UCEA Convention 2001
Co-hosted with the University of Cincinnati

Leadership and Learning for the Success of All Children

November 2-4, 2001
The Omni Netherland Plaza
Cincinnati, Ohio

University Council for Educational Administration
205 Hill Hall
Columbia, MD 65211
(573-884-8300
admin@ceu.missouri.edu
www.ucea.org
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Convention 2001 Committee
Gail Furman, Convention Chair, Washington State University
Darleen Opfer, Program Co-chair, Georgia State University
Linda Skrla, Program Co-chair, Texas A & M University
Nancy Evers, Co-host Liaison, University of Cincinnati
Scott McLeod, Co-host Liaison, formerly University of Cincinnati
Michelle D. Young, Ex Officio, UCEA

UCEA Staff
Michelle D. Young, Executive Director
George Petersen, Associate Director
Lisa C. Wright, Financial Director
Elton R. Boone, Assistant to the Director
Jeffrey A. St. Omer, Graduate Assistant
Charles Kuan-Yao Chiu, Graduate Assistant
Hui Zhao, Graduate Assistant
Jumoke Sanusi, Graduate Assistant

UCEA expresses sincere thanks to its host institution, the University of Missouri, and
to several key academic leaders including: Richard Wallace, Chancellor; Richard
Andrews, Dean; and Bruce Jones, Department Chair.

UCEA also notes, with appreciation, the support of its four previous host institutions:
Teacher’s College/Columbia University, Ohio State University, Arizona State Univer-
sity, and Pennsylvania State University.
University of Cincinnati, College of Education  
Dean’s Welcome

Welcome to our beautiful city! On behalf of the College of Education and the Educational Administration and Urban Educational Leadership Program, I am pleased that you could join us for the 2001 UCEA Convention. I hope that you have the chance to explore our wonderful city while you are here. From the Riverfront area to Fountain Square, from our nationally-recognized zoo to the Newport Aquarium, I think you will find that Cincinnati has a number of unique attractions (including our famous chili).

Over the next few days you will be forging new professional relationships and reaffirming old ones. You also will be attending a number of presentations on topics that are important for the success of both educational leaders in the field and the institutions that prepare them. As you do this, keep in mind the theme of this year’s convention, “Leadership and Learning for the Success of All Children,” which reminds us that the ultimate goal of leadership scholarship, training, and practice should be to effectuate successful learning opportunities and environments for children and adolescents. Please know that I and the University of Cincinnati faculty wish you the very best as you pursue this goal, both in the next few days and throughout your educational careers.

Lawrence J. Johnson, Dean
University of Cincinnati College of Education

2000–2001 UCEA Executive Committee

Maria Luisa González, President  
New Mexico State University

Gail Furman-Brown, President Elect  
Washington State University

Mary E. Driscoll, Treasurer  
New York University

Diana G. Pounder  
University of Utah

Margaret M. Grogan  
University of Virginia

Barbara L. Jackson  
Fordham University

Frances K. Kochan  
Auburn University

Jay D. Scribner  
University of Texas-Austin

Robert O. Slater  
Texas A&M University

Ex-officio:

Richard L. Andrews  
University of Missouri

Michelle D. Young  
UCEA

George J. Petersen  
UCEA

Special Thanks to 2001 Institutional Host University of Cincinnati for helping to make this convention possible!
Proposal Reviewers
The following individuals contributed generously to the success of this program by carefully reviewing proposals for various convention sessions. The Program Committee and staff express their sincere appreciation:

Michele Acker-Hocevar
Michael Addonizio
Judy A. Alston
Richard L. Andrews
Vincent A. Anfara
Maenette Benham
Lars Björk
Ira E. Bogotch
Maynard J. Bratlien
Kenneth H. Brinson, Jnr.
C. Cryss Brunner
Nelda H. Cambron-McCabe
David W. Chapman
James G. Cibulka
Karen Cockrell
Paula A. Cordeiro
James R. Crawford
Gary Crow
Michael E. Dantley
John C. Daresh
Stephen Denig
Roberta Derlin
Robert Donmoyer
Gini Doolittle
James L. Doud
Howard H. Ebmeier
Nancy A. Evers
William P. Foster
Frances C. Fowler
Edward Fuller
Gail Furman
Lance D. Fusarelli
Myrna W. Gantner
Alan K. Gaynor
Cindy Gerstl-Pepin
Thomas E. Glass
Roger Goddard
Paul Goldman

María Luisa González
Paul Green
Margaret Grogan
Steven Jay Gross
Donald Hackmann
Richard V. Hatley
Patricia E. Holland
Wayne K. Hoy
Sean Hughes
Ronald Hyman
Gary Ivory
Patsy E. Johnson
John L. Keedy
Kevin Kinser
Frances K. Kochan
James W. Koschoreck
Sharon D. Kruse
Barbara Y. LaCost
Kenneth A. Leithwood
Joyce P. Logan
Kofi Lomotey
Gerardo R. López
Elizabeth Lugg
Catherine A. Lugg
Reitumetse Mabokela
Jean A. Madsen
Betty Malen
Rosita L. Marcano
Catherine L. Marshall
L. Joseph Matthews
Spencer J. Maxcy
Carol McGrevin
Scott McLeod
James F. McNamara
Larry McNeal
Betty M. Merchant
Norma T. Mertz
Cecil G. Miskel
Meredith Mountford
Nancy Nestor-Baker
David A. Nicholls
M. Scott Norton
Raymond O’Connell
Maricela Oliva
Flora Ida Ortiz
Karen Osterman
Laurence Parker
Robert A. Peña

Judith Perkins
J. Frank Peters
George J. Petersen
A. William Place
Judith A. Ponticell
Wendy L. Poole
Bradley Portin
Diana G. Pounder
Nona A. Prestine
E. Vance Randall
Charles A. Reavis
Ulrich Reitzug
L. Nan Restine
Augustina Reyes
James S. Rinehart
Edith A. Rusch
Charles J. Russo
Vita Saavedra
James J. Scheurich
Kathryn Schiller
Gail T. Schneider
Susan J. Scollay
Jay D. Scribner
Jay Paredes Scribner
Alan R. Shoho
John W. Sipple
Roland M. Smith
Karen Evans Stout
James H. Stronge
Scott R. Sweetland
C. John Tarter
Dianne L. Taylor
Clint Taylor
Angela Thody
Paul Thurston
Linda C. Tillman
Megan Tszannen-Moran
Pamela D. Tucker
Darla J. Twale
Cynthia Uline
Carolyn L. Wanat
L. Dean Webb
Kathryn S. Whitaker
Brenda T. Williams
R. Craig Wood
James R. Yates
Michelle D. Young
Sally J. Zepeda
Presidential Welcome:

Welcome to Cincinnati, home of the Reds and Cinergy Field! This 15th Annual Convention of the University Council for Educational Administration will embrace “Leadership and Learning for the Success of All Children.” On behalf of the UCEA, I extend my thanks for your participation and look forward to sharing new ideas and exploring new concepts in education for the next few days. I would like to personally thank the people who organized this event, Gail Furman of Washington State University, Darleen Opfer of Georgia State University, and Linda Skrla of Texas A&M University for devoting so much time to make this an exciting program. In addition, a special thanks to our Executive Director, Michelle Young for all of her hard work and dedication. Furthermore, I would like to congratulate the incoming UCEA President, Gail Furman, and wish her the best of luck in the upcoming year.

I would like to extend a very special welcome to our featured Convention Speakers. I am sure you will appreciate their insights and look forward to hearing from each of them. Patricia Hill Collins, Chair and Charles Phelps Taft Professor of Sociology at the University of Cincinnati; Eugene Garcia, Dean of the Graduate School of Education and Professor of Language, Literacy and Culture in Education at the University of California–Berkeley; and Paul T. Hill, Research Professor from the University of Washington Daniel J. Evans School of Public Affairs and Director of the Center on Reinventing Public Education.

The year 2001 is unique in that it captures a certain sense of newness. We are presented fresh starts, while still working to overcome those ever-present challenges. Keeping in mind our theme, “Leadership and Learning for the Success of All Children,” let us consider what this convention truly entails. We must find a connection between learning and leadership that leaves no child behind. UCEA promotes the preparation of educational administrators in University settings by supporting the development of educational research and programming. However, it is the children of our international community who must really benefit from our reunions. Let us embrace leadership that is rooted in sound educational research and practice that will reach our children and inspire others to do the same. All educators, whether university professors or front line school leaders, are instrumental in the success of all children. The combination of policy, practice, and preparation focused on educational administration and leadership must be an integral force in solving the educational puzzles of the day. So as we gather in the historic Omni Hotel in downtown Cincinnati, let us listen to presentations, engage in discussions, and continue the polemics that point us in directions that support the success of all children. Again, greetings to those presenting and attending and we hope you enjoy UCEA 2001!

María Luisa González, UCEA President
New Mexico State University

Mark your calendars!
UCEA Convention 2002
Pittsburgh Hilton and Towers
November 1-3, 2002
UCEA Advertisement Here:
Message from UCEA Executive Director, Michelle D. Young

Dear Colleagues:

On behalf of the University Council for Educational Administration, I welcome you to the 2001 UCEA Convention. The Convention Planning Committee has created a program that includes a wealth of paper, symposium, roundtable, and discussion sessions focused on research and practice in educational leadership and management. The program also provides a number of point-counterpoint sessions, video documentaries, and workshops focused on teaching in educational administration.

Complementing the conference theme, “Leadership and Learning for the Success of All Children,” we have structured a strand of sessions focused on the work of the National Commission for the Advancement of Educational Leadership Preparation (NCAELP). This Commission, initiated by UCEA earlier this year, held its first meeting at the Johnson Foundation’s Wingspread Conference Center in September, 2001. During this initial meeting, the Commission focused its efforts on:

1) developing a complex understanding of contemporary contextual factors impacting educational leadership and leadership preparation,
2) examining exceptional and innovative educational leadership preparation and professional development programs,
3) defining clearly and precisely what must take place both within and outside the university to ensure effective educational leadership preparation and professional development, and
4) creating a comprehensive and collaborative set of action plans for the future.

The Commission provides an opportunity for “collaboration among key stakeholders” in reaching a broad consensus about the future of educational leadership preparation and professional development. Several members of the commission will be attending UCEA to share with the UCEA community the results of the Wingspread meeting and to build on that work by engaging a wider group of professors and practitioners in the discussions and work of the commission. Please join the NCAELP Commissioners in the following three sessions (7.8, 13.8, 22.5).

This meeting promises to be a good opportunity to meet with colleagues, engage in generative discussions, and share a common commitment to advancing research and preparation for the benefit of all children. I wish you a successful Annual Convention.

Michelle D. Young
UCEA Executive Director

Former UCEA Executive Directors

Daniel R. Davies 1954-1959
Jack Culbertson 1959-1981
Charles L. Willis 1981-1984
Daniel Griffiths 1984-1985
Patrick B. Forsyth 1985-2000
Richard V. Hatley Jan-Aug 2000
UCEA Convention 2001 Pre-Sessions
Technology for Educational Leadership Faculty: A Workshop
Facilitator: Scott McLeod, University of Minnesota

This pre-session is intended to enable participants to gain valuable information technology skills in a highly individualized learning environment. Participants will essentially be given individualized tutoring in the computer skills and software packages that they have identified wanting to learn. Learning topics could include using Microsoft Windows, Word, Excel, PowerPoint, FrontPage, or Publisher; using Corel WordPerfect; using SPSS or HLM; using a flatbed or pen scanner; using a PDA; etc. Participant-facilitator ratio is expected to be 2:1; participants of all skill levels are welcome. This session is an ideal opportunity for participants to quickly gain needed and desired technology proficiencies. Upon registering for this pre-session, faculty should contact the facilitator as soon as possible (before the conference) in order to best facilitate their learning experience.

This session will take place on the University of Cincinnati Campus. A $25 charge will be assessed to cover the cost of transportation to and from the University of Cincinnati campus, materials, and a boxed lunch. Please make your reservations for this session early as there are only 12 slots, and they are likely to fill quickly. Reservations must be made by October 19, 2001. To register for this session, please contact Elton Boone at the UCEA office via email at admnucea@coe.missouri.edu or by phone at (573) 884-8300.

Book Publishing: Workshop
Facilitators:
   Linda Babler, Atwood Publishing
   Robert Clause, Corwin Press
   Robert Sickles, Eye on Education

This interactive session with Robb Clause of Corwin Press will provide scholars with information and advice on issues such as: Choosing a Publisher, Choosing and Trusting an Editor, Choosing a Topic within a Market, Choosing a Format (e.g., Journal article, Book chapter in edited volume, or Single-authored book), Choosing Co-authors and Lead Author, Putting Together a (Journal Submission or) Book Prospectus, Following Publisher’s Instructions for Submission, Writing the Manuscript (e.g., Style, Voice, Structure, Audience), Sole Submission vs. Multiple Submission vs. Blanket Submission, Peer Review, Editorial Board, Market Universe, Author Input, Contract, Royalty, Copyright, Production, and Promotion. This extremely comprehensive session will take place from 2:00 to 5:00 p.m. in Salon M of the Omni Netherlands Hotel. A $10 charge will be assessed to cover the cost of this session. Reservations must be made by October 26, 2001. To register for this session, please contact Elton Boone at the UCEA office via email at admnucea@coe.missouri.edu or by phone at (573) 884-8300.

Using Cases to Teach in Educational Administration: A Workshop
Facilitators: Janice Fauske and Claudia Seeley, University of Utah

This session will focus on using cases and Problem based learning in the educational administration classroom. Participants will discuss the differences between the two approaches, how they can each be used in the classroom for teaching and assessment, and how common pitfalls can be avoided. The workshop will also provide guidance on selecting


cases and problems, connecting research and theory to practice, and enriching and building upon existing and new curriculum. Moreover, participants will have an opportunity to experience both teaching approaches. This session will take place from 1:00 to 5:00 p.m. in the Julep Room of the Omni Netherlands Hotel. A $10 charge will be assessed to cover the cost of this session. Reservations for the session must be made by October 26th, 2001. To register for this session, please contact Elton Boone at the UCEA office via email at admnucea@coe.missouri.edu or by phone at (573) 884-8300.

**Initiating an Outcome Study of Our Leadership Preparation Programs: A Working Conversation**

Facilitator: Robert Kottkamp, Hofstra University

The purpose of this pre-session working conversation is to design and begin a pilot study of outcomes of our leadership preparation programs. This is proposed in response to external groups such as NCATE and other pressures, but more importantly because in recent Plenums, UCEA members have indicated the need for valid knowledge and self-reflection about the results of our work with our students. The intent is to launch a pilot study to be reported at a later UCEA function.

Attendance will be by invitation. Invitation will in turn be based on informed commitment to a process and program of joint research across several preparation program institutions. Full information and interaction needed to reach informed commitment and an invitation may be initiated by e-mailing Robert Kottkamp (Hofstra) at: kottkamp@hotmail.com. This session will take place in Salon H of the Omni Netherlands Hotel, from 2:00-5:00 p.m. and from 6:00-8:00 p.m.

**Hotel Reservations**

Hotel reservation forms are available for download from UCEA's website. Rates are as follows: One Bed - $111, Two Beds - $131, Each additional person is $30 per night. If you wish to inquire about suites, please call the hotel directly. These rates are quoted exclusive of appropriate state and local taxes, which are currently 10.5%. All guests are required to present a valid credit card upon registration; no checks are accepted upon check-in. Every effort will be made to accommodate those guests arriving at the Omni prior to the designated check-in time. These rates are available until October 5th. After this date rates increase substantially. Please make your reservations early. Reservations may be made by calling Omni Reservations at 800-THE-OMNI. If calling, be sure to mention the University Council for Educational Administration to receive the special convention rate.

**Transportation**

From Airport/I-75 North: Take 275 East, follow signs to I-75 North to Cincinnati; After I-75/I-71 Bridge, road splits; Follow signs to 5th Street; Take 5th St. to Race St.; Hotel is on the corner of 5th and Race St. A shuttle service, Jetport express, is available in front of baggage claim at the airport. It runs every half hour and is available from 6:30 a.m. to 11:30 p.m. The rates are $14 one way, and $20 round trip.
UCEA Plenum Session Representatives 2000–2001

Vincent A. Anfara, Temple University
Bruce D. Baker, University of Kansas
Paul V. Bredeson,
University of Wisconsin-Madison
Gerald Cattaro, Fordham University
Gary M. Crow, University of Utah
Roberta L. Derlin,
New Mexico State University
James L. Doud, University of Florida
Angela M. Eilers, University of Illinois
Frances C. Fowler, Miami University
Gail Furman, Washington State University
Roger D. Goddard, University of Michigan
Paul Goldman, University of Oregon
Donald G. Hackmann,
Iowa State University
C. Thomas Holmes, University of Georgia
Richard L. Hooker, University of Houston
Sean Hughes, University of Pittsburgh
Adrienne E. Hyle,
Oklahoma State University
Stephen L. Jacobson, SUNY at Buffalo
Patsy E. Johnson,
University of Connecticut
Teresa S. Jordan,
University of Nevada-Las Vegas
James W. Koschoreck,
University of Cincinnati
Robert B. Kottkamp, Hofstra University
William J. Kritek,
University of Wisconsin-Milwaukee
Barbara Y. LaCost,
University of Nebraska-Lincoln
Frances LaPlante-Sosnowsky,
Wayne State University
Colleen L. Larson, New York University
Jane Clark Lindle, University of Kentucky
Catherine A. Lugg, Rutgers University
Elizabeth T. Lugg, Illinois State University
William W. Malloy,
University of North Carolina-Chapel Hill
Rosita L. Marcano,
Northern Illinois University
L. Joseph Matthews,
Brigham Young University
Hanne B. Mawhinney,
University of Maryland
C. Sue McCullough,
Southwest Texas State University
Norma T. Mertz,
University of Tennessee-Knoxville
Khaula Murtadha, Indiana University
Grayson B. Noley,
University of Oklahoma
Maricela Oliva,
University of Texas-Pan American
V. Darleen Opfer, Georgia State University
Robert A. Peña, Arizona State University
J. Frank Peters, University of Alberta
Judith A. Ponticell,
University of New Mexico
Bradley S. Portin,
University of Washington
Robin Rayfield, University of Toledo
Cynthia J. Reed, Auburn University
James J. Scheurich,
University of Texas-Austin
Kathryn Schiller, SUNY at Albany
Jay Paredes Scribner,
University of Missouri
Alan R. Shooho,
University of Texas-San Antonio
Linda E. Skrla, Texas A & M University
Roland M. Smith, University of Arkansas
Jacqueline A. Stefkovich,
Pennsylvania State University
Karen Evans Stout,
University of Minnesota
James H. Stronge,
College of William & Mary
Scott R. Sweetland, Ohio State University
C. John Tarter, St. John’s University
Dianne L. Taylor,
Louisiana State University
David C. Thompson,
Kansas State University
Autumn K. Tooms, Kent State University
Pamela D. Tucker, University of Virginia
Carolyn L. Wanat, University of Iowa
Kathryn Whitaker,
University of Northern Colorado
Exhibitors
Allyn & Bacon
Atwood Publishing
Corwin Press
ERIC Clearinghouse on Educational Management
Eye on Education
Jossey-Bass Publishers
Kluwer Academic Publishers
Lawrence Erlbaum Associates, Inc.
McCutchan Publishing Corporation
McGraw-Hill
Merrill Education
Scarecrow Education
State University of New York Press
Teacher’s College Press

Exhibit Hall Info
Friday, 9:00 AM - 5:00 PM, Rookwood Room
Saturday, 9:00 AM - 5:00 PM, Rookwood Room
Free coffee will be available, and tables and chairs will be set up for visits with colleagues.

Registration
Thursday 4:00 PM - 6:00 PM Apollo Gallery
Friday 7:00 AM - 6:00 PM Hall of Nations
Saturday 7:00 AM - 5:00 PM Hall of Nations

Governance Meetings
Wednesday 8:00 AM - 6:00 PM, Salon A Executive Committee
Thursday 1:00 PM - 5:30 PM, Continental Room Plenum

Thursday 8:00 AM - 12:00 PM, Salon A Executive Committee
Friday 7:30 AM - 10:30 AM, Continental Room Plenum

1000 Voices Sessions
Session 9.8, Rosewood Room
Participants in Voices: Phase 2, The UCEA Centers for the Study of the Superintendent, the Study of School Site Leadership, and principals and superintendents from Cincinnati will meet to develop new focus group questions and organize for continuing work on Voices.

Session 12.7, Salon M
This session consists of a review of past accomplishments, an orientation to the 1000 Voices study, dividing into teams for theme development, and organization.
<table>
<thead>
<tr>
<th>Former UCEA Presidents</th>
<th>Institution</th>
<th>Years</th>
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<tbody>
<tr>
<td>Virgil Rogers</td>
<td>Syracuse University</td>
<td>1956-58</td>
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<td>Walter Anderson</td>
<td>New York University</td>
<td>1958-59</td>
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<td>Truman Pierce</td>
<td>Auburn University</td>
<td>1960-62</td>
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<td>Van Miller</td>
<td>University of Illinois</td>
<td>1962-64</td>
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<td>Richard C. Lonsdale</td>
<td>New York University</td>
<td>1964-66</td>
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<td>Kenneth E. McIntyre</td>
<td>University of Texas-Austin</td>
<td>1966-68</td>
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<td>Willard R. Lane</td>
<td>University of Iowa</td>
<td>1968-70</td>
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<td>J. Alan Thomas</td>
<td>University of Chicago</td>
<td>1970-71</td>
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<tr>
<td>Samuel Goldman</td>
<td>Syracuse University</td>
<td>1971-72</td>
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<td>E. Wailand Bessent</td>
<td>University of Texas-Austin</td>
<td>1972-73</td>
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<td>Donald J. Willower</td>
<td>Pennsylvania State University</td>
<td>1973-74</td>
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<td>Loren Downey</td>
<td>Boston University</td>
<td>1974</td>
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<td>Troy V. McKelvey</td>
<td>SUNY-Buffalo</td>
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<td>Peter J. Cistone</td>
<td>University of Toronto-OISE</td>
<td>1976-77</td>
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<td>Wayne K. Hoy</td>
<td>Rutgers University</td>
<td>1977-78</td>
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<td>Larry W. Hillman</td>
<td>Wayne State University</td>
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<td>Carl R. Ashbaugh</td>
<td>University of Texas-Austin</td>
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<td>Eugene Ratsoy</td>
<td>University of Alberta</td>
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<td>James H. Maxey</td>
<td>Georgia State University</td>
<td>1981-82</td>
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<td>Dennis W. Spuck</td>
<td>University of Houston</td>
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<td>Michael J. Murphy</td>
<td>University of Utah</td>
<td>1983-84</td>
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<td>Richard A. Rossmiller</td>
<td>University of Wisconsin</td>
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<td>Bryce M. Fogarty</td>
<td>New York University</td>
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<td>Martha M. McCarthy</td>
<td>Indiana University</td>
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<td>Richard V. Hatley</td>
<td>University of Missouri</td>
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<td>Paula M. Silver</td>
<td>University of Illinois</td>
<td>1987</td>
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<td>John T. Greer</td>
<td>Georgia State University</td>
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<td>Robert T. Stout</td>
<td>Arizona State University</td>
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<td>Jay D. Scribner</td>
<td>University of Texas-Austin</td>
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<td>Gail T. Schneider</td>
<td>University of WI-Milwaukee</td>
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<td>Terry A. Astuto</td>
<td>New York University</td>
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<td>Pedro Reyes</td>
<td>University of Texas-Austin</td>
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<td>Paul V. Bredeson</td>
<td>University of WI-Madison</td>
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<td>Nancy A. Evers</td>
<td>University of Cincinnati</td>
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<td>Paula M. Short</td>
<td>University of Missouri</td>
<td>1995-96</td>
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<td>Daniel L. Duke</td>
<td>University of Virginia</td>
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<td>Paula A. Cordeiro</td>
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<td>Diana G. Pounder</td>
<td>University of Utah</td>
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<td>Mary E. Driscoll</td>
<td>New York University</td>
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<td>María Luisa González</td>
<td>New Mexico State University</td>
<td>2000-01</td>
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<td>Day</td>
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<td>Thursday</td>
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<td>Pre-session 1: 12:00 PM - 5:00 PM</td>
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<td>Pre-session 2: 6:00 PM - 8:00 PM</td>
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<td>Friday</td>
<td>Registration 7:00 PM - 6:00 PM</td>
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Pre-Session 1, Thursday 12:00 PM – 5:00 PM
1.0, University of Cincinnati Campus
Workshop: Technology for Educational Administration Faculty
  Scott McLeod, University of Minnesota

1.1, Salon M
Workshop: Book Publishing
  Linda Babler, Atwood Publishing
  Robert D. Clouse, Corwin Press
  Robert Sickles, Eye on Education

1.2, Rosewood Room
Workshop: Using Cases to Teach in Educational Administration
  Janice Fauske, University of Utah
  Claudia Seeley, University of Utah

1.3, Salon H
Pre-session Conversation: Initiating an Outcome Study of
Our Leadership Preparation Programs
  Robert Kottkamp, Hofstra University

Pre-Session 2, Thursday 6:00 PM – 8:00 PM
2.1, Salon M
Special Interest Group Meeting: Rowan University
  Edith Rusch, Rowan University

2.2, Rosewood Room
Pre-session Conversation: Creating an Evaluation Process for
Educational Administration Programs
  Robert Kottkamp, Hofstra University

Session 3, Friday 7:00 AM – 8:00 AM
3.0, Salon B
Invited Conversation: Educational Administration Department Chairs Session
Co-chairs:
  Richard Fossey, University of Houston
  Nancy Evers, University of Cincinnati
  C. Thomas Holmes, University of Georgia

3.1, Salon C
Program Center on Urban Leadership Advisory Board Meeting
  Chair: Richard Hooker, University of Houston

Session 4, Friday 8:00 AM – 9:15 AM
4.0, Salon B
Symposium: Examining the Impact of Teacher Recruitment/Retention on the Principal's
Role: How Does It Affect Hiring, Sustaining a Collaborative Culture, and High-Level Student Learning?
Discussion Leader: John Seyfarth, Virginia Commonwealth University
Participants:
  John Daresh, University of Texas-El Paso
  Myrna W. Gantner, State University of West Georgia
  Douglas Fiore, Virginia Commonwealth University
  David Hulsey, State University of West Georgia
This session examines administrative challenges related to the teacher shortage from three perspectives, and discusses implications for university programs as they develop future school leaders.

4.1, Salon C
Paper Session: Multicultural Implications for Leadership Preparation
Discussion Leader: Judy Alston, Bowling Green State University
• Multicultural Competencies: Implications for School Leadership
  Martha N. Ovando, University of Texas-Austin
• Transforming School Leadership through Cornel West's Nation of African American Prophetic Spirituality
  Michael E. Dantley, Miami University
This paper session examines Cornel West’s descriptions of African American spiritual resistance and applies it to the work of educational leaders and school reform.
• Teachers of Color and European American Teachers’ Perceptions of Leaders of Color in Urban Schools
  Cornel Jones, Texas A & M University
  Stella Bell, Texas A & M University
  Jean Madsen, Texas A & M University

4.2, Salon D
Symposium: Mexican American College Persistence:
Applying Theory to Outcomes at a Hispanic-Serving Institution
Discussion Leader: Linda Tillman, Wayne State University
Participants:
  Maricela Oliva, University of Texas-Pan American
  Ralph Carlson, University of Texas-Pan American

4.3, Salon E
Symposium: Pushing the Envelope: New Perspectives in Leadership Studies
  Fenwick W. English, Iowa State University
  John Schuh, Iowa State University
  Ira Bogotch, Florida Atlantic University

4.4, Salon F
Conversation: Conducting Cross-National Educational Research:
Opportunities, Threats, and Challenges
Discussion Leader: Charles J. Russo, University of Dayton
Participants:
  Bruce Barnett, University of Northern Colorado
Judith Berg, Rhode Island College
Carol McGrevin, Georgia State University
Gene Hall, University of Nevada, Las Vegas
Keith Walker, University of Saskatchewan
Larry Sackney, University of Saskatchewan
Trevor Male, University of Lincoln

In this session, the International Beginning Principal Study findings will be presented, and participants will explore how to collect and manage international data, report results, and obtain support.

4.5, Salon G
Paper Session: Challenges and Strategies for Female Principals
Discussion Leader: Edith Rusch, Rowan University

• Award Winning Female Secondary Principals: Challenges, Barriers, and Strategies
  Patricia Rhodes, University of Nebraska
  Barbara LaCost, University of Nebraska

• The Man in the Principal's Office (Re)-Visited by a Woman
  Kelly McKerrow, Southern Illinois University-Carbondale
  Dorothy James, Southern Illinois University-Edwardsville
  Sharon Shockley Lee, Southern Illinois University-Carbondale

• Do Teacher Reactions to Features of Principalship Vary by Gender
  Rose Mary Newton, University of Alabama
  Peter Zeitoun, University of Alabama

In this session we explore the perplexing finding that males are more positively attracted than females for principal vacancies defined in ways purported to accommodate women’s way of leading.

4.6, Salon H
Symposium: Leadership and Learning in Urban School Reform
Joy C. Phillips, University of Texas-Austin
Pedro Reyes, University of Texas-Austin
Lonnie Wagstaff, University of Texas-Austin

The researchers describe how site-level leaders in a school-based reform initiative have improved achievement of all students by increasing opportunities for teacher learning.

4.7, Salon M
Paper Session: Examining Principal Preparation
Discussion Leader: Nona Prestine, University of Illinois-Champaign

• How Do Educational Leadership Programs Prepare Educators
  John W. Tippeconnic, Pennsylvania State University
  Susan Bon Reis, Ashland University
  Susan Faircloth, Pennsylvania State University

• Scholar-Practitioner Leadership Preparation: A Critical Ethnography
  Patrick M. Jenlink, Stephen F. Austin State University

• Preparing School Leaders: Case Study Findings and Implications
  Tricia Brown-Ferrigno, University of Kentucky
4.8. Rosewood Room
Roundtable: Improving Learning and Achievement in Schools
Table #1 Predicting Achievement: The Promise of School-based Longitudinal Research
   Brian Noonan, University of Saskatchewan
   Alan Yackulic, University of Saskatchewan
How can school leaders use local longitudinal data to inform policy? This presentation is based on a 13-year study undertaken by mid-sized urban school district.
Table #2 Investigating the Features of High Performing Schools Serving Students of Poverty
   Brendan Maxcy, University of Texas-Austin
   Sung-Kwan Yang, University of Texas-Austin
   Sue Mutchler, University of Texas-Austin
Table #3 Forging Professional Community in a High Stakes Environment: A Case Study of an Unaccredited High School
   Shirley M. Johnson, University of Missouri
   Jay Paredes Scribner, University of Missouri
Table #4 Secondary School Reform via the Accelerated Schools Model: A Case Study
   Jay Paredes Scribner, University of Missouri
   Jite Eferakorho, University of Missouri
   Jeff Brooks, University of Missouri
This study examines one high school’s reform efforts through the application of the Accelerated Schools program. Researchers explore competing conceptions of curriculum, professionalism, and leadership among teachers and administrators.
Table #5 Toward a Theory of Academic Leadership: Synthesizing Four Strands of Empirical Work on the Relationship Between Leadership Behaviors and Student Learning
   Jo Blase, University of Georgia
   Joseph Blase, University of Georgia
Using working models, achievement and productivity research, and studies of teachers, perspectives, participants will discuss the feasibility of developing an empirically based, practice-oriented model of academic leadership.
Table #6 Teacher Instructional Practices within the Block Trimester Schedules: A Call for Instructional Leaders to Promote Teaching for the Success of All Children
   Jason McCreary, University of Utah
   Charles Hausman, University of Utah

Session 5, Friday 9:30 AM - 10:45 AM
5.0, Salon B
Conversation: Social Justice: One University’s Calling and One High School’s Response
   Janis Fine, Loyola University
   Madeline Hafner, Loyola University
   Dane Delli, Loyola University
   Tim Kanold, Adlai Stevenson High School
   Bill Lemieux, Adlai Stevenson High School
   Eric Twadell, Adlai Stevenson High School
Witness the transformational power of a social justice framework within leadership preparation and how it manifests itself in practice, specifically in one high performing high school.
5.1, Salon C
Symposium: A National Study of Superintendent Preparation and the Professoriate
Lars Björk, University of Kentucky
Theodore Kowalski, University of Dayton
Bruce Cooper, Fordham University
Lance Fusarelli, Fordham University
John Keedy, University of Louisville
E. Joseph Schneider, AASA
Tom Glass, University of Memphis
Margaret Grogan, University of Virginia

5.2, Salon D
Paper Session: Teacher Preparation and Development for Successful Schools
Discussion Leader: Paul Rafferty, Liverpool Hope College
- Administration and Leadership: Obstacles to the Professional Development of Teachers
  Kelly McKerrow, Southern Illinois University-Carbondale
- Standards, Accountability, and Teacher Professionalism
  Paul Goldman, University of Oregon
  Karen Addie, University of Oregon
- Exploring New Teacher Induction Relationships:
  Bill Ruff, University of Texas-San Antonio
  Alan Shoho, University of Texas-San Antonio
This study evaluates the fit of a pupil control model (Hoy, 2000) and an organizational defense routine model (Argyris, 1999) to new teacher mentoring relationship data.

5.3, Salon E
Paper Session: Collaboration for Student Success
Discussion Leader: Frances Fowler, Miami University
- Leading Collaborative School Reform to Enhance Student Learning
  Janice R. Fauske, University of Utah
The paper reports the assessment of a three-step process for preparing school leaders to guide effective, collaborative reform of teaching and learning.
- Leadership for Coherence in a School-University Collaborative
  William A. Firestone, Rutgers University
  Jennifer Fisler, Rutgers University
- Involving Stakeholders in a School for At-Risk Students: The Administrators Role
  Lionel H. Brown, University of Cincinnati
The case study reports the strategies to create a school for at-risk students in an urban school district, by engaging stakeholders in the educational process.

5.4, Salon F
Paper Session: Structuring Schools for Learning
Discussion Leader: Karen Osterman, Hofstra University
- Instructional Schedules and Student Performance Among Texas High Schools
  Priscilla Terrazas, University of Texas-El Paso
  Kenneth H. Brinson, North Carolina State University
  John R. Slate, University of Texas-El Paso
• *Leadership and the Success of All Children: Schools Choosing Teacher Equity Over Student Learning When Selecting a School Schedule*
  Jason McCreary, University of Utah

• *Organizational Correlations of Student Learning in Middle-Grades*
  James R. Bliss, Rutgers University

5.5, Salon G
Symposium: *Leadership in the Connection Between Policy and Instructional Practice*
  Michael S. Knapp, University of Washington
  James L. Meadows, University of Washington
  Michele C. Ferguson, University of Washington
  Emily B. Lenssen, University of Washington

5.6, Salon H
Paper Session: Technological Challenges for Leadership and Learning
  Discussion Leader: Scott McLeod, University of Minnesota
  • *Access to Cyberspace: The Next Issue in Educational Justice*
    Patricia First, University of Dayton
    Yolanda Hart, University of Dayton
  • *New Administrative Connections: Technology, Teaching, and Learning*
    Carolyn S. Carr, Portland State University
  • *Distance Education: Possibilities and Challenges for Preparing School Leaders*
    Kim MacGregor, Louisiana State University
    Spencer Maxcy, Louisiana State University
    Dianne Taylor, Louisiana State University

5.7, Salon M
Invited Session: *The Julie Laible Memorial Session: Sponsoring Professors of Color in Academe*
  Co-chair:
    Barbara Jackson, Fordham University
    James J. Scheurich, University of Texas-Austin
  Participants:
    Flora Ida Ortiz, University of California-Riverside
    Maricela Oliva, University of Texas-Austin
    Grayson Noley, University of Oklahoma

5.8, Rosewood Room
Roundtable: Effective Practices for Leadership Preparation
  Table #1 *Computer Simulations for Preparing Personnel for School Crises*
    William Bozeman, University of Central Florida
    Edward Degnan, University of Central Florida
  Table #2 *Using Multimedia Cases to Invigorate School Leaders’ Organizational Learning: Realities and Promises of Technology-Integrated Designs*
    Joseph Claudet, Texas Tech University

This presentation focuses on the R&D activities of one ongoing multimedia project as a frame for an informal discussion of challenges involved in creatively applying technology to develop useful career-long reflective learning tools for school leaders.
Table #3 Leadership, Technology, and Student Learning  
Cindy Brown, Texas A&M University  
Luana Zellner, Texas A&M University  
A technology integration project evaluation conducted by the Principals’ Center at Texas A&M University linked the project’s success to leadership skills developed by administrators participating in the special training.

Table #4 Effectiveness of a Technique for Developing Post-Secondary Students info Literacy and Library/Internet Research Skills  
Anne C. Moore, University of Massachusetts  
Gary Ivory, New Mexico State University  

Table #5 Enhancing All Children’s Learning: School Leaders Learn across Miles and Boundaries  
Kathleen S. Sernak, Rowan University  
Richard Mitchell, St. Xavier University  

Table #6 The Embedded Dissertation  
Gini Doolittle, Rowan University  
Dan Cockrell, University of Missouri  
Thomas Monahan, Rowan University  
James Coaxum, Rowan University  
Joe Donaldson, University of Missouri  
MaryBeth Walpole, Rowan University  
Karen Cockrell, University of Missouri  
Two doctoral programs report pros/cons of embedding dissertation work as part of the doctoral coursework. Programs promote incremental learning of increasingly complex issues and concepts.

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**Session 6, Friday 11:00 AM – 12:15 PM**

6.0, Hall of Mirrors  
Opening General Session  
Session Chair: María Luisa González  
Welcomes:  
Lawrence Johnson, Dean, University of Cincinnati  
Nancy Evers, Chair, University of Cincinnati  
Michelle Young, UCEA  
Roald F. Campbell Award Presentation  
Presidential Address: María Luisa González  
Dr. María Luisa González is full professor and academic department head of educational administration in the College of Education at New Mexico State University. Prior to joining the faculty at NMSU she held various positions in the public schools. González has been active in national and state organizations. She is currently president of UCEA, has held leadership positions with the State of New Mexico, ASCD, the NMSU Principals’ Center, and the National Board for the Education of Homeless and Runaway Youth. Her research has focused on the education of marginalized groups, including homeless children, children of undocumented workers, children for who English is a second language, and administrators working with minority populations.
Session 7, Friday 12:30 PM – 1:45 PM

7.0, Salon B
Conversation: *Constructing Instructional Leadership in a High Accountability System*
   Hanne B. Mawhinney, University of Maryland
   Peggy Pastor, University of Maryland
   Chris Garran, University of Maryland

7.1, Salon C
Paper Session: Examining the Race/Achievement Nexus
Discussion Leader: Linda Tillman, University of New Orleans
• *Is the Texas Accountability System Closing the Gap?*
   Sue E. Mutchler, University of Texas-Austin
   Sung-Kwan Yang, University of Texas-Austin
   Brendan Maxcy, University of Texas-Austin
   This paper examines the degree to which Texas schools serving students of poverty are moving toward the performance frontier inhabited by schools succeeding under the state’s accountability system.
• *Perceptions and Construction of Meaning of Urban High School Experiences Among African American University Students: A Focus Group Approach*
   Teresa Wasonga, Northwest Missouri State University
   Dana E. Christman, Northwest Missouri State University
   Perceptions and construction of meaning of high school experiences among minority university students suggest that they have transcended problems that plague performance.
• *The Native American Test Score Achievement Gap*
   Patrick Galvin, University of Utah
   Kalvin White, Navajo Nation RSI

7.2, Salon D
Symposium: *Karl Weick’s Contribution to Educational Administration*
   Duane Covrig, University of Akron
   Rodney Ogawa, University of California-Riverside
   Sharon Kruse, University of Akron
   C. John Tarter, St. John’s University
   Alan R. Shoho, University of Texas-San Antonio
   Bob L. Johnson, Jr., University of Utah
   Jane Hannaway, The Urban Institute
   Karl Weick, University of Michigan
   A panel reviews Weick’s contributions to organizational theory and educational administration research and practice. They review his work on sense making, enactment, selection, retention, remembering and adaptation.

7.3, Salon E
Conversation: *Preparing Urban Educational Leaders*
   Nancy Evers, University of Cincinnati
   James Koschoreck, University of Cincinnati
   Nancy Nestor-Baker, University of Cincinnati
   Mark Gooden, University of Cincinnati
7.4, Salon F
Paper Session: Decision Making and Power in the Superintendency
Discussion Leader: Flora Ida Ortiz, University of California-Riverside
• Superintendent Leadership Practice and the Impact of Organizational Vision on the Decision-Making Process of the Principalship
  Judy Jackson May, Bowling Green State University
  Eugene T. W. Sanders, Toledo Public Schools
  Floyd Beachum, Bowling Green State University
• Superintendents and School Board Members:
The Relationship of Conceptions of Power to Decision-making
  Meredith Mountford, University of Missouri
  C. Cryss Brunner, University of Minnesota
• Power and Authentic Participatory Decision-making in the Superintendency:
  Effects on Social Justice
  C. Cryss Brunner, University of Minnesota

7.5, Salon G
Symposium: Competing Discourses in Educational Leadership:
De-centering the Individual and Re-centering the Collective
Discussion Leader: Gary Anderson, California State University-LA
Participants:
  Jaime Grinberg, University of New Mexico
  Elizabeth Saavedra, University of New Mexico
  Monica Pini, University of New Mexico

7.6, Salon H
Paper Session: Promoting Instructional Leadership
Discussion Leader: L. Nan Restine, University of Alabama
• On the Campaign Trail: A Novice Administrator’s Quest to be an Instructional Leader
  Carol F. Karpinski, Rutgers University
In this ethnographic study a novice assistant principal tries to emerge as an instructional leader while contending with the micro-politics of the school environment.
• Constraints on Instructional Leadership:
  What Are We Missing in Administrator Preparation?
  Judith A. Ponticell, University of New Mexico
  Sally Zepeda, University of Georgia
• Instructional Leadership Behavior: The Intersection of Educational Context, school Management, and Classroom Instruction
  Alexander W. Wiseman, University of Tulsa
Although instructional leaders tailor their behaviors to their schools’ environments, variations in behavior are not consistently associated with variation in instructional effectiveness or student achievement.
7.7, Salon M
Graduate Student Symposium #1
• *Conducting a Professional (and Successful) Academic Job Search*
Conveners:
  Scott McLeod, University of Minnesota
  Kenneth Brinson, North Carolina State University
  Donald Hackmann, Iowa State University
  Bonnie Johnson, University of Kentucky
  Alan Shoho, University of Texas-San Antonio

7.8, Rosewood Room
National Commission for the Advancement of Educational Leadership Preparation #1
• *A Focus on the Commission and its Work*
Chair: Michelle D. Young, UCEA
Participants:
  Gail Furman, Washington State University
  Paula Short, University of Missouri
  Joseph Schneider, NPBEA
  Ted Creighton, NCPEA
  David Imig, AACTE

**Session 8, Friday 2:00 PM – 3:15 PM**

8.0, Salon B
Conversation: *Four Principalship Programs Designed to Develop Successful School Leaders for the Rapidly Increasing Racial, Cultural, and Language Diversity of U. S. Schools*
Chair: James J. Scheurich, University of Texas-Austin
Participants:
  Lonnie Wagstaff, University of Texas-Austin
  Abe Armendariz, New Mexico State University
  Michael Dantley, Miami University of Ohio
  Frankin Jones, California State University-LA
  Ellen Bueschel, Miami University of Ohio
  Clinton Taylor, California State University-LA
This session will focus on how four principalship programs prepare principals who have the skills to develop schools in which diverse students are successful academically.

8.1, Salon C
Paper Session: Improving High Schools
Discussion Leader: Patsy Johnson, University of Connecticut
• *Constructivist Leadership in Successful High Schools: Challenges and Possibilities*
  Rosemary Foster, University of Manitoba
This paper reports on the findings from a collective case study of four successful high schools where models of shared leadership had been implemented.
• *A Slow, Painless Death: A Study of an Urban High school’s Five-Year Effort to Create Professional Learning Communities*
  Nona A. Prestine, Pennsylvania State University
  Margaret Elizabeth Murphy, University of Illinois-Champaign
• Working from the Margins to Challenge Traditional Definitions of Success: The Story of Central Alternative High School
  Ramona Lomeli, Illinois State University
  Amee Adkins, Illinois State University
  Linda Lyman, Illinois State University

8.2, Salon D
Symposium: Beyond Measure: Neglected Elements of Schooling
  Patricia E. Holland, University of Houston
  Kimberly Agnew, Houston ISD
  Lynn Bullard, Alief ISD
This symposium examines neglected elements of schooling that are “beyond measure” in they are difficult to capture by current performance standards and testing instrumentation.

8.3, Salon E
Symposium: Something’s Missing Here: Leadership and the Success of ALL Children
  Carl Lashley, University of North Carolina-Greensboro
  Lynn Doyle, Old Dominion University
  Collen Capper, University of Wisconsin-Madison
  Lisa Collins, Lehigh University

8.4, Salon F
Paper Session: Analyzing Principal Leadership
  Discussion Leader: Nancy Evers, University of Cincinnati
  • Executive Behavior: An Examination of Three Decades of Administrative Work Across Organization Settings, Industries, and Contents
    Jerlando Jackson, University of Wisconsin-Madison
    Kent Peterson, University of Wisconsin-Madison
  • Principal Leadership in the Context of a State Testing Program
    William Firestone, Rutgers University
    Margaret Hayes, Walter M. Schirra School
  • Explorations in Principal Leadership Across an Array of School Types
    Bradley Portin, University of Washington

8.5, Salon G
Paper Session: Inclusion of Special Education Students
  Discussion Leader: James Yates, University of Texas-Austin
  • The Implementation of Inclusion in Thailand: Lessons From and For the West
    Apinwong Katalad, University of Wisconsin-Madison
  • Effective for Whom? Case Studies of Two Principals
    Yu-Min Chien, University of Wisconsin-Madison
  • Including All Children in a Successful Learning Experience: Principals Speak Out on Managing Early Childhood Special Education Programs
    Barbara LaCost, University of Nebraska
    Marilyn Grady, University of Nebraska
8.6, Salon H
Symposium: *What is Leadership For?: Toward a New Paradigm in Educational Leadership Studies*
- Gail Furman, Washington State University
- Colleen Larson, New York University
- Khula Murtadha, Indiana, University
- Carolyn Shields, University of British Columbia
- Robert J. Starrat, Boston College
- Kenneth Leithwood, OISE-University of Toronto
This symposium will present and analyze recent work on leadership for democratic community, leadership for social justice, and leadership for community of difference.

8.7, Salon M
Invited Symposium: Readers Digest Grants:
*Framing the Connections between Leadership & Learning*
Chair:
- Michael S. Knapp, University of Washington
Participants:
- Michael Copland, Stanford University
- Joseph Murphy, Ohio State University
- Mary Kay Stein, University of Pittsburgh
This interactive symposium focuses on a framework of ideas relating leadership and learning, a project supported by the Wallace-Readers Digest Funds. Session organizers hope to stimulate a conversation around two vantage points, one deeply rooted in the educational administration field and concerned with instructional leadership, the other rooted in work on the improvement of classroom practice in subject matter context.

8.8, Rosewood Room
Roundtable: Impact of Policy on Schools
Table #1 *Re-conceptualizing Social Capital, Power, and Authority*
- Donald Hunt, University of Albany
Table #2 *The Experience of School Lunch in Three Countries*
- Karen Evans Stout, Lehigh University
- Patricia Schuler, University of Zurich
Table #3 *Learning to Read With a Purpose: A Systemic Approach to Reading Policy in Texas*
- Thomas V. Shepley, University of Michigan
Table #4 *Implications of Texas School Finance Policy on District Spending Behaviors and Student Achievement*
- Amanda Brownson, University of Texas-Austin
- Enrique Aleman, University of Texas-Austin
This study is a longitudinal examination of expenditure and resource data for Texas school districts from 1987 through 2000. We examine the impact of post-Edgewood finance legislation on resource equity.
Table #5 *The Role and Funding of School Infrastructure as a Critical Educational Capacity Issue*
- Faith E. Crampton, National Education Association
- David C. Thompson, Kansas State University
Table #6 Restitution: Behavior Management for Student Success
Karen Evans Stout, Lehigh University
Jeffrey Ronneberg, Woodcrest Elementary

Session 9, Friday 3:30 PM – 4:45 PM

9.0, Salon B
Conversation: Problems and Promises of Creating Diverse Educational Communities
Frances C. Fowler, Miami University of Ohio
Janelle Gahn, Miami University of Ohio
Lori Pierson, Miami University of Ohio
Carl Robinson, Miami University of Ohio
Kamara Sekou, Miami University of Ohio
Ray Terrell, Miami University of Ohio

9.1, Salon C
Conversation: The Legal Rights of Students: Lessons for Educational Leaders
Charles J. Russo, University of Dayton
Ray Contreras, San Francisco State University
Nelda Cambron-McCabe, Miami University of Ohio
Frank Brown, University of North Carolina-Chapel Hill
J. John Harris, University of Kentucky
Martha M. McCarthy, Indiana University
This presentation will examine how the synergy among the legislative, executive, and judicial branches of the government shapes educational policies and practices influencing the lives of students.

9.2, Salon D
Paper Session: Principal Recruitment
Discussion Leader: Scott Norton, Arizona State University
• Candidates for the Principalship in the Current Era: Superintendent Perceptions
  Kathryn Whitaker, University of Northern Colorado
This presentation will describe the results of a recent study on superintendent perceptions of the quantity and quality of principal candidates in one state. Also, Dr. Whitaker will describe the results of the study pertaining to satisfaction with female and minority candidates and satisfaction with university preparation programs.
• Do Job Requirements and Work Conditions Interact with Individual Characteristics to Influence Teacher Attraction to the Principalship?
  Rose Mary Newton, University of Alabama
  Peter Zeitoun, University of Alabama
  Teacher reactions to attributes of the principalship appear to vary by gender and position in the organizational hierarchy. The results have implications for retooling the principal’s role.
• Principal Certified Personnel: Do They Want the Job?
  Paul Winter, University of Louisville
  Marco Munoz, Jefferson County Public Schools
  James Rinehart, University of Kentucky
9.3, Salon E
Paper Session: Perceptions and Beliefs of Teachers
Discussion Leader: Michael Dantley, Miami University
• Making School More Rewarding: Examining Constraints on Teaching Excellence
  Judith A. Ponticell, University of New Mexico
  Sally Zepeda, University of Georgia
• Lessons in Black and White: White Teacher Questioning Practices of African American and White Students
  Cookie Newsom, Clark State College
  Carolyn Ridenour, University of Dayton
This research explores the concept that the problem of the black/white achievement gap may lie, in part, with the teachers rather than with the students. Specifically it seeks to encourage scrutiny of the role that cultural bias may play in the interaction between student and teacher.
• Teachers’ Perceptions of the Effect of Poverty on Opportunity to Learn
  Brian Noonan, University of Saskatchewan
  Brenda Bitz, Saskatoon Catholic Schools
This paper is a report on the effect of poverty on students’ ability to take advantage of learning opportunities at school. The effects of gender and age are also considered in the context of two different school settings.

9.4, Salon F
Conversation: Dewey Revisited: Unearthing a Largely Unexamined Perspective on the Relationship Between School Leadership and Student Achievement Conversation
Organizers:
  Donald R. LaMagdeleine, University of St. Thomas
  Bruce H. Kramer, University of St. Thomas
Participants:
  Ernestine Enomoto, University of Hawaii-Manoa
  William Foster, Indiana University
  Spencer Maxcy, Louisiana State University
A conversation that highlights some of the possible interpretations of a research paper comparing how closely three school leaders embody a Deweyan perspective on what schools are and what they should “produce.”

9.5, Salon G
Paper Session: Challenges in Specialized Charter Schools
Discussion Leader: James Crawford, University of Nevada-Las Vegas
• A Survey of the Current Status of Special Education Services in Charter Schools
  Linda Bigby, Central Missouri State University
  Jerry Neal, Central Missouri State University
  Doug Thomas, Central Missouri State University
Results of a study involving charter schools and their accountability to ensure services and success for students with special needs will be presented. Findings will address the legal and administrative issues in developing quality programs in charter schools.
• Charter Schools Designed for Children with Disabilities: An Examination of the Extent of this Phenomenon
  Julie F. Mead, University of Wisconsin-Madison
• The Promise and Challenges of Africentric Charter and Private Schools
  Hanne Mawhinney, University of Maryland
  Kmt Schockley, University of Maryland

9.6, Salon H
Paper Session: Professional Development to Improve Learning
Discussion Leader: Joyce Logan, University of Kentucky

• District-wide Staff Development in Brain-Compatible Instruction
  Martha N. Ovando, University of Texas-Austin
  Lori Einfalt, Pflugerville ISD
District-wide professional development in brain-compatible teaching and learning served as the focus of this investigation. Findings illuminate the aspects of the training that were most compelling to practitioners and identify factors that support the implementation of brain-compatible instructional strategies.

• Professional Development as A Response to High Stakes Reform in New York State
  John W. Sipple, Cornell University
  Leanne Avery, Cornell University
  Daniel Meyer, Cornell University

• Effective Professional Development Practice and Policy: Challenging the Assumptions through the Eyes of Rural Educators
  Jay Paredes Scribner, University of Missouri
This paper explores the influence of work context on teacher learning in rural high schools. Implications for practice are discussed that inform school and district leaders.

9.7, Salon M
Symposium: Leadership for the Success of Low Income Students
Discussion Leader: Juanita Garcia-Wagstaff, University of Texas-San Antonio
Participants:
  Linda Skrla, Texas A & M University
  Antoinette Riester, Texas A & M University
  Victoria Pursch, Texas A & M University
  Andrea Rorrer, University of Texas-Austin

9.8, Rosewood Room
Invited Session: 1000 Voices
Co-chairs:
  Frances Kochan, Auburn University
  Gary Ivory, New Mexico State University
  Barbara Jackson, Fordham University
Participants:
  Michele Acker-Hocevar
  Lars Björk
  Cryss Brunner
  Stephen Jacobson
  Kenneth Leithwood
Participants in Voices: Phase 2, The UCEA Centers for the Study of the Superintendency, the Study of School Site Leadership, and principals and superintendents from Cincinnati will meet to develop new focus group questions and organize for continuing Voices.
Session 10, Friday 5:00 PM – 6:15 PM

10.0, Salon B
Invited Discussion: College of Education Deans’ Meeting
• It’s Not Business as Usual: Education College Deans’ Perspectives on Leadership Issues in Educational Administration Programs
  Co-chairs:
  Judith Mitchell, Washington State University
  Walt Gmelch, Iowa State University
  Richard Andrews, University of Missouri
  Of national significance are the growth, development, restructuring and transformation of educational administration preparation programs for K-12 school leaders. Deans of Colleges of Education must respond to the concerns raised by constituents in the legislature, business, K-12 schools, and the community at large. This session will present issues related to educational administration programs that are currently being discussed in national deans’ groups (e.g., Land Grant Deans Group), national leadership conferences (e.g. National Commission of the Advance of Educational Leadership Preparation meeting at Wingspread) and higher education institutions across the country.

10.1, Salon C
Paper Session: Issues Impacting At-Risk Students
Discussion Leader: Judith A. Ponticell, University of New Mexico
• The Middle on the Margins: At-Risk Middle-Grades Learners and Educational Leadership
  Jane G. Coggshall, University of Michigan
• ‘All I Really Wanted to Do Was to Graduate’: School Effects and Student Resiliency
  Nona A. Prestine, Pennsylvania State University
  Linda L. Yonke, University of Illinois
• Kids On The Go: Voices of Urban Student Mobility
  Virginia L. Rhodes, University of Cincinnati

10.2, Salon D
Symposium: Statewide Collaboration for Principal Preparation Programs: Missouri Responds to ISLLC
  James E. Walter, University of Missouri-St. Louis
  Michael Arnold, Southwest Baptist University
  Margaret Dalton, Southeast Missouri State University
  George Petersen, University of Missouri
  James Machell, Central Missouri State University
  I. Sue Shepard, Southeast Missouri State University
  Larry Wheeles, Missouri Department of Elementary and Secondary Education
  Jerry Valentine, University of Missouri

10.3, Salon E
Paper Session: Facilitating Reading through Leadership and Policy
Discussion Leader: Wayne Hoy, Ohio State University
• Beyond Perception: An Elite Network Analysis of Reading Policy Influence
  Julie E. McDaniel, University of Michigan
  Cecil G. Miskel, University of Michigan
• A Grounded Theory of Collaborative Actions: 
A Multi-case Study of Successful Implementation of Literacy Reform
Rose Ylimaki, University of Wisconsin-Madison

• Administrators Facilitating Successful Reading Instruction in Elementary Schools
Whitney H. Sherman, University of Virginia
The creation of an effective school-wide reading program is vital to the success of elementary schools. This paper discusses strategies employed by administrators of successful schools to foster reading achievement.

10.4, Salon F
Symposium: Social Justice and Licensure Standards: Possibilities and Contradictions
Cynthia Gerstl-Pepin, Georgia State University
Catherine Marshall, University of North Carolina-Chapel Hill
Maricela Oliva, University of Texas-Pan American
Martha McCarthy, Indiana University
Khaula Muradha, Indiana University
Michael Dantley, Miami University of Ohio
Edith Rusch, Rowan University
Colleen Larson, New York University
Nelda Cambron-McCabe, Miami University of Ohio

10.5, Salon G
Paper Session: Examining Conflict in Schools
Discussion Leader: Augustina Reyes, University of Houston
• A Study of Bullying Behaviors of 9th and 10th graders in Nebraska and Texas
Sandy Harris, Stephan F. Austin State University
Jody Isernhagen, University of Nebraska-Lincoln
Four hundred 9th and 10th graders in Texas and Nebraska were surveyed regarding bullying. Nearly 75% of the students reported observing some type of bullying at their schools.

• Constructive Conflict: How Controversy Contributes to School Improvement
Cynthia Uline, Ohio State University
Megan Tschannen-Moran, College of William and Mary
Lynne Perez, Ohio Coalition of Essential Schools

• An Instrument to Identify Social Dimensions of Schools that Contribute to Conflict and Violence and Impede Learning
Mary Ellen Coloski, University of Connecticut
Patsy Johnson, University of Connecticut

10.6, Salon H
Conversation: Developing Research to Improve Educational Leadership: A Collaborative Conversation with UCEA & AERA Division A
Chair: Carolyn Riehl, University of North Carolina-Greensboro
Participants:
Bill Firestone, Rutgers University
Darleen Opfer, Georgia State University
Mary E. Driscoll, New York University
10.7, Salon M
Special Interest Group Meeting: Politics of Education Association
Organizer: Hanne B. Mawhinney, University of Maryland
Following a brief PEA business meeting there will be a panel discussion on what makes an award winning doctoral dissertation in the Politics of Education. Members of the panel include former award winners and members of the PEA dissertation committee.

10.8, Rosewood Room
Roundtable: Partnerships in Preparation
Table #1 Addressing Principal Shortages through Partnerships between Universities and School Districts
  Kathryn S. Whitaker, University of Northern Colorado
This interactive roundtable discussion will invite participants to discuss various models of collaboration between university leadership preparation programs and school districts for the purpose of increasing the candidate pool for principal positions. The components of one partnership model that is currently successful will be shared.
Table #2 Service-Learning in Health Care Higher Education and the Law: Risk or Not to Risk for All Students
  Paula Reams, University of Dayton
Service Learning in health care higher education and the law will be explored using examples from health care professions curriculum and from the perspective of risk management.
Table #3 Linking University-Based Preparation of Administrators & Teachers
  Joseph Blase, University of Georgia
  Jo Blase, University of Georgia
Participants will discuss potential common areas of course work, fieldwork, and service (as well as new and creative structural designs for delivery) in which prospective teachers and administrators can occupy more common ground.
Table #4 Administrative Entry Year Programming: A Cross Institutional Pilot Program — Process, Program Descriptions, and Lessons Learned
  Louis Trenta, University of Akron
  Patrick Cosiano, Baldwin Wallace College
  Robert Beebe, Youngstown State University
  Harry Eastridge, Educational Service Center of Cuyahoga County
Seven Ohio institutions that prepare educational administrators worked with practicing administrators and cooperatively created and tested a pilot entry year program for administrators.
Table #5 Superintendent Turnover in Relationship to Incumbent School Board Member Defeat in Washington from 1993-2000: A Quantitative and Qualitative Study
  Thomas Alsbury, Washington State University
This study employs a unique methodological approach resulting in critical recommendations for the future study of school board and superintendent turnover and Iannaccone’s Dissatisfaction Theory.
Table #6 Walking the Walk and Talking the Talk in School Leadership Preparation: An Experience-Based Model
  Joseph Matthews, Brigham Young University
Session 11, Friday 6:30 PM – 8:00 PM
11.0, Pavilion
Presidents’ Reception
The reception celebrates the contributions of UCEA’s 40 past presidents. All registrants and their guests are welcome. Hosted by UCEA 2000-2001 President, María Luisa González, Members of the UCEA Executive Committee, and the UCEA Staff

Session 12, Saturday 7:00 AM – 8:15 AM
12.0, Salon B
UCEA Women’s Task Force
Organizers:
   Norma Mertz, University of Tennessee
   Flora Ida Ortiz, University of California-Riverside
The UCEA Women’s Task Force will focus on current issues impacting women in educational leadership (k-12 and higher education). Please come and assist in the development of a research and program agenda focused on women in educational leadership.

12.1, Salon C
Special Interest Group Meeting: Organizational Theory
Organizer: C. John Tarter, St. John’s University

12.2, Salon D
Special Interest Group Meeting: Education Law
Organizer: Charles Russo, University of Dayton

12.3, Salon E
Special Interest Group Meeting: Politics of Education
   • Politics of Education Association 2001 Yearbook:
     Panel Presentation on Education and Elections
Co-chairs:
   Hanne B. Mawhinney, University of Maryland
   V. Darleen Opfer, Georgia State University
   Ken Wong, Vanderbilt University

12.4, Salon F
Journal of Cases Editorial Board Meeting
Organizer: Janice Fauske, University of Utah

12.5, Salon G
Special Interest Group Meeting: IESLP
Organizer: Patti Chance, University of Nevada-Las Vegas
12.6, Salon H
Program Centers Meeting
Organizer: George Petersen, UCEA
Participants:
- Paul Begley, University of Toronto-OISE
- Lars Björk, University of Kentucky
- C. Cryss Brunner, University of Minnesota
- Leonard Burrello, Indiana University
- Walter Gmelch, Iowa State University
- Margaret Grogan, University of Virginia
- Stephen Jacobson, SUNY-Buffalo
- Kenneth Leithwood, University of Toronto-OISE
- M. Scott Norton, Arizona State University
- David C. Thompson, Kansas State University
- Kay Weise, University of Houston
- Mimi Wolverton, University of Nevada-Las Vegas
- R. Craig Wood, University of Florida

12.7, Salon M
Invited Session: 1000 Voices
Organizers:
- Frances Kochan, Auburn University
- Gary Ivory, New Mexico State University
This session consists of a review of past accomplishments, an orientation to the 1000 Voices study, dividing into teams for theme development, and organization.

12.8, Rosewood Room
International Scholars Conversation
- Accountability and Politics: An International Conversation about the Preparation of Educational Leaders
Organizers:
- Betty Merchant, University of Texas-San Antonio
- María Luisa González, New Mexico State University
- Ulrich Reitzug, University of North Carolina-Greensboro

**Session 13, Saturday 8:30 AM - 9:45 AM**

13.0, Salon B
Conversation: Final Closet: Lesbian, Gay, Bisexual, and Trans-gendered Educational Leaders
- Catherine A. Lugg, Rutgers University
- Colleen Capper, University of Wisconsin-Madison
- James W. Koschoreck, University of Cincinnati
- Donald Fraynd, University of Wisconsin

13.1, Salon C
Graduate Student Symposium #2
- Recruiting, Retaining, and Sponsoring Graduate Students from Under-represented Groups
Conveners:
Linda Tillman, Wayne State University
Gerardo López, University of Missouri
María Luisa González, New Mexico State University

13.2, Salon D
Paper Session: Promoting Leadership with Reflection and Action Research
Discussion Leader: Alan Shoho, University of Texas-San Antonio
• Action Research: Promoting Real Change in the Classroom
  Karen Osterman, Hofstra University
  Janice Koch, Hofstra University
  Karen Siris, Hofstra University
  Joyce Montalbano, Hofstra University
• Building School-Based Leadership Capacity Through Collaborative Action Research
  Paul Bredeson, University of Wisconsin-Madison
  L. Allen Phelps, University of Wisconsin-Madison
• Prospective School Leaders' Educational Platform: A Reflection Prior Action Tool
  Martha Ovando, University of Texas-Austin

13.3, Salon E
Paper Session: Assessing Teacher Performance
Discussion Leader: Richard Andrews, University of Missouri
• From Classroom to Continuous Improvement: Appropriate and Effective Uses of Student Achievement Information in Evaluating Educator and School Performance
  Kent Seidel, University of Cincinnati
  Debbie Kobman, University of Cincinnati
This paper is based on a National project connecting a variety of student achievement indicators to performance evaluation, especially of new teachers. Based on meta-analysis of research with expert advisory input.
• Constraints on Teacher Learning: Misuse of Teacher Evaluation
  Judith A. Ponticell, University of New Mexico
  Sally J. Zepeda, University of Georgia
• The Relationship Between the Leadership Practice of Teacher Assessment and Student Learning: Results of a Preliminary Field Study
  Douglas Davis, Georgia State University
  Jonelle Pool, Gettysburg College
  Michele Mits Cash, University of Miami

13.4, Salon F
Symposium: Framing the Connections Between Leadership and Learning
  Michael S. Knapp, University of Washington
  Michael Copland, Stanford, University
  Joseph Murphy, Ohio State University
  Mary Kay Stein, University of Pittsburgh

13.5, Salon G
Paper Session: Exploring Superintendent Career Paths
Discussion Leader: Judith Perkins, University of Wisconsin-Madison
• Take This Job and Love It! Why Superintendents Stay
  Sandra Lowery, Stephen F. Austin State University
  Michael Hopson, Stephen F. Austin University
  Sandy Harris, Stephen F. Austin University
  Russell Marshall, University of Texas-Tyler
There is growing concern about superintendents exiting the profession. This research has explored why superintendents stay on the job.
• Carlson Revisited: The Tacit Knowledge of Place-Bound and Career-Bound Superintendents
  Nancy Nestor-Baker, University of Cincinnati
• Superintendent Work Life: An Appreciative Inquiry
  Keith Walker, University of Saskatchewan
  Larry Sackney, University of Saskatchewan

13.6, Salon H
Conversation: Narratives of Identity: Promoting the Successful Learning of All Students through Understanding Ourselves
  Carolyn M. Shields, University of British Columbia
  Anish Sayani, School District, British Columbia
  Ira E. Bogotch, Florida Atlantic University
  Robert Donmoyer, University of San Diego
  Tim Goddard, University of Calgary
  Christine Martinneau, University of Calgary
  Michael Scales, University of British Columbia
  Juanita Garcia-Wagstaff, University of Texas-San Antonio
  Daniel Miller, University of San Diego
  Mark Edwards, University of British Columbia

13.7, Salon M
Paper Session: Creating and Sustaining School Culture
  Discussion Leader: Roberta Derlin, New Mexico State University
• How New Teachers Learn School Climate
  Daniel W. Doerger, University of Cincinnati
  Of the ways new teachers learn school climate, learning on the job is predominant. This suggests that administrators have responsibility for facilitating the process of enculturation for new teachers.
• ‘Set up to Fail’ How Districts Sabotage Schools
  Dianne Taylor, Louisiana State University
  Abbas Tashakkori, Florida International University
  Mentha Clark, Louisiana State University
• The Organizational Health of High Schools and Student Proficiency in Mathematics
  Page A. Smith, University of Texas-San Antonio

13.8, Rosewood Room
National Commission for the Advancement of Educational Leadership Preparation #2
• A Focus on Effective Practice
  Organizer: Michelle D. Young, UCEA
Participants:
James Scheurich, University of Texas-Austin
Barbara Jackson, Fordham University
Carole Kennedy, U. S. Department of Education
Kent Peterson, University of Wisconsin-Madison
Kenneth Leithwood, University of Toronto-OISE

Session 14, Saturday 10:00 AM – 11:15 AM
14.0, Salon B
Conversation: Breaching the Firewall:
Talk Among Higher Education and Educational Administration
   Edith A. Rusch, Rowan University
   Kevin Kinser, Louisiana State University
   James Coaxum, III, Rowan University
   Mimi Wolverton, University of Nevada-Las Vegas
   Adrienne Hyle, Oklahoma State University

14.1, Salon C
Paper Session: Recruiting and Retaining School Leaders
Discussion Leader: Diana Pounder, University of Utah
• Why Leaders Leave: A Study of Motivators and Inhibitors for the Principalship in 3 States
   Sandy Harris, Stephen F. Austin State University
   Carolyn Carr, Portland State University
   Michael Arnold, Southwest Baptist University
   Sandra Lowery, Stephen F. Austin State University
This study reports results of 350 principals from Texas, Missouri and Oregon who were surveyed regarding their retirement plans and then asked to identify motivating and inhibiting factors of the principalship.
• Sculpting School Leadership for the Recruitment and Retention of the Principal
   Luana Zellner, Texas A&M University
   Sharon Doughty, Texas A&M University
   Deborah Jinkins, Tarleton State University
   Barbara Gideon, Texas A & M University
The presentation discusses the tenets of successful campus leadership practices that ultimately lead to teacher leadership and successful principals.
• The Impact of School Achievement on Principal Recruitment in a Reform Environment
   Paul A. Winter, University of Louisville

14.2, Salon D
Symposium: Educational Leadership:
Dismantling the Discourse of Domination and Reconstructing Possibilities
   Gary Anderson, California State University-LA
   Jaime Grinberg, University of New Mexico
   Muriel Simms, University of Wisconsin-Madison

14.3, Salon E
Paper Session: Leadership for the Success of All Learners
Discussion Leader: Sally Zepeda, University of Georgia
• **Teacher Selection and Instructional Leadership: A Critical Dis-Connection**  
  Norma T. Mertz, University of Tennessee  
  Of the many behavioral correlates of instructional leadership, teacher selection is the least studied. The study examined the relationship between teacher selection and instructional leadership.

• **School Administrators' Engagement in Learning in Order to Promote Success for All Children**  
  Flora Ida Ortiz, University of California-Riverside

• **Non-leadership and Children's Learning: Skills and Competencies**  
  Angela Thody, University of Lincolnshire and Humberside  
  Society needs successful followers as much as leaders yet our educational organizations neglect to teach such vital life skills. The aim of this session is to kindle debate about the little researched area of non-leadership. The organizer’s contribution will be deliberately one-sided’. The audience is asked to provide the counterpoint.

14.4, Salon F  
Paper Session: International Perspectives on School Leadership  
Discussion Leader: Betty Merchant, University of Texas-San Antonio

• **Educational Leaders as Learners**  
  Olof Johansson, Umea University

• **Pluses and Minuses of British Head-teacher Reform: Toward a Vision of Instructional Leadership**  
  John C. Daresh, University of Texas-El Paso  
  Trevor Male, University of Lincoln  
  This paper reviews recent initiatives for the reform of British head-teacher professional development. It assesses the impact of these measures on heads' competencies as school building managers and educational leaders.

• **Leadership & Learning: Perspectives of Australian Principals**  
  John Collard, University of Canberra

14.5, Salon G  
Paper Session: Exploring GLBT Issues in Schools  
Discussion Leader: Patrick Slattery, Texas A&M University

• **Understanding Interconnections Between Cultural Differences: A Social Justice Imperative for Educational Administration**  
  Susan M. Perlis, Marywood University  
  Joan Poliner Shapiro, Temple University  
  Results presented from case study that focused on the interaction of forms of difference and emergence of multi-perspective identity awareness. Implications for educational administration explored.

• **Impact of the Lavender Ceiling: A Study of Openly Gay and Closeted K-12 Administrators**  
  Donald Fraynd, University of Wisconsin-Madison  
  Kimberly Kasperbauer, University of Wisconsin-Madison  
  Kimberly Kasberbauer, University of Wisconsin-Madison  
  • **Administrative Interventions for Gay Youth: Madison Metropolitan School District’s Hiring of a LGBT Teacher and Its Legal, Curricular, and Communal Implications**  
  Kimberly Kasberbauer, University of Wisconsin-Madison
Donald Fraynd, University of Wisconsin-Madison
Eric Anctil, University of Wisconsin-Madison
Dana Zickerman, University of Wisconsin-Madison

14.6, Salon H
Symposium: The ISLLC Standards in Action:
Reviewing Progress on National-Level Leverage Points
Joseph Murphy, Ohio State University
Joseph Schneider, AASA
John Holloway, ETS
Rick Tannenbaum, ETS
James Cibulka, University of Maryland

14.7, Salon M
Paper Session: Leaders’ Responses to Accountability and Achievement
Discussion Leader: Robert Donmoyer, University of San Diego
• Superintendent Responses to Test Score Gaps in Virginia
  Margaret Grogan, University of Virginia
  Whitney Sherman, University of Virginia
• The Relationship of School Accountability Ratings on Elementary Principals’ Leadership Practices
  Christine Milyard, New Mexico State University
• Principals’ Views of a Text-Driven Accountability System
  Don P. Schulte, Socorro ISD
  John R. Slate, University of Texas-El Paso

14.8, Rosewood Room
Roundtable: Teachers and Teaching
Table #1 Exploring Beginning Teacher Success: Implications for Teacher Retention
  Patricia L. Corum, Fort Zumwalt School District
  Jay Paredes Scribner, University of Missouri
This study explores how four effective beginning teachers experience the beginning of their careers. The data collected informs understanding about teacher mastery, new teacher induction, and professionalism.
Table #2 Professionalization of Teaching and the Holmes Group Reports
  Gary Uremovich, University of Dayton
A consortium of research university deans and educational foundations (The Holmes Group) recommends a transformation of teacher education and the career structure of professional teaching.
Table #3 Principals’ Beliefs about Teaching and Learning
  Frances Kochan, Auburn University
Research focuses on the relationships between principals’ beliefs about teaching and learning, their personal characteristics, and student achievement.
Table #4 Teachers of Color and European American Teachers’ Perceptions of Inter-group Conflict in Urban Schools
  Stella Bell, Texas A&M University
  Cornel Jones, Texas A & M University
  Jean Madsen, Texas A & M University
Table #5 Collaboration Among Kindergarten Teachers: Anticipating Teacher Leadership
Susan M. Printy, Ohio State University
Helen M. Marks, Ohio State University
Survey responses of kindergarten teachers allow an examination of the collaborative cultures of elementary schools. Strong relationships, shared purpose, and collective action reflect teacher leadership.

Table #6 Transforming Public Schools: Intersection of Leadership, Culture, and Schooling
Nelda Cambron-McCabe, Miami University
Janelle Gohn, Miami University
Michael Dantley, Miami University
Thomas Poetter, Miami University
Richard Quantz, Miami University

Session 15, Saturday 11:30 AM – 12:45 PM

15.0, Salon B
Conversation: How Are Educational Leadership Programs Preparing Future School Administrators to Understand Information Technology?
Chair: Scott McLeod, University of Minnesota
Participants:
Joyce Logan, University of Kentucky
David Anderson, Eastern Michigan University
Leonard Burns, Eastern Kentucky University
Bill Bozeman, University of Central Florida
Katherine Graham, New Mexico State University

15.1, Salon C
Paper Session: Analyzing Policy Discourse
Discussion Leader: Darleen Opfer, Georgia State University
• Analyzing Educational Policy Through a Critical Race Theory Lens
  Amy Aldous Bergerson, University of Utah
This paper utilizes Critical Race Theory to examine a scholarship initiative implemented by a state university. The initiative, intended to benefit students of color, may actually reinforce their subordination, both as they consider entering college and after arriving on campus.
• Voices From the Hegemonic Front:
  Inclusions, Exclusions, and Shaping of Voice in School Discourse
  Patricia A. L. Ehrensal, Temple University
• Educational Leadership, Ecological Destruction, and Moral Imperatives
  Dana Rapp, Ashland University

15.2, Salon D
Paper Session: Issues for Development and Success for Students of Color
Discussion Leader: Rosita Marcano, Northern Illinois University
• Human Capital and Minority Preparation
  Patrick Lynch, University of Texas-Pan American
  Alfredo Salinas, University of Texas-Pan American
• Building a Ladder for Latino Collegiate Success: Reaching Out to K-5 Parents
  Maricela Oliva, University of Texas-Pan American
  Diana Ramirez, University of Texas-Pan American
• Migrant Narratives of Parental Involvement: Lessons for Educational Leadership
  Gerardo R. López, University of Missouri

15.3, Salon E
Symposium: The Color of Spiritually Centered Educational Leadership and Its Role in White Racism
  Colleen A. Capper, University of Wisconsin-Madison
  Mark Gooden, Ohio State University
  Khaula Murtadha, Indiana University
  Maureen W. Keyes, University of Wisconsin-Madison
  Madeline Hafner, Loyola University

15.4, Salon F
Paper Session: Strategies for the Preparation of School Leaders
  Discussion Leader: Pamela Tucker, University of Virginia
• Portfolios for Professional Growth and Documenting ISLLC Standards
  David L. Stader, University of Wyoming
  Robert O. Neely, University of Wyoming
• Becoming a Principal: Role Transformation Through Clinical Practice
  Tricia Browne-Ferrigno, University of Kentucky
  Rodney Muth, University of Colorado-Denver
• Leadership Development Through Reflective Practice
  Patti L. Chance, University of Nevada-Las Vegas
  James Crawford, University of Nevada-Las Vegas

15.5, Salon G
Paper Session: Leadership for High Poverty Schools
  Discussion Leader: James J. Scheruich, University of Texas-Austin
• Leaders Who Understand the Complexity of Poverty Promote the Success of All Children
  Linda L. Lyman, Illinois State University
  Christine J. Villani, Southern Connecticut State University
  National survey results suggest the need for greater attention in UCEA programs to understanding complexity of poverty’s effects on the learning needs of students.
• Minimizing Adversity, Celebrating Diversity:
  Symbolic Leadership in High Achieving High Poverty Schools
  ElizaBeth McCay, Virginia Commonwealth University
  This paper explores leadership perspectives and actions in high achieving Title I Schools. How is a respectful, supportive, success-oriented school culture created and sustained?
• The Role of School Leaders in Connecting State Standards and Culturally Relevant Practices to Improve Student Academic Performance in Three High Poverty Elementary Schools
  Phyllis W. Sanders, University of South Carolina

National survey results suggest the need for greater attention in UCEA programs to understanding complexity of poverty’s effects on the learning needs of students.
15.6, Salon H
Symposium: *From Faith-Based Management to Flow: Opening the Managerial Medicine Chest to Inquiry and Scrutiny*
- Fenwick W. English, Iowa State University
- Larry E. Frase, San Diego State University
- Theodore B. Creighton, Sam Houston State University
- Michael Dantley, Miami University of Ohio
- Betty E. Steffy, Iowa State University

15.7, Salon M
Paper Session: Issues in the Study of the Superintendents at the Margins
Discussion Leader: Cindy Gerstl-Pepin, Georgia State University
- *The Study of Women Superintendents: Does It Harm or Help?*
  - C. Cryss Brunner, University of Minnesota
- *Women in the Superintendency: Barking Up the Wrong Chain of Command*
  - Mimi Wolverton, University of Nevada-Las Vegas
  - Timothy Macdonald, Washington State University
- *Tacit Knowledge in Trust Development: First Year Efforts of Two-Newly-Hired Superintendents*
  - Nancy Nestor-Baker, University of Cincinnati
  - Megan Tschannen-Moran, College of William and Mary

15.8, Rosewood Room
Roundtable: Issues of Leadership for Diverse Students

Table #1 The Professional Orientation and Gender of the Principal on School Culture and Student Success
- Barbara N. Martin, Southwest Missouri State University
- Teresa Hill, Springfield Public Schools
- Judy A Johnson, Southwest Missouri State University

The purpose of this inquiry is to examine the relationship of gender and professional orientation of the principal to determine the effect on an elementary school culture and student success. The intent of this study is to explore the premise that the gender and professional orientation of the school principal have an effect on the elementary school culture.

Table #2 Leadership and Learning in an Ethno-culturally Diverse Land(scape)
- Tim Goddard, University of Calgary
- Rosemary Foster, University of Manitoba

During this interactive roundtable sessions, the presenters will provide an overview of an on-going three-year investigation of the current state of educational leadership, policy, and organization in select northern Canadian schools.

Table #3 Supervision of Special Education Instruction: Negotiation of Priorities and Dispersal of Responsibility
- Debora A. Bays, Radford University
- Jean B. Crockett, Virginia Tech

Research related to the supervision of special education teachers and instruction in rural public schools will be shared in the form of a grounded theory.

Table #4 Ethical Leadership: Walking the Talk
- Rosemarye Taylor, University of Central Florida
- Jessie Strickland, Georgia Southern University

A study of Florida and Georgia educators sought to determine personal attributes valued in
educators, leader characteristics valued, alignment of ethical leadership with situational behavior, and impact of accountability on decision making.

Table #5 Dialogue with Principals: Listening to our Customers
Donna McCabe, University of Louisville
Diane Ricciardi, Jefferson County Public Schools

Table #6 Aesthetic Leadership Connections: Joining Accountability to Artistry
Nancy Langerock, Texas A&M University
Robert Slater, Texas A&M University

Accountability and high stakes testing have focused leadership and achievement on the cognitive, often ignoring affective elements within learning communities. This paper identifies the need for both in today’s schools.

Session 16, Saturday 1:00 PM – 2:15 PM
16.0, Continental Room
General Session and Mitstifer Lecture
Session Chair: Gail Furman, UCEA President
Presentation of the Jack A. Culbertson Award:
   Rosita Marcano, Northern Illinois University
Mitstifer Lecture Introduction:
   William L. Boyd, Pennsylvania State University
Mitstifer Lecture: Paul Hill, University of Washington
   • Leadership in a Reinvented Public School System
     Paul Hill is Research Professor in the University of Washington's Daniel J. Evans School of Public Affairs. He directs the Center on Reinventing Public Education, which is funded by foundations and businesses and develops, tests, and helps communities adopt alternative governance systems for public K-12 education. He holds a Ph.D. and MA from Ohio State University and a BA from Seattle University, all in political science. Before joining the University of Washington faculty, Paul Hill worked for 17 years as a Senior Social Scientist in RAND's Washington Office. As a government employee (1970-77) he directed the National Institute of Education's Compensatory Education Study and conducted research on housing and education for the Office of Economic Opportunity. He also served two years as a Congressional Fellow and Congressional staff member. Paul Hill's recent work has focused on reform of public elementary and secondary education. His most recent book is Fixing Urban Schools, published in August 1998 by the Brookings Institution. It is a primer for city leaders and foundations on strategies for transforming failing urban public school systems.

Session 17, Saturday 2:30 PM – 3:45 PM
17.0, Salon B
Conversation: Teaching Foundations Courses in Educational Leadership Programs
   Jeanne Brady, St. Joseph’s University
   Patrick Slattery, Texas A&M University
   Audrey Dentith, Manmouth University
17.1, Salon C
Invited Session: The New NCATE Standards for Advanced Programs in Educational Leadership
Organizer: Michelle D. Young, UCEA
Participants:
   Joseph Schneider, AASA
   Diane Ashby, NASSP
   Michael Martin, NCPEA
   David Sperry, AACTE
   James Cibulka, UCEA

17.2, Salon D
Point-Counterpoint: Virginia’s Accountability Initiative: Possibilities and Pitfalls
   Pamela D. Tucker, University of Virginia
   Daniel L. Duke, University of Virginia
   Margaret Grogan, University of Virginia
   Brianne L. Reck, University of Virginia
In a point-counterpoint format, participants will offer opposing views on Virginia’s reform efforts to encourage audience discussion about the standards movement as whole.

17.3, Salon E
Paper Session: Legal and Political Aspects of Special Education
Discussion Leader: Jean Crockett, Virginia Tech
• Benefit Maximization of Equal Respect: In the High-Stakes Testing of Children with Disabilities, Which is the Weaker Link?
   Patrick Pauken, Bowling Green State University
• Personal and Systemic Factors that Influence the Administrative Implementation of Special Education Laws and Regulations
   Deborah Witt, University of Cincinnati
   Scott McLeod, University of Minnesota
• Parent and School Autism Wars: A Civil Rights Struggle
   Heather Boyer, University of Texas-Austin
A framework will be presented to explain how an autistic child affects the school/parent relationship. Concrete suggestions for improving this relationship will be included.

17.4, Salon F
Symposium: Leading the Community Connection Inward: Generating Resources for Learning and Student Success
   Robert L. Crowson, Vanderbilt University
   Claire Smrekar, Vanderbilt University
   Laura Cohen-Vogel, Vanderbilt University
   Charles Hausman, University of Utah
   Ellen B. Goldring, Vanderbilt University
   Robert Berk, Vanderbilt University
   Andrew J. Finch, Vanderbilt University
   Dennis Shirley, Boston College
17.5, Salon G
Paper Session: Conceptualizing and Practicing Social Justice
Discussion Leader: Karen Cockrell, University of Missouri
• *Awakening the Rebellious Spirit of Educational Leadership: Moving Beyond ‘Success for All’ to Social Justice*
  Dana Rapp, Ashland University
• *Principal Leadership: Applying the Joint ISSLC-NCATE Standards*
  Elaine Wilmore, University of Texas-Arlington
• *Using a Social Justice Lens to Reframe Interviews of Principals from High Poverty Schools Labeled Low Performing*
  Debra Touchton, Stetson University
  Michele Acker-Hocevar, Florida Atlantic University

17.6, Salon H
Symposium: *Cohort Best Practices: Studies from the Field*
  Gini Doolittle, Rowan University
  Margaret Basom, San Diego State
  Bruce Barnett, University of Northern Colorado
  Diane Yerkes, San Diego State University
  Joe Donaldson, University of Missouri
  Jay P. Scribner, University of Missouri
Unique session format provides participants opportunity to examine successful cohort practices from three non-traditional programs. Topics include development of community, cohort learning, and assessment.

17.7, Salon M
Conversation/Film: *Learning for the Success of All Students: Documentary as Data Collection and Evidence*
  Joy C. Phillips, University of Texas-Austin
  Pedro Reyes, University of Texas-Austin
Session centers around viewing of newly created documentary of teachers engaged in excellent teaching practices, students actively engaged in learning, and extraordinary student work products.

17.8, Rosewood Room
Roundtable: Preparing School Leaders
Table #1 *Proposed NCATE Standards for Administrative Internships: Can UCEA Institutions Meet Those Expectations?*
  Donald G. Hackmann, Iowa State University
Table #2 *Adjunct Professors and Preparation of School Leaders: Benefits and Challenges*
  Robert Watson, Southern Missouri State University
  Judy Johnson, Sam Houston State University
Widespread use of the practitioner as “adjunct faculty,” raises concerns about continuity of programs. Case study provides benefits and challenges regarding the practitioner professor.
Table #3 *Preparation of Educational Leaders: Standards from a University’s Religious Mission*
  Darla Twale, University of Dayton
Carolyn Ridenour, University of Dayton
Table #4 O Supervision, Where Art Thou?: Questions About ‘Its’ Place in Leadership Preparation
Helen M. Hazi, West Virginia University
This paper focuses on how leadership preparation programs address the study of teaching and learning (i.e. supervision) through a preliminary look at the 62 UCEA programs.

Table #5 Educating Children for Citizenship in the 21st Century: Preparing Public School Administrators to Meet the Challenge
Charles J. Fazzaro, University of Missouri-St. Louis
James E. Walter, University of Missouri-St. Louis

Table #6 The Use and Adoption of Student Performance Information
Sung-Kwan Yang, University of Texas-Austin
Sue Mutchler, University of Texas-Austin
Brendan Maxcy, University of Texas-Austin

Session 18, Saturday 4:00 PM – 5:15 PM

18.0, Salon B
Conversation: Show Me the Data:
Do Cohorts Make a Difference for Students, Faculty, Programs, or Practice
Rodney Muth, University of Colorado-Denver
Bruce Barnett, University of Northern Colorado
Margaret Basom, San Diego State University
Cynthia Choi, LeMoyne College
Connie Fulmer, University of Colorado-Denver
Tricia Browne-Ferrigno, University of Kentucky
Diane Yerkes, San Diego State University
Cynthia Norris, University of Tennessee
This conversation focuses on cohort research, seeking collaboration among those doing cohort research, wanting to do cohort research, or wanting to learn more about cohorts.

18.1, Salon C
Paper Session: Aspects of School Board Relationships
Discussion Leader: James Cibulka, University of Maryland
• Administrative Responses to the Impact of Intrusive Board Behavior
  Ronald L. Capasso, Rowan University
  John C. Daresh, University of Texas-El Paso
  Robert W. Kern, Rowan University
• An Exploration of the Superintendent and Board of Education Relationship: Leadership and the Academic Needs of Children
  George J. Petersen, University of Missouri
  Lance D. Fusarelli, Fordham University
This investigation examines the perceptions of board of education members and superintendents regarding the current board governance model and its responsiveness to district needs and responsibilities.
• Voices of School Board Members:
  An Exploration of School Board Member Voice and Its Impact on Student Learning
  Meredith Mountford, University of Missouri
18.2, Salon D
Symposium: Success for All: Do School Scheduling Models Facilitate Student Learning?
Discussion Leader: Janice Walker, Iowa State University
- Connecting Constructivist Theory and Block-of-Time Scheduling
  Donald G. Hackmann, Iowa State University
- Blocking the School Schedule: Potential for Instructional Change
  Carol Freeman, University of Minnesota
- The Relationship Between School Characteristics, Schedule Type, and ACT Assessment Scores: A Longitudinal Study
  Matt T. Harmston, ACT
  Ann M. Pliska, ACT
  Robert Ziomek, ACT
  Donald G. Hackmann, Iowa State University

18.3, Salon E
Symposium: Our Dirty Little Secrets: Use, Abuse, Misuse, and Excuses of Power in Educational Administration
Discussion Leader: Gail Furman, Washington State University
Participants:
- Fenwick W. English, Iowa State University
- Duncan Waite, Southwest Texas State University
- Jeanne F. Brady, St. Joseph’s University
- Ira Bogotch, Florida Atlantic University
- Patricia Maslin-Ostrowski, Florida Atlantic University
- Betty Steffy, Iowa State University

18.4, Salon F
Conversation: Emerging Issues in the Professional Development of School Leaders
- Frances Kochan, Auburn University
- Paul Bredeson, University of Wisconsin-Madison
- Carolyn Riehl, University of North Carolina-Greensboro
- Ken Jenkins, University of North Carolina-Chapel Hill
This conversation will stimulate dialogue about issues related to the professional development of school leaders including beliefs, creating learning communities, and leadership preparation and development.

18.5, Salon G
Symposium: Leadership in Dropout Prevention, Reading, and Alternative Schools: Practitioners Connect
- Helen M. Hazi, West Virginia University
- Mary Lee Porter, Moundsville Junior High School
- Karen Huffman, West Virginia Department of Education
- Tammy Brock, Hedgesville High School
Practitioners examine the topics of administrative leadership in drop out prevention, reading instruction at the middle level, and alternative education programs.

18.6, Salon H
Paper Session: School Improvement Via Community Networks
Discussion Leader: Carol Wanat, University of Iowa

• Innovation Networks Among Public School Administrators: A Case Study and Strategic Network Analysis
  Ellen J. Williams, Brigham Young University
  Julie M. Hite, Brigham Young University
  Steven C. Baugh, Brigham Young University

• Building Capacity for a Learning Community
  Larry Sackney, University of Saskatchewan
  Coral Mitchell, Brock University

• School Administrators, Action Research, and Learning Communities
  Stephen P. Gordon, University of South Florida

This paper tracks administrators facilitating action research that empowered both administrators and the school community. The process and outcomes of action research projects are described.

18.7, Salon M
Invited Session: Building Momentum for Leaders for Social Justice
Organizer: Catherine Marshall, University of North Carolina-Chapel Hill

Leaders for Social Justice Advisory Board:
  Kofi Lomotey, Medgar Evers College
  Khaulia Murtadha, Indiana University
  Edith Rusch, Rowan University
  James Scheurich, University of Texas-Austin
  Martha McCarthy, Indiana University
  Augustina Reyes, University of Houston
  Larry Parker, University of Illinois
  Gary Anderson, California State University-L. A.
  Margaret Grogan, University of Virginia
  Colleen Larson, New York University

Leaders for Social Justice (LSJ) collects and multiplies efforts to make equity central in educational administration. Learn about the projects supported by the Ford Foundation, as well as those supported by determination and good will, and come participate in generating more ideas.

18.8, Rosewood Room
Roundtable: Defining, Measuring, and Promoting Student Learning and Success: An International Perspective
Organizer: Betty Merchant, University of Texas-San Antonio

Table #1 Promoting Student Learning in Australia
  John Collard, University of Canberra

Table #2 Promoting Student Learning in Canada
  John Burger, Ministry of Learning-Alberta
  Tim Goddard, University of Calgary
  Carolyn Shields, University of British Columbia
  Norman Wicks, Nechako Lakes School District #91

Table #3 Promoting Student Learning in England
  Angela Thody, University of Lincolnshire and Humberside
  Fergus O’Sullivan, University of Lincolnshire and Humberside
Megan Crawford, Open University
How do we develop successful teachers to develop effective learning in children?
Table #4 Promoting Student Learning in New Zealand
Brian Cusack, University of Auckland
Table #5 Promoting Student Learning in Mexico
Mariela Rodriguez, New Mexico State University
Norma Moreno, New Mexico State University
Table #6 Promoting Student Learning in Sweden
Olof Johansson, Umea University
Table #7 Promoting Student Learning in United States
Juanita Garcia-Wagstaff, University of Texas-San Antonio
Betty Merchant, University of Texas-San Antonio
Table #8 Leaders for the Invisible Continent: A Structured Conversation
Paul Bredeson, University of Wisconsin-Madison
Olof Johansson, Umea University
Paul Begley, University Toronto
Table #9 International Beginning Principals Study: Leadership for Learning
Judith Berg, Rhode Island College
Bruce Barnett, University of Northern Colorado
Gene Hall, University of Nevada-Las Vegas
Carol McGrevin, Georgia State University
Keith Walker, University Saskatchewan
Trevor Male, Lincoln University-UK
This cross-national study suggests novices’ attention to teaching and learning is frequently deferred due to other demands. Implications of this reality will be explored.
Table #10 Educational Leadership: An International Partnership
Gary Brooks, University of Texas-El Paso
Don P. Schulte, Socorro ISD
Fergus O’Sullivan, University of Lincolnshire-Humberside

Session 19, Saturday 5:30 PM – 6:30 PM
19.0, Salon M
Special Interest Group Meeting: Leaders for Social Justice
Catherine Marshall, University of North Carolina-Chapel Hill

UCEA Graduate Student Symposia
The UCEA Graduate Student Symposium is intended to bring graduate students together at the convention. All graduate students are welcome; no special registration for these sessions is required. Sessions will feature practical tips, expert advice, useful examples, and handouts. Students are encouraged to introduce themselves, and to interact with the symposium faculty members throughout the convention.
Building A Higher Education Coalition
Organizer:
Michelle Young, UCEA
Participants:
David Imig, AACTE
Ira Thomas, AACTE
María Luisa González, New Mexico State University
Gail Furman, Washington State University
Theodore Creighton, Sam Houston State University
Elaine Wilmore, University of Texas-Arlington

Session 20, Saturday 6:00 PM – 9:00 PM
20.0, Pavilion
Convention Banquet
6:00 Cash Bar
6:30 Welcome and Paula Silver Award Presentation
7:00 Dinner
8:00 Invited Address
9:00 Musical Entertainment
Emcee: Gail Furman, UCEA President 2001-2002
Paula Silver Award Presentation:
Claudia Seeley, University of Utah
Invited Address Introduction:
Linda Skrla, Texas A & M University
Address by Patricia Hill Collins
• The Politics of Diversity: Issues and Challenges
Patricia Hill-Collins received her BA and PhD degrees from Brandeis University and an MAT degree from Harvard University. While her specialties in sociology include such diverse areas as sociology of knowledge, organizational theory, social stratification and work and occupations, her research and scholarship have dealt primarily with issues of gender, race and social class, specifically relating to African American women. She is also a member of the Women's Studies Program. She has published many articles in professional journals and edited volumes. Her first book, Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment, published in 1990, has won many awards. Her second book, Race, Class and Gender: An Anthology (edited with Margaret Andersen), originally published in 1992 with a second edition in 1995, is widely used in undergraduate classrooms throughout the United States. Professor Collins has taught at several institutions, held editorial positions with professional journals, lectured widely in the United States, served in many capacities in professional organizations and has acted as consultant for a number of businesses and community organizations. She is currently completing her third book, tentatively titled Fighting Words, to be published by the University of Minnesota Press. In recognition of her numerous accomplishments, Professor Hill Collins had been named a Charles Phelps Taft Professor, the first female in UC history to hold this title.
Session 21, Sunday 8:00 AM – 9:00 AM

21.0, Salon B
Paper Session: Developing Assistant Principals
Discussion Leader: Bradley Portin, University of Washington
• Developing Visions of Leading Learners through an Assistant Principals’ Academy
  John C. Daresh, University of Texas-El Paso
This paper describes an Assistant Principals’ Academy initiated in a rapidly growing school district as a way to provide a pool of capable and talented school leaders who will be able to step forward as future school principals.
• Understanding the Role of the Assistant Principal: Results of the Georgia Assistant Principal’s Survey
  Vicki M. Denmark, Fulton County Schools
  Douglas R. Davis, Georgia State University

21.1, Salon C
  Joseph Murphy, Ohio State University

21.2, Salon D
Paper Session: Perceptions of School Governance
Discussion Leader: C. John Tarter, St. Johns University
• Principals’ and Teachers’ Views of Site Based Management
  Terry-Ann Rodriguez, Region 19 ESC
Responses to a statewide survey indicated differences in the perceptions of principals and teachers regarding Site-Based Management at the campus level.
• The Intuitive Dimensions of Administrative Decision Making
  Stephen H. Davis, University of the Pacific
  Patricia Blackwell Davis, California State University

Session 22, Sunday 8:00 AM – 10:00 AM

22.0, Salon E
Paper Session: Practices and Perceptions of Diverse School Leaders
Discussion Leader: Vita Saavedra, University of New Mexico
• Comparing the Leadership Practices of Mexican and American School Administrators
  Michael Boone, Southwest Texas State University
  Charles Slater, Southwest Texas State University
  Isaias Alvarez, Instituto Politecnico Nacional
  Carlos Topete, Instituto Politecnico Nacional
• The Leadership of African American Principals in Responding to Inter-group Conflict
  Jean Madsen, Texas A&M University
  Reitumetse Mabokela, Michigan State University
• Graduate Students in Educational Leadership Reflect on Issues of Race, Ethnic, and Gender Diversity: A Qualitative Research Study
  Carolyn S. Ridenour, University of Dayton
• Latinas In Educational Administration: At-Risk or Untapped Potential
  Rosita L. Marcano, Northern Illinois University
22.1, Salon F
Paper Session: The Passage and Implementation of State Accountability Systems
Discussion Leader: Lance Fusarelli, Fordham University
• Use of Accountability for Decision Making in Texas Bilingual Programs
  Gordon Gates, Texas A&M University-Commerce
  Kristi Lichtenberg, Garland ISD
• Leaders or Followers? New York State School Districts’ Responses to State Imposed High School Graduation Requirements
  John W. Sipple, Cornell University
  Miguel Zavala, Cornell University
  David Monk, Pennsylvania State University
  Kieran Killeen, Cornell University
  Lauren N. Faessler, Cornell University
• Political Leadership in Education for the Success of All Children: An Analysis of Florida Public School Accountability Legislation, 1989-2000
  Brian Binggeli, Henrico County Public Schools
  Jennifer A. Sughrue, Virginia Tech
Florida has legislated higher stakes and standards for public education. This study traces issues that have shaped change and presents implications for educators and policymakers.
• Social Promotion in Georgia
  Andy Baker, Georgia State University
  Judith Duncan, Georgia State University
  Joy Mordica, Georgia State University
  Kevin Daniel, Georgia State University
  Amy Ringue, Georgia State University
• Measuring the Success of a Statewide Systemic Change Initiative
  Dominic Scott, New Mexico State University
  Gary Ivory, New Mexico State University
  Mariela A. Rodriguez, New Mexico State University

22.2, Salon G
Interactive Conversation: Teaching Strategies for Developing Leaders for Social Justice
  Colleen A. Capper, University of Wisconsin-Madison
  Michelle D. Young, UCEA

22.3, Salon H
Symposium: The National College for School Leadership in England: Leadership Development on a Grand Scale - Strategies, Findings, and Achievement Year One On
  David Jackson, National College
  Geoff Southworth, National College
  Gene Payne, National College

22.4, Salon M
Graduate Student Symposium #3
• Now What? Making the Transition from Student to Faculty Member
Conveners:
  Scott McLeod, University of Minnesota
  Gerardo López, University of Missouri
Khaul Murtadha, Indiana University
David Quinn, University of Arizona
Megan Tschannen-Moran, College of William and Mary
Pamela Tucker, University of Maryland

22.5, Rosewood Room
National Commission for the Advancement of Educational Leadership Preparation #3
• Recommendations for Future Directions
Chair: Michelle D. Young, UCEA
Participants:
Robert Kottkamp, Hofstra University
Michael Martin, University of Colorado-Denver
María Luisa González, New Mexico State University
Diana Pounder, University of Utah
Naftaly S. Glasman, University of California-Santa Barbara
Frances Kochan, Auburn University

Session 23, Sunday 9:00 AM – 10:00 AM

23.0, Salon B
Paper Session: Principal Evaluation as a Method for School Improvement
Discussion Leader: Vincent Anfara, Temple University
• Politics of Principal Evaluation
  Stephen Davis, University of the Pacific
  Phyllis Hensley, University of the Pacific
• Reconstructing Principal Evaluation for Student Achievement: An Inquiry-Based Model
  Bruce H. Kramer, University of St. Thomas
  Donald R. LaMagdeleine, University of St. Thomas

23.1, Salon C
Point-Counterpoint: Higher Education in the Post-Affirmative Action Era: Recapping Experiences
  Zulma Mendez, University California-Riverside
  Flora Idia Ortiz, University California-Riverside
  Luis Cruz, University California-Riverside
  Rodney Ogawa, University California-Riverside
  Samantha Scribner, University California-Riverside
  Marilyn Martinez-Flores, University California-Riverside
  Elizabeth Gutierrez, University California-Riverside
  Mark Salinas, University California-Riverside

23.2, Salon D
Paper Session: Freedom of Speech in Public School Settings
Discussion Leader: Charles Russo, University of Dayton
• School Sponsored Prayer is Flawed Educational Policy:
  A Discussion of Santa Fe ISD V. Jane Doe
  Elizabeth T. Lugg, Illinois State University
• Changing Parameters of Administrators’ Freedom of Speech Rights
  Ann Hassenpflug, University of Akron
  Although some federal courts continue to regard administrator speech on matters of public concern as unprotected, others are granting protection.

Session 24, Sunday 10:15 AM – 11:30 AM
24.0, Hall of Mirrors
General Session
Session Chair and Introductions: Darleen Opfer, Georgia State University
Eugene Garcia, University of California-Berkeley
• The Troublesome “ALL” in the High Achievement of “ALL” Challenge
Eugene Garcia is the Dean of the Graduate School of Education and Professor of Language, Literacy, and Culture in Education at the University of California-Berkeley. He earned his Ph.D. in Human Development from University of Kansas. Professor Garcia’s research is in linguistic and cultural diversity in schools. His honors include: in 1991 an American Educational Research Association Senior Research Award, from 1983 to 1986 a Kellogg National Research Fellowship, from 1980 to 1981 a National Research Council Fellowship, and from 1976 to 1977 a Harvard University Postdoctoral Fellowship. Among his numerous books are Understanding and Meeting the Challenge of Student Diversity (1999), Meeting the Challenge of Linguistic and Cultural Diversity in Early Childhood (with B. McLaughlin, 1995), and Education of Language Minority Students: Research, Policy and Practice (with D. August, 1988).

Mark Your Calendar for These Upcoming UCEA Events!

NCAELP Report to AASA, San Diego, CA, February, 2002
UCEA/NCPEA/AASA Higher Education Reception, San Diego, CA February 16, 2002
NCAELP Report to AACTE, San Diego, CA, March, 2002
David L. Clark Graduate Student Research Seminar, New Orleans, LA, April 5-6, 2002
UCEA/Div A/Div L/ Corwin Press Reception, New Orleans, LA, April 2002
NCAELP Report to NCPEA, Vermont, August, 2002
2002 UCEA Annual Convention, Pittsburgh, PA, November, 2002
Check our website, www.ucea.org, for updates on these and other UCEA events.
An Introduction to UCEA

History
In 1954, members of the Cooperative Program in Educational Administration (Middle Atlantic Region) proposed an organization that would be devoted to improving professional preparation of educational administrators. To help establish such an organization, a central office with part-time staff was established on the campus of Columbia University, financed by a grant from the W. K. Kellogg Foundation to Teachers College of Columbia. 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 1957, and the UCEA central office moved to The Ohio State University where a small, full-time staff was hired. In 1984 the central office was moved to Arizona State University and to The Pennsylvania State University in 1991. Since 1996 the central office has been located at the University of Missouri. Since its inception, the Council has worked to improve the professional preparation of administrative personnel in both continuing education and pre-service programs. UCEA has been a major contributor to:

• Broadening the content of preparation programs for educational administrators,
• Extending use of more effective methods of inquiry in educational administration,
• Shifting educational administration from an anecdotal orientation to a more scientific one, leading to generalizations about organization and leadership,
• Developing new instructional materials for administrator programs,
• Fostering exchanges in research and in program development between professors and administrative leaders in the U.S. and their counterparts in other countries, and
• Continuing efforts toward standards of excellence in research and in preparation programs for administration.

More recently, the Council also has focused considerable attention on strengthening relationships among institutions that prepare administrators for service and the school districts and other agencies in which administrators serve. The council’s most recent initiative in this area is the development of the National Commission for the Advancement of Educational Leadership Preparation (NCAELP).

Financing
With the expiration in 1969 of a second five-year grant from the Kellogg Foundation, UCEA has been supported through a combination of membership dues, donations of resources, facilities, equipment and staff time from member institutions, sales of publications and instructional materials, and investment income. From time to time, the Council also obtains grants from outside institutions for special projects.

Governance and Staff
UCEA’s governance is vested in two official bodies, the Executive Committee and the Plenum. The Executive Committee is composed of nine individuals elected from member institutions. The Executive Committee makes decisions about appointments and compensation of personnel, develops plans for and makes recommendations to the Plenum, and, when necessary, makes interim program decisions. Executive Committee Officers consist of a President, who presides at all Plenary Sessions and Executive Committee Meetings; the President-Elect, who chairs the convention; and the Secretary Treasurer. The Plenum, comprised of one representative from each member university, elects the Executive Com-
mittee, helps make governance, finance, and membership decisions, provides linkages with member university faculty and students, and promotes programmatic involvement with UCEA. UCEA Central Staff are led by the UCEA Executive Director, whose responsibilities include working with the Executive Committee to build the vision, goals, and activities for UCEA consistent with its mission and leading, supporting, managing, and executing the routine work of UCEA. Central Staff also include an Associate Director, an Assistant to the Director, a Financial Director, and graduate assistants.

**UCEA Member Institutions**

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Deans, Department Chairs, and Faculty from doctoral degree granting non-UCEA member universities interested in pursuing membership are invited to contact:
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205 Hill Hall
Columbia, MO 65211
execucea@coe.missouri.edu
The Roald F. Campbell Lifetime Achievement Award

The Campbell Award was established in 1992 for the purpose of recognizing 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 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
1999 .................................................... No Award
2000 .................................................... No Award
2001 .................................................... TBA

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 the preparation of educational administrators and/or professors of educational administration.
The Jack A. Culbertson Award
The Jack A. Culbertson award was established in 1982 to recognize the unique contributions of outstanding junior professors and to honor Jack A. Culbertson, who inspired so many young professors during his tenure as UCEA executive director.

1983 ............................................. Patrick B. Forsyth, Oklahoma State University
1984 ........................................... L. Dean Webb, Arizona State University.
1985 ............................................. Jeri Nowakowski, Northern Illinois University
1986 ............................................. Joseph Murphy, University of Illinois
1987 ........................................ Walter H. Gmelch, Washington State University
1988 ........................................... Charol Shakeshaft, Hofstra University
1989 ........................................... Carol A. Veir, University of Texas–Austin
1990 ........................................... Paul V. Bredeson, Pennsylvania State University
1991 ........................................... Kent D. Peterson, University of Wisconsin–Madison
1992 ........................................... Ann W. Hart, University of Utah
1993 ........................................... Paula M. Short, Pennsylvania State University
1994 ........................................... Stephen L. Jacobson, SUNY-Buffalo
1995 ........................................... Neil Theobald, Indiana University
1996 ........................................... Frances C. Fowler, Miami University-Ohio
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 ........................................... TBA

The Culbertson Award was organized and is coordinated 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 most welcome and may be made by check, payable to UCEA Culbertson Award Program, University Council for Educational Administration, 205 Hill Hall, Columbia, Missouri 65211.

The Paula Silver Case Award

1999 .......................... James S. Rinehart, University of Kentucky
2000 .......................... Karen Seashore, University of Minnesota
                          BetsAnn Smith, Michigan State University
2001 ........................................... TBA

The Paula Silver Case Award was instituted by UCEA in 1999 to memorialize the life and work of Paula Silver, a 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.
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