school level and goals.

International Professional Learning Communities: The Role of Enabling School Structures, Trust, and Collective Efficacy. Julie A. Gray, Texas A&M University-San Antonio; Robert Summers, University of Alabama
This paper explores the role of enabling school structures, trust, and collective efficacy in the development of professional learning communities in six international schools in Latin America, each with students ranging from pre-Kindergarten to 12th grade. The study hypothesizes that enabling school structures, collegial trust, trust in the principal, and collective efficacy will individually and jointly predict the development of professional learning communities in international schools.

A Multiple Case Study of Learning Teams and the Impact on Change of Practice and Sustainability. Nicole Watkins, University of Oklahoma; Leslie Ann Williams, University of Oklahoma
This study exposes aspects of how a learning team impacts the development and sustainability to support school collaboration and learning. Using a multiple case study approach, six secondary school principals shared their perceptions for their school and several common themes were revealed including leadership, school structures, communication, teacher learning, and student learning. They shared many practical examples and situations of how a learning team can enhance teacher growth and strong leadership practices.
Chair/Discussant:
John Hall, University of California-Berkeley

Critical Conversation
12:30 to 1:50 pm
Denver City Marriott: Floor Lower Level 2 - Denver 6
The purpose of this critical conversation is to provoke an engaging discussion around these issues, focusing on the interplay of inclusive schooling and leadership for social justice. It examines how school communities foster teaching and learning environments that treat multiple dimensions of diversity as assets. It also explores how leadership, both in formal administrators and distributed across various members, cultivates school cultures reflecting educational excellence and equity.
Participants:
Martin Scanlan, Marquette University
Sonya Douglass Horsford, University of Nevada-Las Vegas
Joanne M. Marshall, Iowa State University
Andrea K. Rorrer, University of Utah/UCEA President
Frank Hernandez, Hamline University
Cori Groth, University of Utah
George Theoharis, Syracuse University
225. Technology Leadership Practices: Opportunities and Challenges

_Paper Session_
12:30 to 1:50 pm
*Denver City Marriott: Floor Lower Level 1 - Matchless*_

**Participants:**
- School Leader Use of Social Media For Professional Discourse. Jonathan D. Becker, Virginia Commonwealth University; Candice Barkley, Virginia Commonwealth University
- School Administrators’ Use of Twitter: Benefits and Challenges. Vincent Cho, Boston College
- School-Based Technology Leadership Practices and Their Relationship to Teacher Technology Integration Knowledge and Practices. Sara L. Dexter, University of Virginia; Hilary Ritt, Teachstone

This case study explores how a group of school leaders around the world created a virtual community of practice. The study includes a content analysis of blog posts, social network analysis of a Twitter network, and interviews with six key contributors. While the study set out under the framework of a community of practice, the findings suggest that what has actually been created by this group is more like Gee’s notion of an affinity space.

226. Listening to Student Voice: Toward a More Inclusive Theory for Research and Practice

_Critical Conversation_
12:30 to 1:50 pm
*Denver City Marriott: Floor Lower Level 1 - Mattie Silks*_

The purpose of this critical conversation/dialogue is to continue the informal, lively discussion that was activated at UCEA 2011 during a paper symposium concerning the value of employing student voice in educational leadership research and practice. Utilizing theoretical models derived from the research literature on leadership for social justice and listening to student voice, participants will continue to problematize the critical issues, concerns, and perspectives to develop a more inclusive theory for research and practice.

**Participants:**
- Katherine Cumings Mansfield, Virginia Commonwealth University
- Anjale Welton, University of Illinois at Urbana-Champaign
- Mark Halx, Halx Consulting Group

227. Hiring Qualified Faculty for Educational Leadership: How Do We Find and Keep Them?

_Critical Conversation_
12:30 to 1:50 pm
*Denver City Marriott: Floor Lower Level 1 - Molly Brown*_

Many candidates for faculty in educational leadership have K-12 practitioner experience or academic
backgrounds; rarely do they possess both, impeding their success in preparing prospective school administrators. The panelists (three deans, one faculty) will describe the challenge of identifying, hiring and retaining new faculty members in educational leadership. Beginning with vignettes and experiences dealing with the problem, the panelists will invite audience participation on the concerns, challenges and constraints in finding the next generation of faculty.

Participants:

Elaine Chin, San Jose State University
Ernestine K. Enomoto, University of Hawaii Manoa
George J. Petersen, California Lutheran University
Diana G. Pounder, University of Central Arkansas

228. Highlights From the UCEA Graduate Student Summit

Paper Session
12:30 to 1:50 pm
Denver City Marriott: Spruce

This session will include the best papers from the 2012 Graduate Student Summit. The presentations will be chosen by the summit participants and are open to all convention attendees.

Chairs/Discussants:

Erin Anderson, University of Virginia
Amanda Bell Werts, Clemson University
Richard Gonzales, University of Texas at Austin

229. UCEA Film Festival

Film Festival
2:00 to 5:00 pm
Denver City Marriott: Floor Lower Level 2 - Colorado E-F

Sessions will include an intro to each 5-minute film and Q&A with the filmmakers.

Program 1 (2:00-3:20 pm):
Master of Education in Education Policy, Thomas J. Halverson, University of Washington
Social Justice Training, Matt Militello, North Carolina State University
Georgia’s Early Career Principal Residency Program, April Peters-Hawkins, University of Georgia
Vanderbilt’s Leadership Capacity Building Program in Abu Dhabi, Patrick Schuermann, Vanderbilt University

Program 2 (3:30-5:00 pm):
Awakened, Tonya Little, North Carolina State University
Halifax, North Carolina, Matthew Militello, North Carolina State University
Reflections, Ashley Bass, Tyler Watts, Jennifer Friend, University of Missouri-Kansas City
The Language of Advocacy: Perspectives From Both Sides of the Desk, Timothy Salazar and Meagan Salazar

Chair/Discussant:

Jennifer Friend, University of Missouri-Kansas City


International Community Building Session
2:00 to 3:20 pm
Denver City Marriott: Floor Lower Level 2 - Colorado G

Presenters are engaged in an international project that seeks to understand how school leaders enact ‘social justice leadership’ in a variety of different regional and national contexts. This presentation will adopt an innovative workshop format to present data generated from four countries (Costa Rica, England, Sweden, USA). Presenters will work with attendees to share early research findings from Principal interviews and explore how school leaders ‘make sense of social justice leadership’.
231. “Juggling Flaming Chainsaws”: Scholars in Educational Leadership Try to Balance Work and Life

Critical Conversation
2:00 to 3:20 pm
Denver City Marriott: Floor Lower Level 2 - Colorado H

The purpose of this session is to continue a conversation begun at previous meetings about work-life balance in the educational leadership academy and to identify recommendations for how we might lead towards work-life balance. The format includes a diverse panel to introduce the topic, then large group conversation about questions such as: What could be done so that the interests of our families and the
interests of our organizations are better aligned?

Participants:

William R. Black, University of South Florida
Kristina Astrid Hesbol, Illinois State University
Gaetane Jean-Marie, University of Oklahoma
Katherine Cumings Mansfield, Virginia Commonwealth University
Martin Scanlan, Marquette University
Joanne M. Marshall, Iowa State University
George Theoharis, Syracuse University
Karen Stansberry Beard, Miami University of Ohio


Innovative Session
2:00 to 3:20 pm
Denver City Marriott: Floor Lower Level 2 - Colorado I

This innovative session reports the success of the Rural Alaska Principal Preparation and Support (RAPPS) program and the lessons learned in the first four years of the program. Presenters describe the innovative network of partnerships and the intentional strategies which have contributed to success. At each level of partnership, the RAPPS process is highly collaborative and custom-designed to meet the needs of leaders in rural schools across Alaska. Best practices from the RAPPS program are presented.

Participants:

Kelly Tonsmeire, Alaska Staff Development Network
Al Bertani, Consultant
Susan Garton, University of Alaska-Anchorage
Blanc Kathy, Alaska Staff Development Network

233. Policy Influences on Educational Systems

Paper Session
2:00 to 3:20 pm
Denver City Marriott: Floor Lower Level 2 - Colorado J

Participants:

Ambivalence in Educational Policy Outcomes in Kenya. Teresa Akinyi Wasonga, Northern Illinois University

Majority of Kenyans cannot access quality education and live with limited economic and social opportunities. How is government applying educational policies? Are education polices working? I use Chabal and Daloz (1999) framework to argue that the use of policies as instruments of disorder have led to lackluster policy realization limiting educational, social, and economic opportunities while perpetuating concentration of power for self-preservation and wealth; fostering weak public institutions; and destabilizing the citizenry while normalizing chaos.

Comparing The Powers That Be: A Comparative Study of Political Oversight in Education. Joseph John Dietrich, University of North Texas

This research compares the political context of the educational bureaucracy of Pennsylvania and Texas. By doing this, it is hoped that the points of similarity and the points of differentiation will provide a guide to those looking to navigate the esoteric bureaucracies of educational policy in the respective states. It is also hoped that this will be a starting point for increased research on the political contexts facing educational policy reform in the various states.

Policies of Inaction: Understanding the Role of Districts as Policy Actors in Texas’s GPA Dilemma. Jessica Ann Brown, University of Texas at Austin

Using a theory of co-construction, this study examines the role of district actors in the larger policy process. Districts displayed a savvy understanding of policy levels and utilized local data to influence inaction on a state legislative mandate. Findings suggest that districts moved beyond the role of
implementation facilitators to use their influence on multiple policy levels, successfully thwarting attempts by the state of Texas to impose a uniform GPA policy.

Reining Schools in: Indiana Statewide Recoupling and Education Reform. Rodney S. Whiteman, Indiana University

In 2011, the state of Indiana passed comprehensive education reforms that will have an impact on the future of K-12 schooling. These new laws and policies have not yet been analyzed as a comprehensive package of system-changing reforms. Using an institutional theory framework, the author examines the 2011 reforms to determine if a statewide shift toward control models of organizing is occurring, and if policies are in place to allow for statewide recoupling to occur.

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

234. Leadership Preparation Programs Development of Equity Orientations

Paper Session
2:00 to 3:20 pm
Denver City Marriott: Floor Lower Level 2 - Denver 1
Participants:
Developing Equity-Oriented Leaders: One Educational Leadership Preparation Program Examines This Ongoing Process. Patricia Guerra, Texas State University; Melissa Ann Martinez, Texas State University-San Marcos; Sarah W. Nelson, Texas State University; Jennifer Jacobs, University of South Florida

This study examines how one educational leadership preparation program in Central Texas approaches preparation of equity-oriented leaders. Utilizing a poststructural frame, a nuanced analysis of program components and why they work in a particular context is discussed. Findings indicate the work of creating an equity-oriented program is ongoing and requires faculty who are committed to continuous conversation and to working through conflict and tensions that are a natural part of developing an equity-oriented program.

Evaluation Matters: A Q Methodological Examination of Preparing Leaders to Support Diverse Learners. Sarah Diem, University of Missouri; Bradley W. Carpenter, University of Louisville; Matthew Militello, North Carolina State University; Chris Janson, University of North Florida

Essential to improving schools’ capacity to more effectively address the needs of diverse students is the development of highly effective school leaders. Building on the work of UCEA and the Teaching Diverse Student Initiative, our study evaluates a set of curriculum modules developed to align with the most commonly offered courses in leadership preparation programs. We utilize Q methodology to understand the subjective perspectives of module developers, adopters, and students who interact with the modules.

Exploring the Influence of Faculty Diversity on Education Leadership Doctoral Students. Monica Byrne-Jimenez, Hofstra University

Nationally, faculty of color make up 16% (NCES 2008), yet they demonstrate a greater engagement and role in institutional transformation (Antonio, 2002). This study explores the influence of faculty diversity on doctoral educational leadership students. Preliminary findings indicate that diverse faculty had an impact on all students’ awareness of race and the importance of exercising race-conscious leadership. Students of color, in particular, felt more welcomed and supported in their studies and while completing their dissertations.

Chair/Discussant:
John L. Taylor, University of Arizona

235. Fresh Perspectives on School Leadership

Paper Session
2:00 to 3:20 pm
Denver City Marriott: Floor Lower Level 2 - Denver 2
Participants:
Examining the Implications of Poetics as Pedagogy for Understanding Ethical Frames and Moral
Literacy in Leadership. **Patrick M. Jenlink, Stephen F. Austin State University**

The author examines, using educational poetics as form of aesthetic inquiry, pedagogical practices that incorporate a poetics of leadership activity. Poetics involves a deepening understanding and sensitivity to ethical reasoning and moral imagination, and mirrors how events, actions, and the conduct of others can all express intellectual, aesthetic, and moral meaning. Poetics as an aesthetic mirror is examined in developing moral literacy and ethical frames of leadership. Four years of research data are reported.

Leadership Matters: Changing the Future of Educational Leadership in Urban Spaces Through a Pneumatic/Pragmatic Collaboration. **Michael Dantley, Miami University**

This paper attempts to add the presence of a spiritual or pneumatic element to what have been outlined as the necessary components of administrative theory and will explore the essential synthesis or coalition of both the pneumatic and pragmatic aspects of school leadership.


War language isn’t a new phenomenon in school organizations. However, these metaphors are now used to describe schools, pedagogy, personnel, and procedures. We will present a critical discourse analysis (CDA) of war-speak phrases commonly used in a school district. Of particular concern is how this discourse shapes the process in these organizations as well as the relationships of both the organizational actors and the organization with the community it serves.

Unleashing Learning Through Moral Purpose: The Leaders Transforming Learning and Learners Project. **Michael Bezzina, Australian Catholic University**

This session explores the various ways in which an explicit focus on the moral purpose of learning influenced the behaviours and learning of both teachers and students in an ongoing Australian research project. Influences were noted by teachers in their own attitudes, classroom practice and leadership practice. Students were seen as demonstrating better achievement, greater engagement and higher levels of reasoning.

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

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236. Professional Development for Teachers and Principals

**Paper Session**

2:00 to 3:20 pm

*Denver City Marriott: Floor Lower Level 2 - Denver 3*

**Participants:**

Examining Measures for PD Evaluation at Scale: Are Teachers’ Self-Reports Measuring What We Think They Are? **Charlotte Jean Munoz, Vanderbilt University**

The author illustrates the difficulty of evaluating the effectiveness of professional development at scale by considering one specific method used to measure the impact of PD – teachers’ self-reports of change – and the alignment between this measure and classroom observation analyses. Using multiple regression analysis, this study shows that these self-reports are not statistically significant in predicting teachers’ development of reform-oriented teaching practices in mathematics classrooms.

Examining the Factors Comprising The Independent School Teacher Development Inventory. **John Murray, Auburn University**

The aim of this study was to develop and examine the initial psychometrics of an instrument, the Independent School Teacher Development Inventory (ISTDI), designed to measure the professional learning opportunities available in U.S. independent schools. Exploratory factor analysis suggested that the ISTDI was comprised of five factors: traditional, content, coherence, duration, and active learning/collaboration. Confirmatory factor analysis provided additional support for a five factor structure of the ISTDI.

Professional Development Training Effects on Principals’ School Leadership Behavior: Results From a Randomized Control Trial. **Robert James Miller, Texas A&M University-College Station; Roger Goddard, Texas A&M University; Minjung Kim, Texas A&M University-College Station; Yvonne Goddard, Texas A&M University; Patricia Schroeder, Texas A&M University**
This research sought to determine whether principals used or transferred their newly learned Balanced Leadership Professional Development (BLPD) knowledge and skills back on the job as reported by the teachers in their charge. Using randomized control groups and hierarchical linear modeling, results from the School Leadership Improvement Study (SLIS) suggest that McREL’s program had a moderating effect attenuating general declines in teachers’ reports of principals’ leadership behavior over a three year period.

Chair/Discussant: 
Jim Scheurich, Texas A&M University

237. Marzano Brainstorm Session Sponsored by the UCEA Center for Research on the Superintendency and District Governance

Closed Session
2:00 to 3:20 pm
Denver City Marriott: Floor Lower Level 2 - Denver 4

An invitation only session intended for scholars to exchange research ideas and grant possibilities with Dr. Robert Marzano on the development, implementation, and evaluation of state and national mandated teacher and leader value added evaluation models.

Chairs/Discussants:
Thomas Alsbury, Seattle Pacific University
Meredith L. Mountford, Florida Atlantic University

238. A 15-Year Review of Student, Teacher, and Administrator Demographics and Turnover in Texas Charter Schools

Symposium
2:00 to 3:20 pm
Denver City Marriott: Floor Lower Level 2 - Denver 5

As the popularity of charter schools increases, especially among minority and low income students, it is important to know who attends charter schools and who is educating these students (Frankenberg, Siegel-Hawley, Wang, 2011). This symposium examines characteristics of students, teachers and administrators in Texas charter schools. Each study relies on statewide data sets of more than 120,000 teachers, 24,000 assistant principals, and 17,000 principals to elucidate the demographic characteristics of Charter Schools.

Participants:
Student Demographics and Mobility in Texas Charter Schools. Kristina Brezicha, Pennsylvania State University
Teacher Characteristics and Turnover in Texas Charter Schools. Santosh Madahar, Pennsylvania State University
Student Demographics of Texas Charter Schools that Closed: A 15 Year Study. Sakiko Ikoma, Pennsylvania State University

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

239. Diverse Backgrounds and Perspectives of Principals

2:00 to 3:20 pm
Denver City Marriott: Floor Lower Level 2 - Denver 6

Participants:
A Common Disorientation: A Comparative Analysis of Principals in North Carolina and Kenya. Kennedy Ongaga, University of North Carolina-Wilmington; Mary Ombonga, Pender County Schools, North Carolina
Principals in both North Carolina and Kenya were surveyed in regards to their background variables (experience, education, demographics) as well as how they spend their time, how they would like to spend their time, and also challenges in their roles as school leaders. Both sets of principals indicated a strong sense of serving as a learning leader, though responses varied in terms of accountability perceptions, the importance of professional development, and school management issues.

African American Principals in the Midwest: Voices of Sojourner Principals. Carolyn Louise Wanat, University of Iowa; David B. Brown, Cedar Rapids Community School District

This study investigated experiences of African American principals in predominantly white schools in one Midwestern state. Twelve principals shared their experiences, opportunities, and impediments working in schools different from their own race. In semi-structured interviews, participants identified their spirituality, feelings of undue scrutiny, and commitment to being role models as major factors in their lives. Race was embedded in uniquely complicated situations for these principals who experienced professional isolation.

Striving for Balance, Steadfast in Faith: A National Survey of Catholic Elementary School Principals. James M. Frabutt, University of Notre Dame; Anthony C. Holter, University of Notre Dame; Ronald J. Nuzzi, University of Notre Dame

The purpose of this study was to explore and understand the needs, perceptions, and attitudes of a nationally representative sample of U.S. Catholic primary school principals. This nationwide, first-ever survey of U.S. Catholic school principals provides a clear and nuanced understanding of their needs, challenges, and leadership insights.

Chair/Discussant: Elizabeth T. Murakami, University of Texas at San Antonio

240. New DEELVille Faces the Common Core: An Ethical Dilemma

Critical Conversation
2:00 to 3:20 pm
Denver City Marriott: Floor Lower Level 1 - Matchless

In this session we propose to move the New DEEL into a novel realm: we have designed a simulation where we create a new community called New DEEVille where the principles of the New DEEL come to life and confront the ethical dilemma communities face around the ideology, acceptance, resistance, and/or implementation of the Common Core Standards.

Participants:
Steven Jay Gross, Temple University
Joseph A. Polizzi, Marywood University
Joan Poliner Shapiro, Temple University
Marla Susman Israel, Loyola University Chicago
Marc Brasof, Temple University
Kristina Pam Legge, New DEEL

241. Green Schools: Whole School Sustainability Now and for the Future

Symposium
2:00 to 3:20 pm
Denver City Marriott: Floor Lower Level 1 - Mattie Silks

Little research in educational leadership has addressed school leaders, sustainability, and green school practices. This interdisciplinary symposium presents six papers focused on different aspects of green schools, whole school approaches to addressing sustainability. The session will allow time for conversation about the implications for school leadership practice and preparation. Scholars from architecture, interior design, landscape architecture, psychology, sociology, and educational leadership will present their research related to greening public schools.

Participants:
Green Schools that Teach: Attributes of Whole-School Sustainability. Stephanie Barr, Colorado State University; Brian Dunbar, Colorado State University
Healthy Kids Healthy Scores: Implementing Sustainable Green Initiatives That Support Achievement and Health in K-12 Education. *Lois Brink, University Colorado-Denver*

Green Schools as Teaching Tools: Cultivating Sustainability in Schools, Districts, and Communities. *Stephanie Barr, Colorado State University; Jennifer Eileen Cross, Colorado State University; Brian Dunbar, Colorado State University*

Organizations to Embrace Environmental Sustainability. *Zinta Byrne, Colorado State University; Christine Lee Smith, Colorado State University; Christa E. Kiersch, Colorado State University; Jennifer Eileen Cross, Colorado State University; Michelle Lueck, Colorado State University; William S. Franzen, SAGE 2 and Associates, LLC*

Knowledge Networks: The Social Structure of Innovation in Green School Design. *Jennifer Eileen Cross, Colorado State University; Michelle Lueck, Colorado State University; Zinta Byrne, Colorado State University; William S. Franzen, SAGE 2 and Associates, LLC*

Green School Practices Among Public School Leaders: Applying the Theory of Planned Behavior. *Lisa A. W. Kensler, Auburn University; Cynthia Uline, San Diego State University*

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

### 242. Strategies for Improving Instruction

**Paper Session**

2:00 to 3:20 pm

**Denver City Marriott: Floor Lower Level 1 - Molly Brown**

**Participants:**

Classroom Walkthroughs From District Initiative to Implementation at the Elementary School Level. *Margaret Anne Scott, University of Arizona; Kris Bosworth, University of Arizona*

This paper summarizes dissertation research conducted in a bounded case study of one elementary school within the district context and its implementation of classroom walkthroughs as a tool for data collection. Twelve interviews were conducted to determine the use of data to inform dialogue and inquiry for the purpose of instructional change. Findings were analyzed using Rogers’ model of the innovation-decision process. Other key themes influencing the implementation are also discussed.

Feedback Systems and School Capacity: A Review of Recent Evidence on Efforts to Improve Instruction. *Eric Hougan, University of Washington*

This paper reviews quantitative and qualitative studies to examine to what extent school systems’ capacity affect how school leadership deliver feedback to teachers to sustain instructional improvement. The review builds on literature that addresses school capacity and its multiple dimensions: principal leadership, program coherence, technical resources, professional community, and teacher characteristics; how school systems use feedback systems; and the degree of influence the school capacity has on teachers’ work that is embedded in feedback systems.

Leading for Change: Participants’ Perceptions of Common Core Professional Development. *Sharon Ann Wilbur, University of Oklahoma; Jean Cate, University of Oklahoma; Leslie Ann Williams, University of Oklahoma; Nicole Watkins, University of Oklahoma; Linda Atkinson, University of Oklahoma; Levi Patrick, University of Oklahoma*

This qualitative study examines the impact of Common Core professional development on participants’ perceptions. Grounded in change theory, the study provides foundational research as one state transitions to the Common Core Standards. An analysis of the data reveals a close alignment of participant perceptions to change theory and adult learning theory. The study has implications for school leaders, teachers, professional development providers, and teacher and principal preparation programs.


Many education policies aimed at educational reforms fail, or appear to do so. This paper explores three explanations for this state of affairs: implementation failure, theory failure, and evaluation failure. Drawing together pertinent literatures and applying them to a published evaluation case, the paper
demonstrates how easily one or more of these explanations may be obscured, misapplied, or simply not considered at all. The paper draws conclusions for the design of reform policies.

Chair/Discussant:
  Anjale Welton, University of Illinois at Urbana-Champaign

243. Summit Mentor Session III
2:00 to 3:20 pm
Closed Session
Denver City Marriott: Spruce
This is a closed session for graduate students who attended the Graduate Student Summit.

Presenters:
  Emine Gumus, Ataturk University
  Jasmine Ulmer, University of Florida
  Jean Mrachko, University of Michigan
  Meagan Sumbera, University of Texas at Austin
  Abigail Felber-Smith, University of Minnesota
  Victor James Sensenig, The Pennsylvania State University
  Shelby Lee Keefer, Penn State University
  Patricia Baumer, Southern Methodist University
  Kristen Hill, Clemson University
  Dana Lebental, Loyola Marymount University
  Tamey Williams, Texas State University
  Susan Holt, Texas State University
  Patricia Rocha, Texas State University

Chairs/Discussants:
  Hans W. Klar, Clemson University
  Anysia Peni Mayer, University of Connecticut
  Amanda Werts, Appalachian State University
  Muhammad Khalifa, Michigan State University

244. IGNITE! Development of Teachers, Leaders, and Higher Ed Faculty
3:30 to 5:00 pm
Denver City Marriott: Colorado A

Participants:
  Assistant Principal Leadership: Creating Leaders Through Thoughtful Research & Professional Practice. Leigh Ellen Wallace, University of Wisconsin-Milwaukee

This IGNITE session would focus on the following: 1. The current – and limited – body of research around the assistant principalship; 2. Voices of assistant principals sharing their concerns, frustrations, and professional aspirations; 3. Recommendations for supportive and meaningful principal practitioner behavior; and 4. The role of university leadership preparation programs in developing and supporting assistant principal growth.

  Leadership in Action: Evidence-Based Leadership Development. Ann O’Doherty, University of Washington

Leading for social justice requires collaborative leadership to shape culture and build capacity. Beginning with an equity audit to determine an authentic area of need, graduate students enrolled in a school level internship conduct context-specific participatory action research (PAR) projects. Interns report the PAR process develops personal leadership capabilities while simultaneously building capacity with members of the school community. PAR projects often extend beyond the two-semester internship thus empowering sustainable impact.

  Swing, Self-Expression, and Self-Sacrifice: Altering the Experience of School Leadership. Aaron Michael Woody, Guilford County Schools; Carl A. Lashley, University of North Carolina-
Greensboro

Wynton Marsalis (2009), the jazz trumpeter, says jazz is an opportunity to learn in community. Everyone leads in a jazz ensemble. In schools, participating and living in “time”, learning to “swing” lead educators to contribute to a process greater than themselves. Like jazz musicians, they model their passions, principles, and convictions. Leaders and collaborators learn from their fellow performers. In science, the only constant is change. Swinging changes how we understand change.

Teacher-Focused Site-Specific Professional Development. David Parker, University of Utah

There is a need for educators that are currently working in schools to receive professional development that is social justice-based. So we thought about how we would fit the need for such development in schools. Teachers want a collaborative learning process; long-term professional development; and a combination of theory and practice. We seek to provide professional development to help teachers reach historically-marginalized populations and improve the climate for students, families, and the community.

The Invisible Leader: How Self-Mentoring Can Alter Traditional University Faculty Support Programs. Marsha Carr, University of North Carolina-Wilmington

Mentoring has nationwide emphasis as research increasingly suggests professionals benefit from the service of a mentor. This study reviews the practices of a traditional mentoring program in comparison with a Self-mentoring program implemented with new faculty in a university setting. Self-mentoring provides an alternative to traditional mentoring programs for new and existing new faculty through growth and development self-evaluative planning, technological advancement, self-guided leadership, and self-reflection strategies to improve university faculty retention rate.

Chair/Discussant: Jonathan D. Becker, Virginia Commonwealth University

245. Deciphering State and Federal Funding

Paper Session
3:30 to 5:00 pm
Denver City Marriott: Floor Lower Level 2 - Colorado H

Participants:

The Distribution of Federal Funding for School Facilities: Information for School Leaders. Thomas Davis, University of Maryland; William Kyle Ingle, Bowling Green State University; Alex J. Bowers, Teachers College, Columbia University

One way the American Recovery and Reinvestment Act aimed to stimulate the U.S. economy was through Qualified School Construction Bonds. Critics are concerned that the state distributions failed to take into account district wealth and student needs resulting in inequitable disbursements of funds. There is also concern about LEA capacity to apply for the QSCBs. This study looks at QSCB distributions across the country using common indicators of school district resources and student need.

The Intersection of Race, Class, and Politics in School Finance. Wendi Miller-Tomlinson, New Mexico State University

The recent economic downturn in the United States has brought public school finance and the associated social justice implications to the forefront of policy debate on state and federal levels. This paper provides a Critical Race analysis of school finance policy, using Texas as an example, which highlights the intersection of policy, race, and politics. Recommendations for educational leaders in approaching school finance policies for the future will also be discussed.

Who Qualified for Federal School Facility Funding? Evidence from Ohio. William Kyle Ingle, Bowling Green State University; Alex J. Bowers, Teachers College, Columbia University; Thomas Davis, University of Maryland

The American Recovery and Reinvestment Act of 2009 (ARRA) allocated $11 billion per year for 2009 and 2010 for school construction bonds (QSCBs) for America’s schools. Utilizing logistic regression, this study examined factors associated with Qualified School Construction Bonds (QSCB) allocations to school districts in Ohio, asking did school districts with greater need qualify? This study found that districts with higher poverty rates were significantly related (p<.01) to the likelihood of receiving QSCB
Critical Conversation
3:30 to 5:00 pm
Denver City Marriott: Floor Lower Level 2 - Colorado I
This critical conversation will explore the use of punitive discipline in schools and the implications for educational leaders who purport to follow social justice principles. Discipline policy and politics will be examined through the use of discretionary discipline referrals, disproportionate impact on special education students, teacher bullying and charter schools as alternative placements. These topics will be used to incite reflective dialogue on alternative, more inclusive and positive approaches to discipline.
Participants:

Heather Cole, University of Texas at Austin
Rebecca Cohen, University of Texas at Austin
Bonita Homer, University of Texas at Austin
Julian Vasquez Heilig, University of Texas at Austin/UCEA
Mark A. Gooden, University of Texas at Austin

247. Continuing to Disrupt the Status Quo? Young and New Women Professors of Educational Leadership
Critical Conversation
3:30 to 5:00 pm
Denver City Marriott: Floor Lower Level 2 - Colorado J
This Critical Conversation is based on the forthcoming book, Continuing to Disrupt the Status Quo? Young and New Women Professors of Educational Leadership, based on fourteen young and/or new women professors’ sharing of our experiences in the academy. The book is an extension of the dialogue that was begun in Norma Mertz’s book Breaking Into the All Male Club (2009), where veteran women in the field shared their experiences as narratives.
Participants:

Gaetane Jean-Marie, University of Oklahoma
Noelle Witherspoon Arnold, University of Missouri-Columbia
Danna M. Beaty, Tarleton State University
Karen L. Sanzo, Old Dominion University
April L. Peters-Hawkins, University of Georgia
Azadeh Farrah Osanloo, New Mexico State University
Katherine Cumings Mansfield, Virginia Commonwealth University
Anjale Welton, University of Illinois at Urbana-Champaign
Melissa Ann Martinez, Texas State University-San Marcos
Melanie Brooks, Iowa State University
Cosette Grant-Overton, University of Cincinnati
Jennifer Clayton, The George Washington University
Catherine Ann O’Brien, University of Missouri
Whitney H. Sherman, Virginia Commonwealth University

248. What Counts as Effective Leadership Preparation and How Do We Know?
Special Session
3:30 to 5:00 pm
Denver City Marriott: Floor Lower Level 2 - Denver 1
Although, there is a growing body of research around the preparation of educational leaders, what counts as effective leadership preparation is contested. In this session, participants will share their
research and development activities focused around understanding and promoting high quality educational leadership preparation.

Presenters:
- Margaret Terry Orr, Bank Street College
- Joseph Murphy, Peabody College of Vanderbilt University
- Martha M. McCarthy, Loyola Marymount University
- Nona Prestine, Pennsylvania State University
- Shelby Cosner, University of Illinois at Chicago
- Steven Elliott Tozer, University of Illinois Chicago

Chair/Discussant: Michelle D. Young, UCEA

249. Developing, Supporting, and Sustaining Black Leaders

Paper Session
3:30 to 5:00 pm
Denver City Marriott: Floor Lower Level 2 - Denver 2

Participants:
- Cultivating Supportive, Professional Relationships Among Black Women in Educational Leadership: Shattering the Mirror of Self-destruction. Dildra Martin-Ogburn, Florida Atlantic University
- Teacher Leadership: Women (of African Descent) Enacting Social Justice. Zorka Karanxha, University of South Florida; Vonzell Agosto, University of South Florida

This paper session will share and discuss the findings of a phenomenology, which explored the definitions and conceptual uses of horizontal and/or vertical violence by Black female educational leaders. It outlines the methods used to investigate the phenomenon and explores the implications of sabotage or violence coming from members of the same minority group. Seated Black female educational leaders from a large, highly diverse urban school district, served as the primary participants of the study.

Chair/Discussant: Terah Talei Venzant-Chambers, Texas A&M University

250. The Influence of Leadership on Learning

Paper Session
3:30 to 5:00 pm
Denver City Marriott: Floor Lower Level 2 - Denver 3

Participants:
- A Principal's Glance Inside a STEM Writing Studio. John W. Brocato, Mississippi State University; D. Kay Brocato, Mississippi State University

Teacher leadership requires depth of content. Using case studies in writing studio can deepen STEM
learning via technical content presented in an engaging manner. This paper describes the use of a technical news story as a writing prompt for an iterative in-class assignment designed to acquaint students with an engineering topic and provide practice in communicating that topic to a variety of audiences. Implications for a principal’s look at quality STEM instruction are included.

An Examination of How Leadership Matters in Challenging Contexts: Successful Leadership in South Carolina. Hans W. Klar, Clemson University; Curtis Brewer, Clemson University; Jane Clark Lindle, Clemson University; Robert C. Knoeppel, Clemson University; Amanda Bell Werts, Clemson University; Emily Green, Clemson University; Marissa Whitehouse, Clemson University

In this paper we present a cross-case analysis of principal leadership in six high-poverty schools in the southeastern United States of America. Our cross-case analysis suggests that leadership practices and beliefs that contributed to student achievement in these schools were commensurate with the leaders’ deliberate and sustained attempts to resonate with the local socio-cultural dynamics. Our work helps illustrate how quality leadership can impact student achievement, especially in challenging settings.

Chair/Discussant: Shelly Lyn Albritton, University of Central Arkansas

251. Sustaining Professional Communities

Paper Session
3:30 to 5:00 pm
Denver City Marriott: Floor Lower Level 2 - Denver 4

Participants:

Keys to Sustainable Communities? Principals’ Longitudinal Influences on Their School-Wide Professional Communities. Jason Taylor Huff, University of Tennessee; Xiu Cravens, Vanderbilt University

Researchers agree school leaders should focus on improving teaching and learning in schools. However, studies examining how principals create broader conditions for learning have identified indirect links between leadership and student achievement. Using HLM, we examine the longitudinal relationship between changes in principals’ practices and school-wide professional community. Results link principals’ instructional leadership practices and professional community; they suggest principals developing professional communities will have higher in-school collaboration. We discuss our findings and future research.

The Role of Principals in Implementing Professional Learning Communities. Joan L. Buttram, University of Delaware; Elizabeth Farley-Ripple, University of Delaware

Research and practice suggests the power of professional learning communities (PLCs) in sustaining instructional improvement. This paper examines how principals influenced implementation of a mandate for 90-minute weekly PLCs in four elementary schools in a mid-Atlantic state. Qualitative and survey data reveal that principals’ understandings and expectations, as well as actions in structuring time and providing support influence school implementation. Findings are discussed in terms of creating and sustaining meaningful professional communities.

The Role of State-Wide Leadership in Sustaining a Professional Development Initiative. Liz Hollingworth, University of Iowa/UCEA; Sarah G. Hale, University of Iowa

This case study explores a state-wide school improvement policy implemented by a department of education. The study examines results of an electronic survey to a cohort of schools who used the state’s on-line training models for formative assessment. The researchers used the results of the survey to examine the conditions surrounding the fidelity and extent of the program’s implementation. Results indicate sustained school reform requires leadership from SEAs, AEAs, and LEAs.

Chair/Discussant: Katherine A. Curry, Oklahoma State University

252. Digital Window: An ARG for Leadership Preparation Programs

Symposium
A challenge for educational leadership programs is to bring the reality of leading and managing schools into the university classroom. The field is in need of a training platform that blends the reality of leadership challenges with guided support and practice. An Alternate Reality Game (ARG) appears to be a good choice for providing an immersive experience for principal candidates.

Participant: 
**Lynn Wheeler**, University of Indianapolis

Chair/Discussant: 
**John W. Somers**, University of Indianapolis

### 253. Teacher Accountability: Hiring, Evaluation, and Ethics

**Paper Session**  
3:30 to 5:00 pm  
**Denver City Marriott: Floor Lower Level 2 - Denver 6**

**Participants:**
- Searching for Effective Teaching Behaviors in the Hiring Process.  
  **Gary Schumacher**, University of Houston-Clear Lake;  
  **Winona Burt Vesey**, University of Houston-Clear Lake;  
  **Bettye Grigsby**, University of Houston-Clear Lake

Behaviors exhibited by teachers determine their effectiveness in classrooms and the impact they have on student achievement. The thought process and practices effective teachers utilize are key to student success. This longitudinal study was intended to provide hiring authorities with research-based protocols that predict high levels of teaching quality. This study was designed to answer the question: Which interview protocol questions would predict high levels of effective teaching behaviors exhibited by teachers in the classroom?

- Holding Teachers Accountable: Principals’ Perceptions of the Alignment of Value-Added Metrics With Teacher Evaluations.  
  **Keisha Childers**, University of Washington

Through interviews with administrators in a high data use district, this study examines principals’ perceptions of the usefulness of value-added models in measuring teacher performance. Findings showcase that while the principals do find value in performance metrics and further, that they discuss an alignment of the two methods, there are discrepancies in the expectations of the two measures. Importantly, while capturing different aspects of teaching, both measures commonly identify the same strong and weak teachers.

- The Relationship Between Teacher Withdrawal Behavior (Lateness, Absence) and School Ethics: An Integrated Analysis.  
  **Orly Shapira-Lishchinsky**, Bar-Ilan University;  
  **Zehava Rosenblatt**, University of Haifa

The present study examined the relationships between the withdrawal behavior (lateness, absence) of 1,016 Israeli teachers to school ethics. Using statistical analysis that simultaneously considered both lateness and absence as dependent variables, we found that lateness was more strongly correlated with school ethics than absence. The results contribute to our understanding of teacher withdrawal behavior, and have practical implications for administrative policy aiming at both nurturing school ethics and containing teacher withdrawal.

- The Implementation of District-Wide Teacher Evaluation Programs.  
  **Tricia Maas**, University of Washington and The Center on Reinventing Public Education

This paper reviews five studies of teacher evaluation programs. I review how the design of each program aligns with the TNTP teacher evaluation standards. Then, I review the extent to which programs were successfully implemented and the reforms’ effect on student achievement, instructional practice, and the recruitment, retention and dismissal of teachers. I highlight common challenges that emerge from research and policy reports and make recommendations for leaders in districts developing teacher evaluation programs.

Chair/Discussant: 
**Michelle Collay**, University of New England
254. Critical Evocative Portraiture: Giving Life the Shape of Justice: A WLE Symposium

Symposium
3:30 to 5:00 pm
Denver City Marriott: Floor Lower Level 1 - Matchless

The session panelists will highlight processes and experiences involved in conceptualizing and writing, “Shaping Social Justice Leadership: Insights of Women Educators Worldwide” (2012). A project of Women Leading Education Across the Continents (WLE), an international research group chaired by Charol Shakeshaft, the book was co-authored by Linda L. Lyman, Jane Strachan, and Angeliki Lazaridou. Woven from words of their narratives, the book contains evocative portraits of 23 educators and leaders around the world whose actions are shaping social justice leadership in 14 countries. The portraits are framed with relevant scholarship and grouped thematically. Panelists will comment on origins of the book, overview the thematic analysis, offer personal perspectives as contributors, discuss the methodology, express an endorser’s perspective, present practical applications, and consider the unique contributions of the book to understanding of social justice leadership.

Participants:
- Ira E. Bogotch, Florida Atlantic University
- Jill Sperandio, Lehigh University
- Kerry Robinson, Virginia Commonwealth University
- Elizabeth C. Reilly, Loyola Marymount University

Chairs/Discussants:
- Linda Lyman, Illinois State University
- Charol Shakeshaft, Virginia Commonwealth University

255. Administrative Climate, Teacher Autonomy, and Teacher Retention

Paper Session
3:30 to 5:00 pm
Denver City Marriott: Floor Lower Level 1 - Mattie Silks

Participants:
- A Hierarchical Approach to Examine Personal and School Effect on Teacher Motivation. Yi-En Wei, The Ohio State University; Belinda Gimbert, The Ohio State University
- Administrative Climate and Novice Teacher Retention. Ben Pogodzinski, Wayne State University
- Initial Construct Validation of the Schools and Staffing Survey Scale for Teacher Autonomy (SASS-STA). Kevin Dale Gwaltney, University of Missouri

The researchers analyzed the 2007-08 Schools and Staffing Survey with a multilevel structural equation modeling approach to examine teachers’ autonomous motivation at both the personal and school level. The results suggested that teachers’ resilience and integrated regulation promoted their commitment. Teachers’ content competency, perceived collaboration and school support, and classroom control were found to effectively motivate them. At the school level, principal control and teacher participation were revealed to have moderating effects on teachers’ motivation.

Using survey data from novice teachers at the elementary and middle-school level, multi-level logistic regressions will be estimated to examine individual- and group-level associations between novice teachers’ perceptions of the administrative climate in their schools and teacher retention. The findings from this study have implications for understanding how novice teachers evaluate the administrative climate in their schools, including their perceptions regarding the quality of administrator-teacher relations, and how this ultimately influences their career decisions.

Using structural equation modeling techniques and National Center for Education Statistic’s data; the Schools and Staffing Survey Scale for Teacher Autonomy contributes a nationally representative teacher autonomy construct. Findings suggest that perceived influence over school-wide policy factors were twice as effective as perceptions of control over classroom instructional factors in explaining teachers’ perceptions of autonomy. This implies that leaders can increase job satisfaction by creating more opportunities for teachers to participate in policy making.
The Importance of the Principal for Teacher Retention in High-Need Schools. Matthew Tossman, University of Pennsylvania

High teacher turnover at schools serving predominantly low-income, minority students is common and leads to a host of problems for schools and students. However, some high-need schools have successfully avoided this trend and retain their teachers year after year. While these schools are the exception, they exist and we can learn from their success. Using multiple-methods, this study explored the characteristics of high-need, high-retention schools and found principal leadership to be a crucial factor.

Chair/Discussant: Guodong Liang, University of Missouri-Columbia

256. *Abriendo Puertas, Cerrando Heridas* (Opening Doors, Closing Wounds):
**Continued Conversations With Latina/o Scholars**

Critical Conversation
3:30 to 5:00 pm
Denver City Marriott: Floor Lower Level 1 - Molly Brown

This conversation focuses on Latino faculty as instrumental in fostering ways in which educational leaders can enhance academic excellence, equity and social justice in P-20 educational contexts. Building faculty for planning, and collaborative scholarship is significant in order to create quality leadership preparation and prepare educational leaders for majority-minority schools. The role of Latino faculty, in particular, is crucial for both program relevance and the success of students of color P-20 settings.

Participants:
- Elizabeth T. Murakami, University of Texas at San Antonio
- Monica Byrne-Jimenez, Hofstra University
- Frank Hernandez, Hamline University
- Sylvia Mendez-Morse, Texas Tech University

257. **IGNITE! Dissertation in Practice**

Ignite Session
5:10 to 6:10 pm
Denver City Marriott: Colorado A

Participants:

**Dissertation in Practice: Action Research Dissertations as a Means to Prepare Scholarly and Influential Practitioners.** Debby Zambo, Arizona State University

This presentation will discuss action research dissertations designed to make a difference on Ed.D. students and their work sites. It aligns with the convention theme. It discusses action research dissertations as a means to improve schools. Examples of actions taken and their effects will be provided. In sum, students’ actions focused on increasing achievement, teacher collaboration, and administrator support. Students felt action research encouraged them to become proactive and be agents of change.

**Dissertation in Practice: Capstone Projects as Advanced Leadership Development Preparation for Aspiring School Leaders.** Anysia Peni Mayer, University of Connecticut

As a member of the CPED consortium our institution designed a new Ed.D. program based on their principles, design features, and on our own ideas. When we redesigned our Ed.D. program as part of the CPED project, we paid great attention to feedback from students. Based on their views, we revised our program to focus on a singular outcome: enhancing students’ ability to think deeply about problems of practice.

**Dissertation in Practice: Creating Generative Impact Using Theory & Practice.** Jill Alexa Perry, Duquesne University

This ignite session will describe the Dissertation in Practice—an alternative capstone experience for
Ed.D. candidates that engages them in theory and practice to address high-leverage problems with generative impacts. Aligning with the convention theme, Leadership Matters, this presentation argues for and demonstrates the need to better prepare educational leaders to be scholarly practitioners armed with theory and practice skills, knowledge and abilities to improve schooling at all levels.

Dissertation in Practice: Research Quality in the Context of Team-Based Program Evaluation. Robert Martin Reardon, Virginia Commonwealth University

The dissertation in practice is an appropriate culminating academic experience for participants in the reclaimed education doctorate. This presentation initially addresses the alignment between a dissertation in practice focused on program evaluation and the imperative for leaders to ensure the effective and efficient implementation of policy in programs. Questions of the quality and impact of such dissertations in practice will be addressed.

Dissertation in Practice: Transformative Learning to Conduct Companion Dissertation. Tricia Browne-Ferrigno, University of Kentucky; Jill Alexa Perry, Duquesne University/Carnegie Project on the Education Doctorate; Debby Zambo, Arizona State University

The CPED-affiliated program featured in this ignite presentation prepares leaders for a statewide system of community and technical colleges. The program's signature pedagogy is transformative learning in a closed cohort functioning as a community of practice. Presentation integrates students’ assessments of instructional strategies and group assignments utilized to prepare them to conduct required companion dissertations.

Dissertations in Practice: Doctoral Dissertation Studies That Address Regional Educational Problems of Practice. Sharon Brown-Welty, California State University-Fresno

This presentation will examine dissertation formats used by a university participating in the CPED that align with regional education problems of practice. This dissertation format and process is the culminating activity in a doctoral program that has a strong emphasis on clinical field experiences and extends the students’ clinical experiences to a research study that addresses local problems and issues and also meets requirements for dissemination in various journals and other media.

Chair/Discussant: Jill Alexa Perry, Duquesne University

258. Just Getting Started: Lessons From Race to the Top Funded School Leaders

Critical Conversation
5:10 to 6:10 pm
Denver City Marriott: Floor Lower Level 2 - Colorado G

This session provides an opportunity for recent graduates from North Carolina’s three Race to the Top funded Regional Leadership Academies to engage each other and the audience in a guided discussion about critical issues new principals in high-poverty schools face and how leadership programs can best prepare leaders. Digital stories will be used to both model new practices and ways of communicating and to create the space to dialogue about the real problems new principals face.

Participants:
Bonnie C. Fusarelli, North Carolina State University
Matthew Militello, North Carolina State University
Kathleen Brown, University of North Carolina-Chapel Hill
Donna Peters, Sandhills Leadership Academy
Anna Brady, Executive Director Piedmont Triad
Ulrich C. Reitzug, University of North Carolina-Greensboro
Craig Martin Peck, University of North Carolina-Greensboro

259. A Colloquium on Social Justice Leadership Preparation Through Open Space Technology

Critical Conversation
5:10 to 6:10 pm
Denver City Marriott: Floor Lower Level 2 - Colorado H
As our nation’s schools become increasingly diverse, it is important that they be led by leaders who can successfully close the achievement gap. This require a specialized knowledge that extends beyond what is learned in traditional leadership preparation programs. These leaders will need to have a knowledge base about social justice leadership. This colloquium will use “open space” technology as a means of facilitating a discussion with leadership preparation faculty.

Participant:  
Noni Mendoza-Reis, San Jose State University

Critical Conversation  
5:10 to 6:10 pm  
Denver City Marriott: Floor Lower Level 2 - Colorado I

In this session, a team will share the Aspiring Principal Program development, interactions with the district, lessons learned, and preliminary findings from a research agenda associated with data collected from internal and external evaluations. This discussion will describe ways that universities and partners can work with local districts to prepare future principals. At the same time, the session will provide best practice suggestions on ways to rethink how leadership development is approached currently within districts.

Participants:  
Latish Reed, University of Wisconsin-Milwaukee  
Barbara Bales, University of Wisconsin-Milwaukee  
Raji Swaminathan, University of Wisconsin-Milwaukee  
Gail Schneider, University of Wisconsin-Milwaukee  
Leigh Ellen Wallace, University of Wisconsin-Milwaukee  
Decoteau J. Irby, University of Wisconsin - Milwaukee

261. Avenues to Teacher Growth and Development  
Paper Session  
5:10 to 6:10 pm  
Denver City Marriott: Floor Lower Level 2 - Colorado J

Participants:  
Exploring the Supportive Feedback Infrastructure in an Urban High School From the Teachers’ Perspective. Eric Hougan, University of Washington

This paper describes a qualitative case study of teachers’ perceptions of the supportive infrastructure in their urban high school, examining how teachers learn, react, and change from feedback. Employing interviews, observations, and document analysis, this study explores how teachers perceive the meaning, usefulness, and impact of the feedback on their practice, and in what ways the teachers’ experience and level of professional development affects their views.

Teacher Advice Seeking: Relating Centrality and Expertise in Middle School Mathematics Social Networks. Dan Berebitsky, Southern Methodist University; Larson Christine, Vanderbilt University

We explore the centrality of math teachers, coaches, and principals in middle school social networks. We ask two questions: what is the relationship between centrality and formal role? And, what is the relationship between centrality and expertise for each role group? Findings indicate that coaches are the most central. Additionally, a large number of principals are never sought for advice on instruction. For teachers, the quality of instructional practices was positively related to centrality.

Transforming Professional Development in U.S. Independent Schools: Challenges and Opportunities. John Murray, Auburn University

For U.S. independent schools to move towards the standards for effective professional development, an accurate picture of teacher learning opportunities in independent schools is needed. This study addressed this problem by surveying independent schools to assess the extent to which professional development in U.S. independent schools is aligned with principles of effective professional
development. Results revealed a significant gap between professional development practices in U.S. independent schools and research-based characteristics of effective professional development.

When Principals and Teachers Mutually Support Each Other with Data: The Teachers’ Perspective. 
D. Kay Brocato, Mississippi State University; Chris Willis, Mississippi State University; Kristen Dechert, Mississippi State University; John W. Brocato, Mississippi State University

An initiative of the National Strategic Planning and Analysis Research Center (nSPARC) inspired this pilot study. Initial data gathered across 10 sights is presented. Consistent with Daly’s 2009 implications, cross cutting themes from teacher narrative show teachers’ personal connection to data collection and use might provide for their increased trust, empowerment, and involvement in data practices. Implications suggest that policy makers might consider initiatives for teacher-principal data use which build organizational capacity within schools.

Chair/Discussant: 
Jennifer Clayton, The George Washington University

262. Does “the Future” Include Us? Black Women Faculty on the State of Educational Leadership for Us
Critical Conversation
5:10 to 6:10 pm
Denver City Marriott: Floor Lower Level 2 - Denver 1

As Black women in educational leadership we find ourselves wondering: Is the future ours? Both trailblazers and emerging scholars believed change was imminent in terms of the presence of Black women in the field, but recent statistics show neither group’s vision has been realized. In this panel we invite junior and senior African American women to engage in a critical dialogue about this issue.

Participants:
Judy Alston, Ashland University
Noelle Witherspoon Arnold, University of Missouri-Columbia
Terah Talei Venzant Chambers, Texas A&M University
Dana Thompson Dorsey, University of North Carolina-Chapel Hill
Andrea Elaine Evans, University of Illinois at Chicago
Gretchen Givens Generett, Duquesne University
Cosette Grant-Overton, University of Cincinnati
Sonya Douglass Horsford, University of Nevada-Las Vegas
Gaetane Jean-Marie, University of Oklahoma
Patrice A. Mcclellan, Lourdes University
Linda C. Tillman, University of North Carolina-Chapel Hill
Gwendolyn Webb-Hasan, Texas A&M University
Anjale Welton, University of Illinois at Urbana-Champaign

Symposium
5:10 to 6:10 pm
Denver City Marriott: Floor Lower Level 2 - Denver 2

This symposium examines changes over a 20 year period (1990-2010) in the characteristics and turnover of school principals in Texas. The four studies present a complex picture of principal turnover in Texas by focusing on differences in turnover across rural, suburban and urban locales. The papers specifically examine the changing relationship between race/ethnicity, gender, age and years of experience by locale over the span of a 20 year period.

Participants:

Principal Characteristics and Turnover in Texas Urban Schools. Hilario Lomeli Jr., Pennsylvania State University; Catharine Biddle, Pennsylvania State University; Ashwini K. Tiwari, Pennsylvania State University

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


Critical Conversation
5:10 to 6:10 pm
Denver City Marriott: Floor Lower Level 2 - Denver 3

This critical conversation will be ignited by practicing and aspiring school administrators and professors in a preparation program. The dialogue will stimulate a national lively discussion related to “What does it mean to be prepared as a social justice leader in schools today?,” encouraging the imagination of practitioners, school leaders, and scholars in a critical analysis of the existing barriers in school systems that prevent the success of children as the future of American society.

Participants:
Elizabeth T. Murakami, University of Texas at San Antonio
Betty Merchant, University of Texas at San Antonio
Encarnacion Garza, University of Texas at San Antonio
Rebecca Elaine Garza, University of Texas at San Antonio
Evelyn Alvarez, University of Texas at San Antonio
Clarissa Davis, University of Texas at San Antonio
 Lynette J. Desalme, University of Texas at San Antonio
Rames Escobedo, University of Texas at San Antonio
Cynthia Garcia, University of Texas at San Antonio
Homero Gonzalez, University of Texas at San Antonio
Eusebio Gonzalez, University of Texas at San Antonio
Ana Hartnett, University of Texas at San Antonio
Douglas Littlefield, University of Texas at San Antonio
Dianne Marks, University of Texas at San Antonio
Vanessa Rodriguez, University of Texas at San Antonio
Elizabeth Saldana, University of Texas at San Antonio
Analisa Sanchez, University of Texas at San Antonio
Gilbert Sanchez, University of Texas at San Antonio
Hugo Saucedo, University of Texas at San Antonio
Fred D. Schwab, University of Texas at San Antonio
Naomi E. Trigo, University of Texas at San Antonio
Maria E. White, University of Texas at San Antonio

265. Towards a Framework for Overcoming the Limitations of Consciousness Raising

Critical Conversation
5:10 to 6:10 pm
Denver City Marriott: Floor Lower Level 2 - Denver 4

This critical conversation/dialogue explores a framework for social justice leadership designed to overcome the limitations of consciousness raising. Because the issues of social justice in our schools are, by their very nature, complex and interwoven, they defy simple one-dimensional solutions and demand far more comprehensive action than consciousness-raising alone. Participants are invited to engage in
dialog that explores the utility of the framework through the presentation of several short vignettes.

Participants:
- **Steve Myran**, Old Dominion University
- **Ronald Yorko**, Northampton Public Schools
- **Mark Hudson**, Hampton City Schools
- **Meredith Hobson**, Chesapeake Public Schools
- **Sharon Waters**, Portsmouth Public Schools
- **Stephanie Henderson**, Norfolk Public Schools

### 266. Developing the Scholar in the Scholarly-Practitioner: Building Research Capacity in EdD Programs

**Critical Conversation**
5:10 to 6:10 pm
*Denver City Marriott: Floor Lower Level 2 - Denver 5*

This critical conversation/dialogue involves program faculty and students from three research-extensive universities (Indiana University, University of Louisville, and Boston College) who are members of the Carnegie Project on the Education Doctorate (CPED). Discussion will focus on the challenges and possibilities of individual and group dissertations which are focused on problems of practice as well as the conditions necessary to develop rigorous and relevant Ed.D. programs for practicing administrators.

Participants:
- **Lauri Denise Johnson**, Boston College
- **Craig Dennis Hochbein**, University of Louisville
- **Vincent Cho**, Boston College
- **Gary M. Crow**, Indiana University
- **Audrey Friedman**, Boston College
- **Todd Curtis**, Boston College
- **Jodi Fortuna**, Boston College
- **Kathryn Nikas**, Boston College
- **Brendan David Maxcy**, Indiana University Purdue University-Indianapolis

### 267. Community-Based Research With Chicana/o-Latina/o Communities: A Proposed Critical Conversation on Scholarship, Leadership, and Community Engagement

**Critical Conversation**
5:10 to 6:10 pm
*Denver City Marriott: Floor Lower Level 2 - Denver 6*

Critical conversation/dialogue engages audience in a consideration of the multiple roles and identities of scholars who work with Chicana/o-Latina/o community-based research projects. Session will take up the question of positionality and explore with the audience what “entry” and “exit” mean within the context of ongoing alliance, advocacy, and commitment to the long-term improvement of educational and community conditions. Presenters will interrogate notions of leadership development in “non-formal” community contexts implications for emergent forms of scholar-activism.

Participant:
- **Gloria M. Rodriguez**, University of California-Davis

### 268. Mentoring Session for Assistant Professors Seeking Tenure and Promotion

**Special Session**
5:10 to 6:10 pm
*Denver City Marriott: Floor Lower Level 1 - Mattie Silks*

Navigating the first few years in a tenure-track position can be challenging even if you have been well supported throughout 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.

Presenters:

Casey Cobb, University of Connecticut
Chair/Discussant:
Andrea K. Rorrer, University of Utah/UCEA President
270. General Session VI and UCEA Banquet: Mattie C. Stewart Foundation, Dr. Shelley Stewart

General Session
7:00 to 11:55 pm

Denver City Marriott: Floor Lower Level 2 - Colorado E-F

Actions Speak Louder Than Words: At the age of 7, after witnessing a horrific murder and suffering severe abuse at the hands of close relatives, Shelley Stewart became a homeless child living on the streets of Birmingham, Alabama, which during Shelley’s childhood was a deeply segregated community. Today, Dr. Stewart is president and CEO of 02ideas, one of the country’s longest-running and largest privately held corporate communication companies. He is also the founder and Board President of the Mattie C. Stewart Foundation, named for his mother and dedicated to reducing the nation’s dropout rate. Stewart credits his rise from poverty and abuse largely to a relationship established with a first-grade teacher who told him he could be anything he wanted to be if he learned to read and got an education. In his keynote address, Stewart will discuss his life, his battle to lower high school dropout rates, and challenge you to act in ways that change lives.

SUNDAY, NOVEMBER 18

271. EAQ Editorial Board Meeting

Meeting
8:00 to 9:50 am

Denver City Marriott: Floor Lower Level 2 - Denver 1

Participants:

- Curt Middle 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-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, University of Nevada-Las Vegas
- 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 Lubienski, University of Illinois
- Jacky Lumby, University of Southampton, UK
- Joanne M. Marshall, Iowa State University
- Matthew Militello, North Carolina State University
- Carol A. Mullen, University of North Carolina-Greensboro
Elizabeth T Murakami, University of Texas at San Antonio
Sarah W. Nelson, Texas State University
Ann O’Doherty, University of Washington
Michael Patrick O’Malley, Texas State University-San Marcos
Martha N. Ovando, University of Texas at Austin
Michael Owens, Wayne State University
Samantha M. Paredes Scribner, 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-Greensboro
Augustina H. Reyes, University of Houston
Viviane Robinson, University of Auckland
Cristóbal Rodriguez, New Mexico State University/UCEA
Gloria M. Rodriguez, University of California-Davis
Serena Jean Salloum, Ball State University
Whitney H. Sherman, Virginia Commonwealth University
Peter Sleegers, University of Twente
Howard Stevenson, University of Lincoln
Jonathan Supowitz, University of Pennsylvania
George Theoharis, Syracuse University
Alexander W. Wiseman, Lehigh University
Peter Youngs, Michigan State University

Chair/Discussant:
Linda Skrla, Texas A&M University

272. Evaluation Research Taskforce
Meeting
8:00 am to 12:00 pm
Denver City Marriott: Floor Lower Level 2 - Denver 2
Presenters:
Margaret Terry Orr, Bank Street College
Julia Ballenger, Texas A&M University
Bruce D. Baker, Rutgers University
Margaret E. Barber, University of Utah
Danna M. Beaty, Tarleton State University
William R. Black, University of South Florida
Allison M. Borden, University of New Mexico
Leigh Ann Bradshaw, University of Central Florida
Tricia Browne-Ferrigno, University of Kentucky
Miles Bryant, University of Nebraska-Lincoln
Frederick C. Buskey, Western Carolina University
Jane Clark Lindle, Clemson University
Jennifer Clayton, The George Washington University
Arnold Danzig, Arizona State University
Ed Fuller, Pennsylvania State University/UCEA
Jennifer Friend, University of Missouri-Kansas City
Gini Doolittle, Rowan University
Donald Gene Hackmann, University of Illinois
Sandra Harris, Lamar University
Liz Hollingworth, University of Iowa/UCEA
Karen Jackson, University of Utah
Michael Johanek, University of Pennsylvania
Kathleen Topolka Jorissen, Western Carolina University
Frances Kochan, Auburn University
Susan Korach, University of Denver
Martha M. McCarthy, Loyola Marymount University
Ann O’Doherty, University of Washington
Steve Myran, Old Dominion University
Joy C. Phillips, East Carolina University
Lynne Perez, National Center for Urban School Transformation
Diana G. Pounder, University of Central Arkansas
Edith Rusch, University of Nevada-Las Vegas
Nancy Sanders, Washington State University-Vancouver
Pamela D. Tucker, University of Virginia/UCEA
Robert L. Watson, Missouri State University
Michelle D. Young, UCEA
Jay Paredes Scribner, Old Dominion University
Matthew Militello, North Carolina State University
Whitney H. Sherman, Virginia Commonwealth University
Andrea K. Rorrer, University of Utah/UCEA President
Beverly J. Irby, Sam Houston State University
Stephen L. Jacobson, University at Buffalo
Kathy O’Neill, Southern Regional Education Board
Ellen Reames, Auburn University
Margaret Ross, Auburn University
Eustace George Thompson, Hofstra University
Cynthia Uline, San Diego State University
Robert C. Knoeppel, Clemson University
Kaetlyn Lad, Saint Mary’s College
John W. Lee, Fordham University
Ruth Powers Silverberg, The College of Staten Island
Karen F. Osterman, Hofstra University
Laverne A. Gentry, Jackson State University
Karen L. Sanzo, Old Dominion University

273. UCEA-FIPSE Leadership Team Meeting
Meeting
8:00 to 9:50 am
Denver City Marriott: Floor Lower Level 2 - Denver 4
Presenters:
Michelle D. Young, UCEA
Ann O’Doherty, University of Washington
Mark A. Gooden, University of Texas at Austin
Willis D. Hawley, University of Maryland
Matthew Militello, North Carolina State University
Chris Janson, University of North Florida

274. JCEL Editorial Board Meeting
Meeting
8:00 to 9:50 am
Denver City Marriott: Floor Lower Level 2 - Denver 6
Participants:
Suzanne Elizabeth Eckes, Indiana University
Enrique Aleman, University of Utah
Thomas Alsbury, Seattle Pacific University
Margaret E. Barber, University of Utah
Floyd Beachum, Lehigh University
William R. Black, University of South Florida
Ira E. Bogotch, Florida Atlantic University
Monica Byrne-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 Ferrin, Brigham Young University
Mark A. Gooden, University of Texas at Austin
Jane Clark Lindle, Clemson University
Gerardo R. Lopez, Loyola University-New Orleans
Catherine A. Lugg, Rutgers, The State University of New Jersey
Don McAdams, Center for Reform of School Systems
Carlos McCray, Fordham University
Kerry Brian Melear, University of Mississippi
Cynthia Reed, Auburn University
Ulrich C. Reitzug, University of North Carolina-Greensboro
Mariela A. Rodriguez, University of Texas at San Antonio
Andrea K. Rorrer, University of Utah/UCEA President
Karen L. Sanzo, Old Dominion University
Jim Scheurich, Texas A&M University
Samantha M. Paredes Scribner, Indiana University-Indianapolis
Alan Shoho, University of Texas at San Antonio
Paula Short, Tennesse Board of Regents
Mario Sergio Torres, Texas A&M University

Chair/Discussant:
Laura Trujillo-Jenks, Texas Woman’s University

275. International Summit
8:30 to 3:00 pm
University of Denver Morgridge College of Education, Ruffatto Hall Commons, 1900 E. Evans Ave. Participants will take the Light Rail to the campus.
The inaugural UCA International Summit will bring together educational researchers, practitioners, and policymakers from around the world. Interactive sessions and tele-presence capabilities will allow participants to converse with colleagues locally and abroad. Participants will share diverse perspectives on leadership preparation and development, examine existing international research collaboratives, and identify critical issues for future international research.

Presenters/Moderators:
Mika Risku, University of Jyvaskyla, Finland
Bruce Barnett, University of Texas at San Antonio/UCEA
Michelle D. Young, UCEA
Thomas Alsbury, Seattle Pacific University
Susan Korach, University of Denver
Meredith Mountford, Florida Atlantic University

276. JRLE Editorial Board Meeting
Meeting
10:00 to 11:50 am
Denver City Marriott: Floor Lower Level 2 - Denver 1

Participants:
Margaret E. Barber, University of Utah
William R. Black, University of South Florida
Ira E. Bogotch, Florida Atlantic University
Allison M. Borden, University of New Mexico
Tricia Browne-Ferrigno, University of Kentucky
Shuangye Chen, University of Hong Kong
Thomas Chenoweth, Portland State University
Gary M. Crow, Indiana University
Ellie Drago-Severson, Teachers College, Columbia University
Ernestine K. Enomoto, University of Hawaii at Manoa
Susan C. Faircloth, Pennsylvania State University
Jennifer Friend, University of Missouri-Kansas City
Gordon Gates, Washington State University
Steven Jay Gross, Temple University
David Gurr, University of Melbourne
Gary Ivory, New Mexico State University
Gaetane Jean-Marie, University of Oklahoma
Lisa A. W. Kensler, Auburn University
James William Koschoreck, Northern Kentucky University
Bernita L. Krumm, Oklahoma State University
Jonathan Lightfoot, Hofstra University
Jacky Lumby, University of Southampton, UK
Rhonda L. McClellan, University of Texas at Arlington
Carlos McCray, Fordham University
Matthew Militello, North Carolina State University
Carol A. Mullen, University of North Carolina-Greensboro
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
Latish C. Reed, University of Wisconsin-Milwaukee
Daniel Reyes-Guerra, Florida Atlantic University
Viviane Robinson, University of Auckland
Stacey A. Rutledge, Florida State University
La Tefy Schoen, North Carolina State University
Whitney H. Sherman, Virginia Commonwealth University
Nancy Ann Staub, University of Toledo
Alison Taysum, University of Leicester
George Theoharis, Syracuse University
Jia Wang, Texas A&M University
Charles Webber, University of Calgary
Noelle Witherspoon Arnold, University of Missouri-Columbia

Chairs/Discussants:
Gail Furman, Washington State University
Noah Schroeder, Washington State University
Michele Anne Acker-Hocevar, Washington State University
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 five-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 pre-service programs.
The University of Denver

The University of Denver (DU) has a long standing reputation for excellence, innovation, and engagement with the Denver community. Founded in 1864, our University is recognized as the premier private university in the Rocky Mountain West. Our history is intertwined with the history of Denver and Colorado, and DU has prepared many of the nation’s leaders in education, business, law, social work, and psychology. Our graduates now can be found in prominent positions throughout the country and the world, providing leadership and high quality professional services. We’re not your typical university. Our pristine, 125-acre campus sits at the foot of the Rocky Mountains—which means Colorado’s playground is right in your backyard. With students from across the U.S. and more than 90 other countries, you’ll be immersed in an inclusive culture that inspires you to be your best.

The Morgridge College of Education

The Morgridge College of Education has a long history of excellence regionally, nationally, and internationally. Here students experience real learning through the InContext field based approach; linking classroom knowledge to real world experiences. Morgridge is committed to preparing a new generation of change agents passionate about making a difference in communities worldwide. Students experience this through relevant research, analyzing theoretical frameworks, and connecting to practical settings. A leader in Inclusive Excellence and a leveler of academic silos, Morgridge provides a richness of educational experience available nowhere else.

Educational Leadership and Policy Studies

The Educational Leadership and Policy Studies program aims to prepare courageous, visionary, and transformative leaders in educational settings at all levels of the education system. To achieve this, we offer intensive, integrated academic and field-based experiences and project-based learning in our highly regarded principal preparation program with two delivery models, Ritchie Program for School Leaders and Executive Leadership for Successful Schools. Our certification, Master’s, and Doctoral students discover how to create learning communities that foster academic achievement, and optimal growth and development for all learners. We focus on leadership, policy studies, and research that are relevant and appropriate for meeting today’s educational challenges. The Educational Leadership and Policy Studies program focuses on developing skills and abilities necessary for success as a leader in educational settings and developing a strong commitment to core values essential for ethical and responsible leaders.
UGE A 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  
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  
St. Johns University  
St. Louis University  
Temple University  
Tennessee 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 Florida  
University of Georgia  
University of Houston  
University of Illinois-Chicago  
University of Illinois-Urbana Champaign  
University of Iowa  
University of Kansas  
University of Kentucky  
University of Lincoln  
University of Louisville  
University of Maryland  
University of Massachusetts-Boston  
University of Minnesota  
University of Missouri-Columbia  
University of Nebraska-Lincoln  
University of Nevada-Las Vegas  
University of New Mexico  
University of North Carolina-Chapel Hill  
University of North Carolina-Greensboro  
University of Northern Colorado  
University of Oklahoma  
University of Oregon  
University of Pittsburgh  
University of Southampton  
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 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 ..... The St. Anthony Wyndham, San Antonio, TX
2007 ..... Hilton Alexandria Mark Center Hotel, Alexandria, VA
2008 ..... Buena Vista Palace Hotel, Orlando, FL
2009 ..... Anaheim Marriott, Anaheim, CA
2010 ..... Sheraton New Orleans, New Orleans, LA
2011 ..... Westin, Pittsburgh, PA

Visit UCEA’s website!

UCEA provides a lot of information about the organization on its website, www.ucea.org.

Visit UCEA’s website for a review of UCEA’s history, future initiatives, and the latest UCEA activities.

Browse the membership directory, convention information, events schedule, job postings, or purchase UCEA publications.

If you have any comments or suggestions, please feel free to call or e-mail UCEA.
The Jack A. Culbertson Award

The Jack A. Culbertson award was established in 1982 to recognize unique contributions of outstanding junior professors and to honor Jack A. Culbertson, who inspired many young professors during his tenure as UCEA Executive Director.

1983 ................................................ Patrick B. Forsyth, Oklahoma State University
1984 .................................................. L. Dean Webb, Arizona State University
1985 ................................................... Jeri Nowakowski, Northern Illinois University
1986 ................................................. Joseph Murphy, University of Illinois
1987 ................................................... Walter H. Gmelch, Washington State University
1988 ................................................... Charol Shakeshaft, Hofstra University
1989 ................................................... Carol A. Veir, University of Texas at Austin
1990 ................................................... Paul V. Bredeson, Pennsylvania State University
1991 ................................................... Kent D. Peterson, University of Wisconsin–Madison
1992 ................................................... Ann W. Hart, University of Utah
1993 ................................................... Paula M. Short, Pennsylvania State University
1994 ................................................... Stephen L. Jacobson, SUNY-Buffalo
1995 ................................................... Neil Theobald, Indiana University
1996 ................................................... Frances C. Fowler, Miami University of Ohio
1997 ................................................... Patsy E. Johnson, University of Kentucky
1998 ................................................... C. Cryss Brynner, University of Wisconsin-Madison
1999 ................................................... Carolyn Kelley, University of Wisconsin-Madison
2000 ................................................... Jeffrey Maiden, University of Oklahoma
2001 ................................................... Jay Paredes Scribner, University of Missouri-Columbia
2002 ................................................... Linda Skrla, Texas A&M University
2003 ................................................... Julie Fisher Mead, University of Wisconsin-Madison
2004 ................................................... Roger D. Goddard, University of Michigan-Ann Arbor
2005 ................................................... Cynthia Reed, Auburn University
2006 ................................................... Gerardo Lopez, Indiana University-Bloomington
2007 ................................................... Andrea Rorrer, University of Utah
2008 ................................................... Suzanne E. Eckes, Indiana University-Bloomington
2009 ................................................... Meredith Honig, University of Washington
2010 ................................................... Thomas Alsbury, North Carolina State University
2011 ................................................... Jeffrey Wayman, University of Texas at Austin
2012 ................................................... Sara L. Dexter, University of Virginia
2013 ................................................... Brendan Maxcy, Indiana University
2014 ................................................... Julian Heilig, University of Texas at Austin
2015 ................................................... Alex Bowers, University of Texas at San Antonio

The Culbertson Award was organized by former associate directors of UCEA. Individuals who are nominated must have been professors for six years or fewer and currently serve in a UCEA university. Contributions for which an individual may be nominated include (a) innovation in administrator preparation, (b) a published book, (c) instructional materials, (d) development of a new course or program, and (e) a completed research project or related product. Donations to the Culbertson Award Fund are welcome.

The Roald F. Campbell Lifetime Achievement Award

The Roald F. Campbell Award was established in 1992 to recognize senior professors in the field of educational administration whose professional lives have been characterized by extraordinary commitment, excellence, leadership, productivity, generosity and service.

1992 ................................................... Daniel E. Griffiths, New York University
1993 ................................................... Jack A. Culbertson, Ohio State University
1994 ................................................... David L. Clark, University of North Carolina-Chapel Hill
1995 ................................................... Richard A. Schmuck, University of Oregon
1996 ................................................... Edwin M. Bridges, Stanford University
1997 ................................................... Donald J. Willower, Pennsylvania State University
1998 .............................. Norman Boyan, University of California-Santa Barbara
2000 .............................................. Luvern Cunningham, University of Akron
2001 ............................................. Barbara L. Jackson, Fordham University
2002 ................................. William L. Boyd, Pennsylvania State University
2003 ........................................ Wayne K. Hoy, The Ohio State University
2004 ........................................ Martha McCarthy, Indiana University-Bloomington
2005 ........................................... Flora Ida Ortiz, University of California-Riverside
2006 ............................................. Jerry Starratt, Boston College
2007 ............................................ Cecil Miskel, 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

The Campbell Award for lifetime achievement is made at the discretion of the UCEA Executive Committee. Criteria used in selecting the recipient include: (a) longtime distinguished service as teacher/researcher in the field of educational administration; (b) superior contributions to the field's body of knowledge; and (c) recognized leadership efforts to improve the field, especially with regards to the preparation of educational administrators and/or professors of educational administration.

The Paula Silver Case Award

The Paula Silver Case Award was instituted by UCEA in 1999 to memorialize the life and work of Paula Silver, an UCEA Associate Director and President-Elect, who made significant contributions to our program through excellence in scholarship, advocacy of women, and an inspired understanding of praxis. This award is given annually to the author(s) of the most outstanding case published during the last volume of the UCEA's Journal of Cases in Educational Leadership.

1999 ..................................... James S. Rinehart, University of Kentucky
2000 ........................................ Karen Seashore, University of Minnesota
2001 .......................................... BetsAnn Smith, Michigan State University
2002 ........................................ George White and Thomas Mayes, Lehigh University
2003 .................................. Sandra Lowrey and Sandra Harris, Stephen F. Austin State University
2004 .................................. Duane Covrig, 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
2008 .................................. John Preston Price, Chicago Public Schools
2009 .................................. David Strader, University of Texas-Arlington
2010 .................................. Kerry S. Kearney, Oklahoma State University
2011 .................................. Judith K. Mathers, Oklahoma State University
2011 .................................. Catherine A. Lugg, Rutgers University
2011 .................................. Autumn K. Tooms, Kent State University
2012 .................................. Catherine A. Lugg, Rutgers University
2012 .................................. Candace Head-Dylla, Pennsylvania State University
2012 .................................. Donald Pearsach and Gary E. Marx, Michigan State University
2012 .................................. Lisa Bass, Gregg Garn, and Lisa Monroe, University of Oklahoma

The Master Professor Award

The UCEA Master Professor Award is to be made to an individual faculty member whose record (as indicated by the following characteristics) is so distinguished that the UCEA must recognize this individual in a significant and timely manner. The attributes for choosing The UCEA Master Professor includes a professor who has a sustained record as an outstanding teacher, as attested to by students and faculty peers. They have exhibited educational innovation in the classroom and the extension of educational opportunities to an ever-wider group of students in educational leadership/administration programs; is considered to be an outstanding advisors and mentors of students as evidenced by
mentoring students in research projects that address the needs of K-12 educational systems; has taken a leadership role in their academic unit, as administrators and/or leaders in educational endeavors. They have gained a regional and national reputation, as an educational leader and innovator; has provided outstanding leadership in promoting and supporting diversity in faculty, students, staff, programs, and curriculum in the field of educational leadership/administration; and has provided outstanding public service through participation in public or private agencies, or both bodies that contribute to PK-16 partnerships and to improving the quality of PK-16 education throughout state, national, or international arenas.

2005 ......................................... Sally Zepeda, University of Georgia
2006 ..................................... James Scherlich, Texas A&M University
2007 ........................................... Gary Crow, Florida State University
       Colleen Capper, University of Wisconsin-Madison
2008 ......................................... Paul Begley, Pennsylvania State University
       Bruce G. Barnett, University of Texas at San Antonio
2009 ........................................ Leonard Burrello, Indiana University
2010 ......................................... Bruce Cooper, Fordham University
2011 ......................................... Paul Bredeson, University of Wisconsin-Madison
       Linda C. Tillman, University of North Carolina-Chapel Hill
2012 ......................................... Nancy Evers, University of Cincinnati
       Diana Pounder, University of Central Arkansas
2011 ............................................ Fran Kochan, Auburn University
2012 ........................................... Maria Luisa (Malu) Gonzalez, University of Texas at El Paso

The Jay D. Scribner Mentoring Award

The Jay D. Scribner Mentoring Award will honor Educational Leadership faculty who have made a substantive contribution to the field by mentoring the next generation of students into roles as university research professors, while also recognizing the important role(s) mentors play in supporting and advising junior faculty. This award is to be named after Jay D. Scribner whose prolific career spans over four decades and who has mentored a host of doctoral students into the profession while advising and supporting countless junior professors throughout this same time. Of particular note, is Jay D. Scribner’s unique ability to reach across racial, class, and gender differences in his mentorship-nurturing scholars from under-represented backgrounds into a profession largely homogeneous in composition.

2006 .................................. Jay D. Scribner, University of Texas at Austin
2007 ........................................ Leonard Burrello, Indiana University
2008 ........................................... Bruce Cooper, Fordham University
2009 ......................................... Paul Bredeson, University of Wisconsin-Madison
       Linda C. Tillman, University of North Carolina-Chapel Hill
2010 ....................................... Edwin M. Bridges, Stanford University
2011 ........................................ Martha Ovando, University of Texas at Austin
2012 ............................................ Fran Kochan, Auburn University
       James Joseph Scheurich, Texas A&M University

Edwin M. Bridges Award for Contributions to the Preparation and Development of School Leaders

The Edwin M. Bridges Award is given by UCEA annually for original, outstanding work in the area of research and/or development that contributes to our knowledge and understanding of how best to prepare and support future generations of educational leaders. Contributions can be in any of several forms including the design and evaluation of an innovative approach to leadership preparation, development of a research-based tool for use in leadership education, a conceptual or empirical research paper (i.e., publication or dissertation) that illuminates important issues, or a long-term, high impact program of research and development in this area. The award recognizes contributions to pre-service preparation as well as continuing professional development aimed at school leaders broadly defined, and the locus can be in universities or in the field. Contributions will be judged on the extent to which the quality and originality of the effort suggest the potential to create a lasting impact on research and/or practice in this domain. As appropriate to the form of the contribution, UCEA will assist in its publication and/or other forms of dissemination to the profession.

2010 ....................................... Edwin M. Bridges, Stanford University
2011 ........................................ Martha McCarthy, Indiana University
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 of Texas at Austin  1979-80
Eugene Ratsoy  University of Alberta  1980-81
James H. Maxey  Georgia State University  1981-82
Dennis W. Spuck  University of Houston  1982-83
Michael J. Murphy  University of Utah  1983-84
Richard A. 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. Rorrer  University of Utah  2011-12
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