Pre-Session 1, Thursday 12:00 PM – 9:00 PM

1.1, Duquesne
Work Group Meeting: Work Groups Designing Evaluation Research on Effectiveness of Leadership Preparation Programs

   Robert Kottkamp, Hofstra University; Margaret Terry Orr, Teachers College
   This is a Pre-session work meeting of the UCEA-TEA/SIG workgroups that began to design evaluation research to assess effectiveness of preparation programs at last year’s Convention. Attendance is open only to members of the workgroups.

1.2, Chartiers
Workshop: Leadership

   Peter Wilson, Southern Illinois University
   This pre-conference workshop shares the work of the National Forum to accelerate Middle-Grades Reform.
   The National Forum has brought together a group of 60 key leaders in 10 states, known as the Southern Forum to Accelerate Middle-Grades Reform, to spur middle-grades improvement in the South through the development of middle-grades leaders. To provide materials for other across the country, the Forum is developing its own leadership curriculum to be ready in mid-2002.

1.3, Rivers
   Please Note Session Time 7:00 p.m. – 9:00 p.m.
Conversation: Educational Leadership Consortium: Continuing the Dialogue on Dissertations: Writing the Narrative

   Karen Sernak, Rowan University; Deborah Haggett, Medford Public Schools
   The session will be a brief discussion about the dissertation process we used and Debbie’s experience of the process. The bulk of the session will be stimulating discussion among the attendee’s regarding various non-traditional approaches to writing a dissertation for educational leadership.

Session 2, Friday, 8:00 a.m. – 9:30 a.m.

2.1, Sterling’s 2
Presentation: Insights on the Work of the National Commission for the Advancement of Educational Leadership Preparation (NCAELP)

   Chair: Frances Kochan, Auburn University
   Participants: Gail Furman, Washington State University; David Imig, Executive Director, AACTE; Fred Brown, NAESP; María Luisa González, New Mexico State University; Theodore Creighton, NCPEA
   This interactive session will present an overview of the work of the NCAELP and provide an opportunity for educational leadership faculty to provide insights and suggestions for future directions. Participants will also be invited to become involved in NCAELP.

2.2, Duquesne
Paper Session: Multiple Perspectives on School Improvement and Student Achievement
Discussion Leader: Wade Smith, Auburn University
Chair: Carolyn Wanat, University of Iowa

   • Improving Student Achievement through Systemic Risk-Taking with Reform: The Impact of Shared Power and Trust in Collaboration
     Rose Ylimaki, State University of New York – Buffalo
     This paper illustrates, through findings from an empirical study, that systemic risk-taking and reform—“grounded” in shared power and trust—can be mutually supportive and contribute to the improvement of student achievement in schools.

   • Student Achievement in Alberta’s Charter Schools
     Frank Peters, University of Alberta; Jose da Costa, University of Alberta
     This paper reports the findings of a study examining the academic performance of students in Alberta’s Charter schools on a number of dimensions.

   • Making Sense of School Improvement Data: Theoretical Constructs Embedded in Instruments and Tools for Analysis
     Mary Erina Driscoll, New York University
     This study presents the results of a systematic analysis of a set of widely distributed instruments used for data collection and analysis at the school level. Analyses focus on identifying the assumptions that are embodied in the instruments and the ways in which they are linked to actions for school improvement.
2.3, Sterling’s 1
Symposium: Leadership for Diversity: Accessing the Wisdom of Practice Using Three Diversity Areas
Donald Fraynd, University of Wisconsin-Madison; Richard Halverson, University of Wisconsin-Madison; Eric J. Anctil, University of Wisconsin-Madison; Nora Smith, University of Wisconsin-Madison
This symposium presents a new conceptual framework that helps focus particular attention on the wisdom of successful leadership practice by analyzing three cases of leadership practice from three different areas of diversity: Lesbian/Gay/Bisexual/Transgender (LGBT), American Indian, and, Disability.

2.4, Benedum (7:30 a.m. – 9:30 a.m.)
International Scholars Breakfast Meeting and Symposium
Organizers:
Betty Merchant, University of Texas at San Antonio; Ulrich Reitzug, University of North Carolina at Greensboro

2.5, Sterling’s 3
Symposium: Opening the Pandorian Paradox in the National Standards for Educational Leaders
Fenwick English, University of North Carolina-Chapel Hill; Michael Dantley, Miami University; Jackie Blount, Iowa State University; Gary Anderson, California State University, Los Angeles
This symposium will explore the apparent contradictions in formulating a generic set of leadership standards for preparing school leaders. The most significant of these contradictions is the notion that generic leaders defined by the standards results in standardizing leaders themselves. At a time when leadership diversity is required for increasingly diverse populations, generic standards are a force going in the opposite direction.

2.6, Forbes
Symposium: Implementing Systems of Accountability to Ensure That No Child is Left Behind: Questions Raised by the Maryland Experience in Standard’s Based Educational Reform
Hanne Mawhinney, University of Maryland; Jackie Cossentino, University of Maryland; Leticia Williams, University of Maryland; Bud Rorison, University of Maryland; Daria Buese, University of Maryland; Heinrich Mintrop, University of California-Los Angeles; Meredith Honig, University of Maryland; Shannon Bramblett, University of Maryland
Findings from new empirical research on implementation challenges in high stakes accountability systems offer important questions to guide a kind of discussion and debate that must occur if NCLB is to meet the implied goal of fostering learning for all. The symposium will provide such guiding questions discussion and debate.

2.7, Board Room
Meeting: Program Centers Directors’ Meeting
Organizer: George J. Petersen, University of Missouri-Columbia and Associate Director of UCEA

2.8, Allegheny
Paper Session: Leadership and the Classroom: Policy and Practice
Discussion Leader: Keith Gurley, University of Kentucky
Chair: Patsy Johnson, University of Connecticut
• The Role of School Leaders in Mediating Between Reading Policy and Teachers’ Classroom Practice
Cynthia Coburn, University of Pittsburgh
This study investigates how principals mediate the relationship between changing reading policy and teachers’ classroom practice. Particular attention is given to the ways principals’ beliefs about reading influence leadership practices and how these, in turn, shape the micro-processes of teacher learning and change.
• Are Standards Making a Difference in Classroom Instruction? Confusing Instructional Leadership with Accountability Mandates
Patti Chance, University of Nevada, Las Vegas; Robert B. Anderson, Clark County School District
This study investigated principals’ and teachers’ perceptions of the impact of science standards on instruction, curriculum, assessment, accountability, professional development, and supervision. Results suggest that standards and accountability systems promote compliance with rules and regulations at the expense of instructional leadership.
2.9, Heinz
Paper Session: International Perspectives on Distributed Leadership
Discussion Leader: Khaul Murtadha, Indiana University
Chair: Gregg A. Garn, University of Oklahoma
- The Relationship Between Distributed Instructional Leadership and School Climate
  James Taylor, University of Michigan
  This paper reports the results of a study of the relationship between distributed instructional leadership and climates of academic press and collective responsibility. The paper advances a synthesis of instructional leadership and distributed leadership, presents a theoretical rationale for the relationship with school climate, and reports findings of analyses.
- Preparing for Distributed Leadership in Site-Level School Leadership
  Fergus O’Sullivan, University of Lincoln, UK
  An analysis of the UK National Certification Programme for Bursars (site level school business managers) developed for the Department of Employment and Skills by the National College for School Leadership. The programme is outlined and key issues in the rise of new profession discussed.
- Teacher Leadership and School Improvement in an International Context
  Rosemary Foster, University of Alberta; Brenda St. Hilaire, University of Manitoba
  The proposed paper reports on an investigation of leadership in select secondary schools in Canada and England that have adopted models of and use the language “teacher leadership”.

2.10, Chartiers
Symposium: Honoring the Discourses in the Politics of Education: Redefining an Essential Frame for Educational Leadership
Jane Clark Lindle, University of Kentucky; Bob Johnson, University of Utah; Enrique Aleman, University of Texas at Austin; Brendan Maxcy, University of Texas at Austin; Gerardo Lopez, Indiana University; Catherine A. Lugg, Rutgers University; Jay D. Scribner, University of Texas at Austin; Hanne Mawhinney, University of Maryland, Doug Mitchell, University of California, Riverside; Catherine Marshall, University of North Carolina at Chapel Hill
  Schooling for all students presents political dilemmas for school leaders. The purpose of this symposium is to explore the epistemological and historical roots of the study of educational politics and suggest directions for school leadership.

2.11, Traders
Paper Session: Women in Leadership Roles
Discussion Leader: Catherine Marshall, University of North Carolina at Chapel Hill
Chair: Faith Crampton, University of Wisconsin - Milwaukee
- Gender and Tacit Knowledge in the Superintendency
  Nancy Nestor-Baker, University of Cincinnati
  This study provides an initial examination of the tacit knowledge of female superintendents and compares male and female tacit knowledge. Categories of tacit knowledge, predominance of those categories, and implications for female administrator development will be discussed.
- Longitudinal Study of Women in School Administration: 1972-2002
  Norma Mertz, University of Tennessee
  The paper reports a thirty-year (1972-2002) study of the numbers of women holding line administrative positions in public school districts in one state.
- The Influence of Experience, Position, and Gender on Administrative Network Structure in Public Schools
  Julie Hite, Brigham Young University; Ellen J. Williams, Brigham Young University; Steven C. Baugh, Brigham Young University
  In this case study, educational administrator’s experience, position, and gender influenced administrative network structure and position. Implications suggest administrators should increase awareness of network structure to develop effective internal communities of learning, resource sharing, and support.

Session 3, Friday, 9:35 a.m. – 11:05 a.m.
3.1, Benedum
Roundtable Session:
Table A: Perceptions and Experiences of Licensed and Aspiring Superintendents Regarding Pursuit of the Superintendency
Margaret Grogan, University of Missouri-Columbia
  The purpose of this study was to ascertain perceptions of educators licensed as a division superintendency, but who have not assumed the role.
Table B: The Role of Principal Leadership Training in Urban School Reform
Lea Hubbard, University of California, San Diego; Mary Kay Stein, University of Pittsburgh
This paper makes an important contribution to our knowledge of educational leadership by exposing the relationship between leadership training and whole school reform.

Table C: Square Pegs into Round Holes Or Is It Round Pegs into Square Holes?
Ellen Bueschel, Miami University
This round table conversation deals with “border crossers”—school administrators who move into the academy and faculty who work in schools.

Table D: Latina/o Educational Trends in the Midwest: Providing Effective School Leadership in a Changing Social Context
Gerardo Lopez, Indiana University; Mark Ehlert, University of Missouri-Columbia; Jay P. Scribner, University of Missouri-Columbia
This roundtable examines Latina/o educational trends in the state of Missouri, and hopes to foster a critical discussion on effective school leadership practices that could mitigate student success in this rapidly changing social context.

Table E: Developing Moral Leadership Through Teaching Ethics
Ernestine Enomoto, University of Hawaii; Bruce H. Krammer, University of St. Thomas
Given the importance of moral leadership, the established standard of ethics, and more course offerings addressing ethical concerns, the aim of this roundtable session is to present our specific teaching approaches, discuss defining and developing moral leadership, and consider the relevance of ethics to our students, especially in light of the ISLLC standards.

Table F: Roles of Schools and Teachers in the Rapidly Transforming Era
Namgi Park, Gwangju National University of Education
In this rapidly transforming era, people, including students, have difficulty to adjust the changes and consequently lose their directions. Divorce rate are increased tremendously in Korea. Elementary school teachers have to learn English and computer. In the united States, teachers are undergoing self-defense classes and conflict resolution technique to tackle the diversity issues.

Table G: Leadership and Learning in Canada’s Ethnoculturally Diverse North
Tim Goddard, University of Calgary; Rosemary Foster, University of Manitoba; Christine Martineau, University of Calgary; Jeff Finell, Davidson School Division
This interactive roundtable will include a research overview and a focused discussion around our analysis and interpretations of three themes (School organization, School-family-community relations, First language loss and culture). Participants will make insights and construct original questions that will be helpful as we continue this investigation.

3.2, Duquesne
Symposium: The Editors Speak: Is One Set of Research Standards Adequate to Judge Article Merit for Publication?
Fenwick English, University of North Carolina-Chapel Hill; Jane Clark Lindle, University of Kentucky; Ulrich Reitzug, University of North Carolina at Greensboro; Duncan Waite, Southwest Texas State University; Ted Creighton, Sam Houston State University
The editors of four refereed journals in educational administration will speak to the issue of whether one set of standards for judging the merit of an article is adequate. The journals are Educational Administration Quarterly, Journal of School Leadership, International Journal of Leadership in Education: Theory and Practice, and Education Leadership Review.

3.3, Sterling’s 1
Symposium: How Will We Know Whether Cohorts and Other Delivery Strategies Produce Effective School Leaders?
Bruce Barnett, University of Texas at San Antonio; Tricia Browne-Ferrigno, University of Kentucky; Mark Stanwood, Rowan University; Sandra Alberti, Rowan University; Mary Alimenti, Rowan University; Alyce Anderson, Rowan University; Rod Muth, University of Colorado at Denver; Virginia Doolittle, Rowan University; Janie Haines, Rowan University
Interactive symposium focusing on: (a) a multi-level research design to determine whether learning transfers to professional practice, and (b) recent studies examining the connection between program practices and student learning.

3.4, Sterling’s 2
Paper Session: School Reform, Middle Schools, and the Urban Community
Discussion Leader: Betty Malen, University of Maryland
Chair: James Koschoreck, University of Cincinnati
- What’s “Urban” About the Urban School Principalship? Case Studies of Four Middle School Principals in One Large City School District
Joseph Flessa, University of California, Berkeley

This project presents the results of ethnographic, case study research that sought to understand how four everyday middle school principals in one struggling urban district articulated the ways that both macro-level (outside-of-school) and micro-level (within-school) imperatives are linked, shaping, and constraining their jobs.

- **Coordinated, School-Linked Services, and Urban School Reform: A Case Study of Three Cities’ Efforts**
  Bonnie Johnson, University of Kentucky
  The desire for a holistic approach to solve the multifaceted problems of today’s youth has led to efforts to restructure social service provision and the formation of school-linked programs. This case study explores how three urban districts structure and evaluate coordinated school-linked services efforts.

- **The Middle School Movement and High Student Achievement: Unraveling the Black Box**
  Kathleen Brown, University of North Carolina-Chapel Hill; Vincent A. Anfara, Jr., University of Tennessee; Kathleen Roney, Rosemont College
  This qualitative, multi-site case study explored the implementation of middle level reform components in both high and low performing middle schools. Findings led to the second phase, which had as its purpose the identification of factors teachers linked to student achievement.

3.5, Sterling’s 3
Paper Session: Enhancing Teaching and Learning in the Content Areas
Discussion Leader: Whitney Sherman, Georgia State University
Chair: Nan Restine, University of Alabama

- **Leading in Mathematics in an Era of Literacy Reform: The Role of Leadership Content Knowledge**
  Mary Kay Stein, University of Pittsburgh; Barbara Scott Nelson, Education Development Center
  This paper examines the role of subject matter (in both literacy and mathematics) in the current practices of school and district leaders.

- **Communities of Practice: Their Professional Impact**
  Susan Printy, Michigan State University
  This study investigates the participation of mathematics and science teachers within their communities of practice and demonstrates the power of such communities to increase teachers’ learning, competence, and use of instructional techniques that align with national mathematics and science standards.

- **Principals and Teachers Speak Out on Strategies and Attributes to Enhance Successful Inclusionary Learning for Early Childhood and Early Childhood Special Education Learners**
  Barbara LaCost, University of Nebraska-Lincoln; Marilyn L. Grady, University of Nebraska-Lincoln
  A comparison of principals and teachers responses to an assessment of the roles, responsibilities, and challenges related to developing, implementing and maintaining early childhood (EC) and early childhood special education (ECSE) programs in school settings and alternative settings is provided.

3.6, Forbes
Paper Session: Governance, Institutions, and the Role of Leadership in Multiple Cultural Contexts
Discussion Leader: Linda Skrla, Texas A & M University
Chair: Meredith Mountford, University of Missouri-Columbia

- **Color Blind and Color Conscious Leadership in Suburban Desegregated Schools**
  Jean Madsen, Texas A & M University; Reitu Mabokela, Michigan State University
  Educational organizations that reflect diversity of class, gender, socio-economic status and nationality establish a complex set of interactions that have implications for how groups are formed among school participants. The school leader plays a critical role in the establishment of this collective culture and needs to ensure that such a culture does not alienate students and faculty of color.

- **Educational Governance and Innovation: Engaging All Learners in Autonomous and District-Administered Charter Schools**
  Chris Lubienski, Iowa State University
  This study analyzes the extent and nature of charter school innovations. The analysis indicates that a greater degree of autonomy appears to encourage innovations in administration, rather than in classroom practice, suggesting that incentives may constrain opportunities for classroom innovation.
• Exploring the Leadership, Culture, and Climate in an Indian Community School
  Kenneth Brinson, North Carolina State University; Linda Sue Warner, Indian Community School of Milwaukee, Inc.
  This discussion will illuminate Indian Community School’s determination to preserve native ways and articulate them to future generations with an analysis of the culture and climate of a truly unique educational institution of indigenous people in a democratic society.

3.7, Board Room
Julie Laible Memorial Session: How To Develop An Academic Department That is Strongly Supportive of Racial Diversity and Strongly Critical of Racism in Schooling
  Co-Chairs: Linda Tillman, Wayne State University; James Scheurich, The University of Texas at Austin; James Anderson, University of Illinois; María Luisa González, New Mexico State University; Grayson Noley, University of Oklahoma; Nancy Evers, University of Cincinnati
  The focus of this session will be on how to develop an academic department that is strongly supportive of racial diversity and strongly critical of racism in schooling. Areas addressed will include 1) recruiting and supporting a racially diverse faculty, including mentoring of new faculty of color, 2) recruiting and supporting racially diverse students, and 3) addressing racism in schooling through programs, courses, syllabi, etc.

3.8, Allegheny
  Discussion Leader: Cindy Gerstl-Pepin, Georgia State University
  Chair: Douglas Davis, George State University
  • Multiple Capacities Needed for School Leadership: Emerging Trends
    Carol Mullen, University of South Florida; Steve Gordon, Southwest Texas State University; Bobbie Greenlee, University of South Florida-Lakeland Campus; Robert Anderson, University of South Florida; Daniel Eadens, University of South Florida
    The contemporary literature in educational leadership provides perspectives on the meta-capacities needed for school leadership. Another source of information is practicing leaders. A third source is the information obtained from revised principal preparation programs.
  • Leading a High Poverty School: Case Study of a Principal
    Linda Lyman, Illinois State University
    The paper, resulting from case study research, presents a portrait of a female African American principal with an emphasis on the leadership qualities and practices that have made her extraordinarily successful in facilitating quality teaching and learning in a high poverty school.
  • Yesterday’s Credentials: The Mismatch of Policy Frameworks for Administrator Certification with Current Leadership Practice
    Michael Copland, University of Washington; Jacob Adams, University of Washington
    This paper reports the results of a policy analysis study that analyzes existing educational leadership credentialing and certification requirements across all 50 states in light of new conceptions of school leadership emerging in the field.

3.9, Heinz
Paper Session: Multiple Perspectives of the Superintendency
  Discussion Leader: Frances C. Fowler, Miami University
  Chair: Carolyn Kelley, University of Wisconsin-Madison
  • Invisible, Limited, and Emerging Discourse
    C. Cryss Brunner, University of Minnesota
    The purpose of this paper is to focus on the relevant parts of one study with the expressed aim of addressing the questions: What can be learned about the generation of discourse about women and people of color in the superintendency through a re-examination of some published research results?
  • Leadership as a Bricolage of Scholarly Practice: A Critical Examination of Disciplinary Discourses and Practices
    Patrick Jenlink, Stephen F. Austin State University
    The paper appropriates Foucault’s work on power/knowledge relationships as a theory base for critically examining the relationship of knowledge and leadership, focusing on leadership as a Bricolage of scholarly practice.
• **Ethical Administrative Practice Within Postmodern Complexity: An Analysis of the Decision-Making Process of Quebec Superintendents**
  Robert Starratt, Boston College; Lyse Langlois, Lavel University
  This paper reports the latest phase of research on the ethical decision-making of eighteen Quebec superintendents. Quantitative analyses of responses reveal initial gender differences, but these disappear with experience as both males and females blend ethical with management considerations.

3.10, Chartiers
Paper Session: Justice and Leadership in a Time of Turbulence
Discussion Leader: Nona Prestine, Pennsylvania State University
Chair: Mary Tucker, New Mexico State University
• **Organizational Integrity in Times of Rapid and Turbulent Change**
  Duane Covrig, University of Akron
  This paper blends the sociology of organizational change and environmental influence with work from ethics on organizational integrity and administrative ethics to develop a frame for critiquing the ethics of school organizational change.
• **Ethical Leadership in a Time of Turbulence: Authentic Dilemmas Viewed Through the Perspectives of Justice, Critique, Care, and the Profession**
  Joan Poliner Shapiro, Temple University; Steven Jay Gross, Temple University
  In this paper, we take a hard look at educational leadership in a time of turbulence focusing on ethical decision-making. The paper rests on turbulence theory and uses the diverse ethical perspectives or paradigms of the ethics of justice, critique, care, and the profession to help educational leaders solve dilemmas.
• **Social Justice and Educational Policymaking Processes in Georgia**
  Amy Ringue, Georgia State University; Kevin Daniel, Georgia State University; Kathryn B. Wood, Georgia State University; Wonderful Dzimiri, Georgia State University
  Relying on discourse analysis from interviews with educators and legislators, we examined, within a critical inquiry framework, the marginalization of social justice issues in Georgia educational reform, thereby creating a metanarrative to raise consciousness and begin an open dialogue.

3.11, Traders
Paper Session: Staking New Ground: A Portrayal of Women and Their Capacity to Lead
Discussion Leader: Norma Mertz, University of Tennessee-Knoxville
Chair: Elizabeth T. Lugg, Illinois State University
• **Gender Equity in Education: A Review of Gender Related Literature in AERA Sponsored Journals 1990-2001**
  Kathy Frazier-Wilcox, Michigan State University; Elizabeth Murakami-Ramalho, Michigan State University; Maenette Benham, Michigan State University
  This study reviewed literature that views girls in school settings and women in administration/leadership in AERA journals between 1990 and 2001. Powerful findings examine equity, social justice, and policy development, with implications for future agendas in framing national and state policies.
• **Re-conceptualizing Leadership Definition: Voices From the Next Generation of Women Leaders**
  Evelyn Obeng-Darko, University of Cincinnati
  This is a mixed methods (qualitative and quantitative) study that highlights the perception of young women about leadership and how the next generation of women leaders perceives of their roles in the future.
• **Career Patterns of Rural Female Administrators**
  Dawn Wallin, University of Texas-Pan American
  This study examined three issues facing female rural educational administrators: (a) relationships between rural communities and the representation of women in educational administration; (b) barriers and supports faced by female administrators, and; (c) gender relationships and organizational fit.
Session 4, Friday, 11:10 a.m. – 12:40 p.m.

Ballroom 1

Opening Session

Official Welcomes:

Michelle D. Young, Executive Director of UCEA and University of Missouri-Columbia; Alan M. Lesgold, Dean, School of Education, University of Pittsburgh; David H. Monk, Dean, College of Education, Pennsylvania State University

Presidential Address: Gail Furman

Gail Furman, the 2001-2002 President of UCEA will be delivering the keynote for the Opening General Session. Gail Furman is an Associate Professor and Program Coordinator of Educational Leadership at Washington State University, where she earned her Ph.D. in Educational Administration in 1989. Her K-12 background is in special education. Gail’s research and teaching interests focus on leadership for community in schools, ethics, and policy studies. She won the Davis Award for her 1998 article in Educational Administration Quarterly, “Postmodernism and Community in Schools: Unraveling the Paradox.” Other recent work includes guest editing a special issue of EAQ on “School as Community” (February, 1999) and a 1997 book, Community and Schools: Promise and Paradox (with Carol Merz). She is editing a forthcoming book from SUNY, School as Community: From Promise to Practice. Gail’s work as been recognized with the Faculty Excellence Award in Research from Washington State University.

Roald F. Campbell Award Presentation, Presented by Jane Clark Lindle

Session 5, Friday, 12:45 p.m. – 2:15 p.m.

5.1, Benedum

Conversation: Deans’ Session

Walter Gmelch, Iowa State University; Richard L. Andrews, University of Missouri-Columbia

Of national significance are the growth, development, restructuring, and transformation of educational administration preparation programs for K-12 school leaders. This session will present issues related to education administration programs that are currently being discussed in national deans’ groups, national leadership conferences, and higher education institutions across the country.

5.2, Duquesne

Conversation: Department Chairs’ Session

Moderator: Jackie Stefkovitch, Pennsylvania State University

Participants: Glenn M. Nelson, University of Pittsburgh; David Dagley, University of Alabama; Helen C. Sobehart, Duquesne University; Patricia F. First, University of Arizona

This session, hosted by Chairs of Educational Leadership Departments, will present issues related to the transformation of education administration programs currently being discussed in national leadership conferences and higher education institutions.

5.3, Sterling’s 1

Symposium: Responding to the Alleged Superintendency Shortage: Implications for Policy and Practice

John Keedy, University of Louisville; Mimi Wolverton, University of Nevada-Las Vegas; Ted Kowalski, University of Dayton; Timothy McDonald, Washington State University; Bruce Cooper, Fordham University; Lars Björk, University of Kentucky; Lance Fusarelli, Fordham University; Tom Glass, University of Memphis; Vance Carella, Fordham University; Gerald Natkin, Project SERVE

This symposium was organized as a collective response to the perceived shortage and quality crisis in the superintendency. Symposium members first will briefly summarize their positions toward this crisis. Implications then will be made for policy and practice within the institution of the U.S. superintendency.

5.4, Sterling’s 2

Paper Session: Giving Peace a Chance: The Role of Leadership in Creating Safe School Communities

Discussion Leader: Jane Clark Lindle, University of Kentucky

Chair: Michelle Acker-Hocevar, Florida Atlantic University

• School Shootings as Domestic Terrorism: Impacts on Educational Leadership and Teacher Perception

Randy S. Hemphill, University of Oklahoma; Gregg A. Garn, University of Oklahoma; Dana R. Hemphill, University of Oklahoma

Teachers perceive that student behavior has been altered by their viewing of violent media. Educational leaders must consider this perception in light of the increased concern over school shootings and consider attacks an act of domestic terrorism.
• **Student Bullying: The Development of a Two-Dimensional Measure**  
  Page Smith, University of Texas at San Antonio  
  This study involved the development of an instrument to measure student bullying in schools. First, after an extensive review of the literature, a set of items to operationalize teacher perceptions of student bullying was developed. Then the instrument was tested and refined in two different and diverse samples of teachers.

• **Teacher Perceptions of Student Bullying Behaviors**  
  Sandra Harris, Stephen F. Austin State University; William Willoughby, Stephen F. Austin State University  
  75 Percent of teachers see bullying happen on their campus at least sometimes, yet findings indicate that neither teachers or administrators give it the high priority of support to effectively reduce it.

5.5. Sterling’s 3  
Paper Session: Postmodernism and Educational Leadership  
Discussion Leader: Gerardo Lopez, Indiana University  
Chair: Brenda Williams, College of William and Mary  
• **Purpose Driven Leadership: The Spiritual Imperative to Guiding Schools Beyond High-Stakes Testing and Minimum Proficiency**  
  Michael E. Dantley, Miami University  
  This paper questions the legitimacy of the presently held dualisms of mind and spirit and to suggest that a more holistic perspective, may help in fostering a learning community where all students will achieve and where high-stakes testing is not the only criterion used to measure students’ academic accomplishments.

• **Postmodern and Critical Theories of Feminist Leadership: How Do We “Do It” While We “Trouble” It?**  
  Audrey Dentith, University of Wisconsin-Milwaukee  
  This paper explores the value and feasibility of critical postmodern theories and feminism in the field of educational administration today. Particular dispositions of postmodern feminist leaders are discussed and implications for curriculum changes in educational leadership programs are suggested.

• **Applying Philosophical Beliefs to Curricular Change Through Transformative Leadership**  
  Ellen Reames, Auburn University  
  **CANCELLED**

5.6. Forbes  
Innovative Session: Leaders Learning to Tell the Truth Without Blame or Judgment: The Path of the Visionary  
Judith Perkins, University of Wisconsin-Madison  
This performance, in the genre of arts-based research, brings together superintendents reflecting on their practice, myself as a vehicle for their reflections and the audience in considering the living questions of the visionary.

5.7. Board Room  
Conversation: Corporate/Superintendent Collaboration Barriers  
Susan Goodwin, University of Pittsburgh  
Even though the recovery has been successful in many regards, corporate leaders in Western Pennsylvania blame the schools for holding the progress of the region back. This conversation involving superintendents and corporate leaders will explore the barriers that have kept the two groups from successfully working together.

5.8. Allegheny  
Paper Session: Examining Clinical Requirements, Standards, and Leadership Practices  
Discussion Leader: Dianne Taylor, Louisiana State University  
Chair: Jim Rinehart, University of Kentucky  
• **Fostering Learning by Aspiring School Leaders: Trends in States’ Clinical Experience Requirements for Administrator Preparation Programs**  
  Donald Hackmann, Iowa State University; David M. Quinn, University of Arizona  
  This study disclosed no uniform standard for administrative clinical experiences among the states. Over half have no requirements, and remaining states define timeframes in hours, years, or college credits. New NCATE internship standards are prompting officials to re-examine these requirements.

• **Reforming Clinical Practice in Educational Administration: Triangulating the Recommendations of Administrative Candidates, Mentors, and the Academy**  
  Charles Vergon, Youngstown State University; Jane Sadinski, Youngstown State University  
  This session reports the findings of a survey of administrative candidates and mentors regarding the importance of more than 30 features of clinical programs in ensuring a meaningful experience for aspiring principals and superintendents.

• **Utilizing Multiple Leadership Perspectives to Examine the ISLLC Standards: Implications for Standards-Based School Leader Development**
ISLLC standards, like student and teacher standards, will be implemented in light of theoretical dispositions. We analyze the ISLLC standards using trait, transformational and organizational leadership theories to predict how standards-based preparation programs might look.

5.9, Heinz
Paper Session: Exploring the Interplay Between Politics, Leadership, and Professional Development
Discussion Leader: Gary Ivory, New Mexico State University
Chair: Jay D. Scribner, University of Texas at Austin
• **Expert Systems: School Boards and Domain Expertise**
  Paul M. Newton, University of Saskatchewan; Keith D. Walker, University of Saskatchewan; Larry Sackney, University of Saskatchewan
  The purpose of this paper is to conceptually examine expertise in school system governance and to critique the efficacy of models of expert systems as a metaphor for use with school boards.
  • **Can Moral Purpose Overcome the Limits of Leadership?**
    Leonard Burrello, Indiana University; William Foster, Indiana University; Lauren Hoffman, Lewis University; William C. Miller, Washtenaw ISD
    This paper reports on three years of interviews and observations of eleven superintendents in a regional educational agency who have espoused a set of moral purposes, core values, and beliefs to guide a vision that is transforming their individual work into a collective practice.
  • **Leadership that Fosters Adult Learning: An Analysis of Adult Professional Learning in the San Diego School District**
    Lea Hubbard, University of California, San Diego; Mary Kay Stein, University of Pittsburgh; Jennifer Ventura, University of California, San Diego
    This paper examines the walkthrough as an important professional development event. We discuss the leadership factors that contribute to or impede successful teaching and learning in this adult learning interaction.

5.10, Chartiers
Paper Session: Against the Odds: Learning in High-Poverty Schools and Districts
Discussion Leader: Nan Restine, University of Alabama
Chair: Bradley Portin, University of Washington
• **Examining Change in Eight High Poverty, High Performing Middle Schools**
  Amanda Brownson, University of Texas-Charles A. Dana Center; Andrew Sobel, University of Texas-Charles A. Dana Center
  The national study describes findings from a qualitative investigation into eight high performing, high poverty, urban and rural middle schools that have demonstrated strong improvement. Findings describe best practices, organizational and structural factors, and elements that allowed for successful change.
• **Ensuring Equity in Teacher Quality for High Poverty Public Schools**
  Sue Mutchler, University of Texas at Austin
  Teacher turnover carries serious consequences for students of poverty. This study of effective, experienced teachers who have chosen to teach in a high-poverty school points to key organizational factors influencing their decisions to remain committed to their school and students.
• **Collaboration, Innovation, and Tenacity: Exemplary High Enrollment AP Calculus Programs for Traditionally Underserved Students**
  Andrew Sobel, University of Texas-Charles A. Dana Center; Ali Picucci, University of Texas-Charles A. Dana Center
  This article examines AP calculus enrollment strategies used in high-poverty districts and posits that given the right set of factors, districts, and schools can develop high enrollment AP calculus programs that serve traditionally underserved students.
5.11, Traders
Research Symposium: How Effective Are We?
Organizers: Margaret Terry Orr, Teachers College; Robert Kottkamp, Hofstra University
Participants: Tricia Browne-Ferrigno, University of Kentucky; Alan Shoho, University of Texas at San Antonio; Stephen Jacobson, State University of New York at Buffalo; Martha McCarthy, University of Indiana; Brenda Le Tendre, Pittsburgh State University; Virginia Doolittle, Rowan University; Karen Osterman, Hofstra University; Maggie Barber, University of San Diego; Beverly Neu, University of Southern California
This symposium presents four perspectives on program evaluation design issues and proposals for evaluating leadership preparation programs: student characteristics, program features, leadership development, and mapping the causal pathways from student selection through the impact of leadership on schools and student achievement.

5.12, President’s Suite, Rm 2440
JCEL Editing Meeting
Bob Johnson, University of Utah; Gary M. Crow, University of Utah; Nelda Cambron-McCabe, Miami University
UCEA will soon be looking for new editors for the Journal of Cases in Educational Leadership (JCEL). JCEL will be moving from the University of Utah. Past JCEL editors will provide information and answer questions about editing JCEL. If faculty from UCEA Institutions (only UCEA institutions are eligible to host JCEL) are interested in editing this journal, please plan to attend this session.

Session 6, Friday 2:25 PM – 3:55 PM
6.1, Benedum
Round Table Session
Table A: A Key to Unity in Diverse Learning Communities: Learning about Learning Within a Cohort
Edith Rusch, Rowan University; Christine Johnson, Rowan University
This interactive roundtable will address the challenges of developing a learning community within a cohort. The facilitators of the session include professors and doctoral students who will expand on how the study of their learning patterns expanded their capacity to work as a collective and collaborative group.

Table B: Recognizing Hindering Conditions to Inherent Doubting Process in Schools and the Principal’s Role in Facilitating Doubt
Chen Schechter, Zinman College of Education
Schools are characterized by organizational and contextual conditions that may not stimulate, and even hinder, educators’ perceived need to doubt their daily practices. As a result, principals should consider their leadership role in facilitating doubt in school communities.

Table C: Fostering Learning for All
Frank Peters, University of Alberta; Jose da Costa, University of Alberta; Beverly Park, Newfoundland and Labrador Teachers’ Association
An exposé of three professional development programs initiated by different jurisdictions (university, professional association, and school district/board) on three continents, with differing and unique circumstances.

Table D: Administrator Gender Differences in Conflict Management Style and the Relationship to School Culture
Barbara Martin, Southwest Missouri State University; Harriet Chris Blackburn, Pleasant Hope R-VI
This investigation focused on secondary principals, by gender and the impact that the principals’ conflict management style had upon cultural aspects in school buildings.

Table E: Online Programs: One Size Does Not Fit All
Barbara M. De Luca, University of Dayton; Timothy J. Ilg, University of Dayton
This proposal identifies problems facing future K-12 leaders in their efforts to prepare themselves for their prospective roles in education and endeavors to explain and demonstrate ways one university has attempted to address the solutions.

Table F: Insights from an Evolving Community
Jean Cate, University of Oklahoma; Courtney Ann Vaughn, University of Oklahoma; Mary John O’Hair, University of Oklahoma
This narrative inquiry focused on the processes by which Redbud Elementary School, a traditional institution of modest means and a growingly diverse population, evolved into a high-achieving democratic learning community.

Table G: American School Boards: Representation and Its Impact on Policy Formulation
Meredith Mountford, University of Missouri-Columbia
This theoretical paper compares the demographics of school boards and student populations and further questions the equality of representation of all students due to the skewed demographic representation on school boards.
6.2, Duquesne
Innovative Session: *Developing an Orienting Framework for Managing Diversity in Schools*
Chair: Amy Ciliberto, National Association of Secondary School Principals; Jean Madsen, Texas A & M University; Toby Eagan, Texas A & M University; Bill Young, Texas A & M University; Cornell Jones, Texas A & M University; Nick Cormier, Texas A & M University; Nkrumah Dixon, Texas A & M University

Because schools reflect the diversity, class, socio-economic status and nationality of its students, it results in a complex set of interactions for how groups are formed. This innovative session composed of researchers and practitioners to dialogue about how a strategic diversity process could be developed to increase students’ of color outcomes and to recruit and retain a diverse workforce to work with all students.

6.3, Sterling’s 1
Symposium: *Conceptualizations of Justice in American Public Schooling*
Patricia F. First, University of Arizona; Patricia A. L. Ehrensal, Temple University; Julie F. Mead, University of Wisconsin-Madison; David M. Quinn, University of Arizona; Timothy J. Seigler, North Carolina Central University; Jacqueline A. Stefkovich, Pennsylvania State University; Mario S. Torres, Pennsylvania State University; Jennifer A. Sughrue, Virginia Polytechnic Institute and State University

The symposium is designed to highlight the importance of legal research to educational leadership and the conceptualization of justice in American public schooling. Participants will illustrate topics of importance to educational leaders, kinds of law, and types of methodologies which can be applied to the law.

6.4, Sterling’s 2
Paper Conversation: *Women Administrators Reach for the Stars*
Sandy Hutchinson, Central Missouri State University

Women holding administrative certification have a variety of career goals. This two-year follow-up study of 24 Missouri women certified as superintendents explored their career aspirations and their progress toward attainment of those goals.

6.5, Sterling’s 3
Paper Session: Cultural Dimensions of Leadership
Discussion Leader: Paula Cordeiro, University of San Diego
Chair: William Foster, Indiana University

- **Themes in Leadership: The United States and Mexico**
  Mike Boone, Southwest Texas State University; Charles L. Slater, Southwest Texas State University; Bob Cox, Lockhart Secure Work Program Facility; Sharon Fillion, Southwest Texas State University; Holly Galloway, John B. Connally High School

  This study examines the cultural differences in leadership between educational administration graduate students in the United States and Mexico. Leadership stories are compared with particular attention to values and culture.

- **Cultural Leadership in an Age of Accountability**
  Kenneth Brinson, North Carolina State University; Bill J. Johnston, North Carolina State University

  The essence of leadership is relationships. But the nature of primary relationships are multiple, complex, and often times contradictory. We explore three sets of relationships to which leaders must attend: Paradigmatic Organizational, the Policy/Constituency, and the Interpersonal.

- **Models of Leadership Among the Oglala, Lakota of Pine Ridge, South Dakota: Convergence and Divergence Between the Tribal Community and High School Community**
  Jane Sadinski, Youngstown State University

  This research will present the Cultural Models of leadership as perceived by the Pine Ridge Reservation Community Members, and the Pine Ridge Reservation High School Educational Community, and where those models converge and diverge.

6.6, Forbes
Paper Session: Fostering Learning Through Instructional Leadership
Discussion Leader: Jay P. Scribner, University of Missouri-Columbia
Chair: Darla Twale, University of Dayton

- **Understanding Instructional Leadership in Learning Communities: The Mental Models of Urban Elementary School Principals**
  William Ruff, University of Texas at San Antonio; Alan R. Shoho, University of Texas at San Antonio

  The purpose of this study is to examine and describe how urban elementary school principals construct their role as instructional leaders. The similarities and differences in mental models of a novice principal, an experienced principal, and an award-winning principal were examined.
Redefining Instructional Leadership: One District’s Story
Judith Ponticell, University of New Mexico; Carolyn Wood, University of New Mexico; Karen DeMoss, University of New Mexico; Sharon Ball, University of New Mexico
This descriptive case study examines 1) the development and initial implementation of district-wide restructuring focused on recommitting district priorities and resources to supporting the instructional leadership role of principals, and 2) the emerging redefinition of instructional leadership.

Preparing Educational Leaders For A World Of Uncertainty, Paradox And Tension
Charles T. Burford, ACU National; Patrick A. Duignan, ACU National
Educational Leaders in contemporary society are confronted by external and internal challenges and expectations that make demands on their time, expertise, energies and emotional well being. They are, increasingly, being held accountable for their performance and are expected to comply with ethical and moral standards in their relationships and practices. The authors report on the findings from a recent 3-year Federally funded research project on the leadership challenges and ethical dilemmas faced by leaders of contemporary frontline service organizations in Australia.

6.7, Board Room
Symposium: Increasing Equity in Schooling
James Scheurich, University of Texas at Austin; Juanita Wagstaff, University of Texas at Austin; Encarnacion Garza, University of Texas at San Antonio; Kathryn McKenzie, Austin ISD; Victoria Pursch, Comal ISD; Antoinette Riester, East Central ISD; Linda Skrla, Texas A & M University; Glenn Nolly, Austin ISD
This session, on increasing equity in schooling, brings together four studies: improving schooling for Latino migrant worker children, transforming the practice of white teachers who teach children of color, developing tools for increasing equity, and principals who developed equitable schools.

6.8A, Allegheny
Invited Conversation: Broadening the Conceptual Framework for Successful School Leaders: A UCEA Research Project
Chair: Gail Furman, Washington State University
Participants: Frances K. Kochan, Auburn University; Fenwick English, University of North Carolina-Chapel Hill; Richard L. Andrews, University of Missouri-Columbia

6.8B, Allegheny
Conversation: Reform Movements, Communities, and Schools: Using Data to Build Bridges
Nicola Alexander, University of Minnesota; Samuel Myers, University of Minnesota

6.9, Heinz
Innovative Session: What School Leaders Should Know and Be Able to Do: The Impact of Globalization on Leadership Preparation Programs in Four Countries
Paul Bredeson, University of Wisconsin-Madison; Paul T. Begley, University of Toronto; Geoff Southworth, National College for School Leadership (UK); Olaf Johansson, Umea University Centre for Principal Development
The purpose of this innovative, interactive session is to examine the impact of globalization on preparation programs for school leaders in four countries—Canada, Great Britain, Sweden, and the United States.

6.10, Chartiers
Paper Session: Decisions, Motivation, and Leadership Perspectives at the State and District Levels
Discussion Leader: William L. Boyd, Pennsylvania State University
Chair: Michael E. Dantley, Miami University
Leadership Perspectives of the Superintendency—Perceptions, Reflections, and Observations From the Field
Michael DiPaola, The College of William and Mary; Michele Acker-Hocevar, Florida Atlantic University; Margaret Grogan, University of Missouri-Columbia; James Davis, Temple University; Gary Ivory, New Mexico State University
The authors will report on a study of the superintendency done through the “eyes” of practitioners. Five panels of superintendents were convened across the country to respond to queries about their role, preparation for it, and the problems they confront.

Successor Origin and Achievement Motivation: Implications for Coalition Building in the Superintendency
C. Russell Mayo, Lehigh University; Sally A. White, Lehigh University
The purpose of this study was to examine the construct validity and internal consistency of instruments known as the Superintendent Employment Conditions Questionnaire (SECQ) and the Goal Orientation Questionnaire for Superintendents (GOQS).

Educational Decision-Making at the State Level: Considerations for Educational Leaders
As educational leaders become increasingly active in the policy process, they must become aware of policy process and the information needs of decision makers. This article describes the decision-making processes of education insiders in the Oklahoma legislature.

6.11, Traders
Paper Session: Parent and Teacher Perspectives of Context and One Another
Discussion Leader: Megan Tschannen-Moran, The College of William and Mary
Chair: Charles Russo, University of Dayton
- **Talking with Parents: Parent Involvement and Deficit Thinking**
  Michael Scales, University of British Columbia
  This paper critically examines existing literature in order to develop a more socially just and inclusive approach to parental involvement—one that does not automatically predispose parents who are from non-English speaking, and/or lower social economic status families to failure.
- **Home Schoolers and Loss of Trust in Public Schools: The Role of Trust in the Decision to Leave Public Schools**
  Suzanne McLeod, Hofstra University; Karen Osterman, Hofstra University
  This study explores the role trust plays in parents’ decisions to remove children from public schools. Home-schoolers who withdrew their children had limited trust that eroded as they perceived schools unable to address their children’s individual needs.
- **Preparing Leaders for Full-Service Community Schools**
  Martin J. Blank, Institute for Educational Leadership and Director of the National Forum of the Coalition for Community Schools
  The Coalition for Community Schools recommends Inside Full-Service Community Schools as an excellent resource for Educational Leadership Preparation Programs. The presenter will overview some key aspects of the book that promote learning.

6.12, President’s Suite, Rm 2440
**EAQ Editing Meeting**
Diana Pounder, University of Utah; Michelle D. Young, Executive Director of UCEA and University of Missouri-Columbia; James Cibulka, Dean, University of Kentucky
UCEA will soon be looking for new editors for the Educational Administration Quarterly (EAQ). The EAQ will be moving from the University of Kentucky. Past EAQ editors will provide information and answer questions about editing EAQ. If faculty from UCEA Institutions (Only UCEA institutions are eligible to host the EAQ) are interested in editing this journal, please plan to attend this session.

Session 7, Friday 4:00 p.m. – 5:15 p.m.
7.1, Benedum
Roundtable Session
Table A: **Who Needs the Data? Examining an Analytic Scale-Based Model for Assessing School Climate**
  John Shindler, California State University, Los Angeles; Clint Taylor, California State University, Los Angeles; Albert Jones, California State University, Los Angeles; Lupe Cadenas, California State University, Los Angeles
  The proposed study examines the soundness and efficacy of a pilot system for improving K-12 school climate featuring an analytic scale based assessment design and a participant-led democratic process for change.
Table B: **Critical Theory**
  Barry Pelphrey, University of Kentucky; Bonnie C. Johnson, University of Kentucky
  The paper suggests that links between critical theorists and practitioners of educational leadership may be increased though the application of less complex critical paradigms.
Table C: **Linking Accountability, Success, and Principal Leadership to the Texas Assessment of Academic Skills and School Climate**
  Angus MacNeil, University of Houston; Doris L. Prater, University of Houston; Stephen Busch, University of Houston
  This study compared principal leadership, as measured by teachers’ rating of the school’s Organizational Health Inventory (OHI), across the categories of “Exemplary”, “Recognized” and “Acceptable”, as established by student performance on the Texas Assessment of Academic Skills (TAAS).
Table D: **Performance Assessment in a Standards-Based Preparation Program: Translating Standards into Practice**
  Megan Tschannen-Moran, The College of William and Mary; Michael DiPaola, The College of William and Mary; Christopher Garies, The College of William and Mary; James H. Stronge, The College of William and Mary; Brenda Williams, The College of William and Mary
In this session, participants will have the opportunity to discuss ways and means of translating standards into practice. In particular, discussion will feature the examination of student preparation portfolios examples that are designed to reflect program and internship experience.

Table E: Building Professional Community: An Artifact-Based Perspective on School Leadership Practice
Richard R. Halverson, University of Wisconsin-Madison

School professional community results from successful leadership practice, which leads us to the artifacts leaders use to establish professional community. This paper presents a framework for accessing artifact development and use, and a case of how artifacts build school professional community.

Table F: Teaching the National Educational Technology Standards: A Model for Teaching Practicing School Administrators
Mark Gooden, University of Cincinnati

This paper presents a teaching model that can be used to teach the new National Educational Technology Standards (NETS) to administrators in a way that fosters collaboration through the use of technology, reflection, and collegiality.

Table G: Leadership Programs: A New Way to Recruit and Prepare Future Leaders?
Whitney Sherman, Georgia State University

This paper provides a critical analysis of a leadership program for aspiring administrators in a K-12 setting with emphasis given to themes such as language and power. Discussion of such themes can help school districts create programs that allow women to break out of traditional leadership paradigms.

7.2, Sterling’s 1
Paper Session: A View of Leadership Through Multiple Political Lenses of Structure
Discussion Leader: Diana Pounder, University of Utah
Chair: George J. Petersen, University of Missouri-Columbia and Associate Director of UCEA

• The Political Context for Educational Leadership Reform
Carolyn Kelley, University of Wisconsin-Madison; Gareth Zehrbach, University of Wisconsin-Madison; Adriane Williams, University of Wisconsin-Madison

There is currently a resurgence in interest in educational leadership reform. This paper examines the role and influence of foundations, professional associations, academics, government officials, and professional networks in raising and shaping leadership policy debate and design.

• Leadership Through Multiple Network Perspectives: An Analysis of Four Administrator Networks in a Public School District
Julie Hite, Brigham Young University; Ellen J. Williams, Brigham Young University; Steven C. Baugh, Brigham Young University

This case study explores the content and structure of public school administrative networks. Findings identify four distinct, structural networks: 1) innovation network, 2) resource network, 3) social/emotional support network, and 4) University/School Partnership network.

• Collaboration Across Policy Lines: Diverse Policy Stakeholders Share Their Perspectives of the Collaborative Process During Policy Formulation
Rose Ylimaki, State University of New York at Buffalo; Meredith Mountford, University of Missouri-Columbia

This paper identifies, through findings from two separate qualitative studies, factors that promote the use of collaborative processes by diverse stakeholders during policy formulation.

7.3, Sterling’s 2
Conversation: Education Program Evaluation: Opportunities for and Challenges to Meeting the Needs of Diverse Participants
Jay P. Scribner, University of Missouri-Columbia; Jeffrey S. Brooks, University of Missouri-Columbia; Karen Sunday Cockrell, University of Missouri-Columbia; Ethan Heinen, University of Missouri-Columbia; Chad W. Sayre, University of Missouri-Columbia; Mark Ehler, University of Missouri-Columbia

The purpose of this conversation is to discuss salient features and assumptions of educational program evaluation, and consider the relationship of various theoretic and design features to the concept of social justice.

7.4, Sterling’s 3
Conversation: Reflecting on the Past and Designing for the Future: Faculty Experiences With a Standards-Based Review Process
Kent Seidel, University of Cincinnati; Lionel Brown, University of Cincinnati; Nancy Evers, University of Cincinnati; Mark Gooden, University of Cincinnati; James Koschoreck, University of Cincinnati; Nancy Nestor-Baker, University of Cincinnati

How one faculty approached full program review and redesign using NCATE and related standards as central to a reflective, continuous improvement process. We will share the analytical tools developed, and discuss key on-going issues in program accreditation.
7.5, Forbes  
**Please Note Session Time 4:00 p.m. – 5:30 p.m.**

**Seminar Session: Sinking or Swimming in the Shallow Pool: Navigating the Academic Job Search Process**
Conveners: Scott McLeod, University of Minnesota; Kenneth Brinson, North Carolina State University; Donald Hackmann, Iowa State University; Alan Shoho, University of Texas at San Antonio; Bonnie Johnson, University of Kentucky; Lisa Collins, University System of New Hampshire College for Lifelong Learning

This interactive session will overview and provide specific advice regarding the Academic Job Search Process. Faculty conveners will share information based upon research and their recent experience seeking positions in academe.

7.6, Board Room  
**Conversation: Complicating the Moral Thinking of Administrators: Fostering Mindfulness and Multiple Moral Perspectives in the Preparation of Principals**
Duane Covrig, University of Akron; Sharon Kruse, University of Akron; Lou Trenta, University of Akron; Sajit Zachariah, University of Akron; Bob Johnson, University of Utah

This “conversation session” explores the need for training that (1) complicates the moral thinking of preservice administrators (to mindfulness) and (2) supports their development of a clear moral vision they can confidently use in practice.

7.7, Allegheny  
**Conversation: The Administrative Internship as a Vehicle for the Future or the Past? A UK and US Conversation**
Gary M. Crow, University of Utah; Geoff Southworth, National College for School Leadership (UK); Andrew MacKensie, Broad Oak High School, Bury, Lancashire (UK); Jill Hislop, Haywood High School, Nottingham (UK)

The conversation would include both presentation and discussion of a UK internship project for aspiring school leaders. Using this project to stimulate discussion, the conversation will focus on how internships can be tools for change or for maintaining the status quo.

7.8, Heinz  
**Conversation: Teaching Strategies for Developing Leaders for Social Justice – Year 2**
Madeline Hafner, University of Utah; Michelle D. Young, Executive Director of UCEA and University of Missouri-Columbia

The purpose of this conversation is to provide a space for professors to share teaching strategies and curriculum they use in their courses to prepare leaders for social justice.

7.9, Chartiers  
**Conversation: Kindling a Flame: Pluralism, Spirituality, and Leadership**
Carolyn Shields, University of British Columbia; Ira Bogotch, Florida Atlantic University; Claire Lapointe, Université de Moncton; Mark Edwards, University of British Columbia; Khaura Murtadha, Indiana University; Anish Sayani, University of British Columbia; Jerry Starratt, Boston College

This conversation will explore the potential of spiritual leadership to enrich our practice and advance social justice and academic excellence. We will discuss the potential of spiritual leadership to divide, unite, enrich our practice, and/or to develop educational practices that foster meaningful relationships and holistic understandings.

7.10, Traders  
**Conversation: Connecting Leadership and Learning: A Review of the Literature**
Michael Copland, University of Washington; Michael Knapp, University of Washington; Bynnen Ford, University of Washington; Michael Milliken, Stanford University

The paper reviews several academic literatures all connected to the relationship between leadership and learning. The review provides the conceptual and empirical underpinnings for the Wallace “Leadership to Learning” Framework project.

7.11, Duquesne  
**Paper Session: Leadership for Learning**
Discussion Leader: Margaret Grogan, University of Missouri-Columbia
Chair: Abe Armendariz, New Mexico State University

- **Leadership, Learning, Equity, and Social Justice: Preparing Effective Leaders for an Interdependent World**
  Robert A. Peña, Seattle University; Daisy Arredondo Rucinski, Seattle University; Patricia Bauch, University of Alabama

  The purpose of this proposed paper session is to introduce findings taken from analyses of an innovative values centered doctoral leadership program.

- **Diversity in Educational Leadership Programs and Practice: Faculty and Students Reflect on Responsibilities**
  Nancy Yoder, University of Maine; Dianne Hoff, University of Maine
In one innovative educational leadership program, faculty are educating themselves about diversity to improve curriculum and pedagogy. So far, what is working and what still needs work? What can others learn from their efforts?

- *Nothing Ventured, Nothing Gained: Risk Taking and Socialization in a Leadership Preparation Program*
  Darla Twale, University of Dayton; Molly Schaller, University of Dayton; Yolanda Hart, University of Dayton; Carolyn Ridenour, University of Dayton
  This qualitative study examined the progression of three groups of educational leadership doctoral students as they perceived risk and reflected upon their risk taking behavior as well as students’ perceptions of how the doctoral program promoted, supported, or hindered risk-taking.

**Session 8, Friday, 5:30 p.m. – 7:00 p.m.**
8.0, Ballroom at the William Penn Hotel
General Session and Butts Lecture co-sponsored by The American Educational Studies Association (AESA) and The University Council for Educational Administration (UCEA)
Welcome Remarks: Joseph Newman, Program Chair, AESA and University of Southern Alabama
Butts Lecture: James D. Anderson, University of Illinois at Urbana-Champaign
  - *Historical Contexts for Contemporary Educational Policy*
    James D. Anderson is Professor and Head of the Department of Educational Policy Studies at the University of Illinois. He is the author of *The Education of Blacks in the South, 1860-1935*, which received the Outstanding Book Award from the American Educational Research Association and the Critics Choice Award from the American Educational Studies Association. Dr. Anderson’s research has won him wide recognition as the premiere historian of African American education.

**Session 9, Saturday 7:30 a.m. – 9:00 a.m.**
9.1, Duquesne
SIG Meeting: *Politics of Education*
  Organizer: Kenneth Wong, Vanderbilt University; V. Darleen Opfer, Georgia State University; Lance Fusarelli, Fordham University

9.2, Benedum
SIG Meeting: *Leaders for Social Justice*
  Organizer: Catherine Marshall, University of North Carolina – Chapel Hill

9.3, Sterling’s 1
Center Meeting: *Center for the Study of Leadership in Urban Schools*
  Angus MacNeil, University of Houston; Nancy Evers, University of Cincinnati

9.4, Sterling’s 2
Center Meeting: Center for Patterns of Professional Preparation in Administration – “An Informal Discussion of Best Practices in Programs of Preparation of School Leaders: Or Are There Only Prevalent Practices?”
  M. Scott Norton, Arizona State University; Bruce Barnett, University of Texas at San Antonio; Dianne Hoff, University of Maine; Sean Hughes, University of Pittsburgh; Betty Malen, University of Maryland; Anne Marie Read, Arizona State University; Nancy Yoder, University of Maine

9.5, Sterling’s 3
SIG Meeting: Organizational *Theory SIG*
  Organizer: C. John Tarter, St. John’s University

9.6, Forbes
Center Meeting: Center for the Study of Leadership and Field Practices, Special Education Administration – “School Improvement: Inclusive of All Students”
  Leonard Burrello, Indiana University; Lauren P. Hoffman, Lewis University; Carl Lashley, University of North Carolina at Greensboro
  This session will present a paper is designed to highlight a set of rubrics based upon the research of Newmann et al. (2001) and Schlechty (1999) on school and district capacity building. The presenters will highlight how to include students with disabilities in the school improvement process.
Paul Begley, Ontario Institute for Studies in Education/University of Toronto; Margaret Grogan, University of Missouri-Columbia; Pamela Tucker, University of Virginia; Whitney Sherman, Georgia State University; Lindy Zaretsky, Ontario Institute for Studies in Education/University of Toronto; Malcolm Richmon, Ontario Institute for Studies in Education/University of Toronto;
This session will report on research recently conducted by the UCEA Center for the Study of Leadership and Ethics in Educational Administration and center associates, the launch of our new journal, and share information on two new books.

- Margaret Grogan (Missouri), Pamela Tucker (Virginia) and Whitney Sherman (Georgia) will discuss their current research on superintendents’ responses to the achievement gap, the ethics of standards, the ethical aspects of mentoring female aspiring administrators, the value of the principal as an instructional leader, and on-going work on mentoring processes. A forthcoming book, Educational Leadership in an Age of Accountability, edited by D. Duke, M. Grogan, P. Tucker, and W. Heinecke which highlights this work will also be discussed.

- Malcolm Richmon (OISE / UT) will present a paper entitled, Competing Tensions in Values Inquiry reporting on an ongoing conceptual analysis of prominent literature related to values in educational administration. This field is characterized by diverse perspectives with regards to epistemological, methodological, and conceptual features. Yet a parochialism remains in the literature with respect to certain persistent assumptions about the nature of values and how they should be studied. Malcolm will also announce the launch of a new center sponsored journal, Values and Ethics in Educational Administration, of which he is editor. The journal is dedicated to promoting and disseminating a broad range of scholarly inquiry relating to the areas of values and ethics, and their relationship to theory and practice in educational administration.

- Paul Begley and Lindy Zaretsky (OISE/ UT) will present a paper entitled, The Effects of Heightened Expectations for Accountability on the Practices and Orientations of School Principals. This paper argues that concerns for accountability in education have become so pervasive as to become a defining characteristic of the school leadership role and a major influence on a broad range of managerial and leadership processes. The paper and presentation will present research-based evidence and discussion on the effects of heightened expectations for accountability on the practices and orientations of school principals. Several key areas are explored including: administrative decision making and problem solving processes, principals’ responses to ethical dilemmas encountered in schools, the choice to become and remain a school principal, and the interactions among school administrators and parent advocates engaged in special education processes in schools. The publication late this year of the centre's third edited book entitled; The Ethical Dimensions of School Leadership, through Kluwer Press will also be discussed.

9.8, Allegheny
Conversation: Changing Schools Through Changing Leadership: New Directions for Preparing and Certifying School Leaders
Betty Fry, SREB University Leadership Development; Kathy O’Neill, SREB Leadership Initiative
This session will give an overview of the work the SREB Leadership Initiative is doing to meet the goal “every school is lead by an effective school principal who demonstrates leadership through improved student performance.” Discussion will focus on selection, preparation, and certification of school leaders.

9.9, Heinz
Center Meeting: Joint Center for the Study of the Superintendency
Lars Björk, University of Kentucky; C. Cryss Brunner, University of Minnesota; James Rinehart, University of Kentucky; John Keedy, University of Louisville; Paul Winter, University of Kentucky; Margaret Grogan, University of Missouri-Columbia
This session will report on two recent and on-going research investigations conducted by the Joint Center for the Study of the Superintendency. The first report will present findings from a research team composed of faculty from the University of Kentucky and the University of Louisville under the auspices of University Council for Education Administration’s (UCEA) Center for the Study of the Superintendency for the Kentucky Department of Education (KDE). This comprehensive investigation was designed to study the nature of school and district leadership, examine the administrator shortage, and review of state policies that govern their work. The intention was the establishment of a state database prior to developing strategies for enhancing the quality of leadership through recruiting, training and retaining high quality principals and superintendents.

- Lars Björk, James Rinehart, and Paul Winter (University of Kentucky) & John Keedy (University of Louisville) will present papers entitled "Focusing on the Kentucky School Board and the
Superintendent “Crisis,” Career paths of Kentucky Superintendents, Certified But Not Practicing: Analyzing the Job Pool and Satisfaction with Superintendent Preparation Programs

- This session will also present a Work in Progress: AAS Study of Women Superintendents and Central Office Administrators (by C. C. Brunner and M. Grogan). The UCEA/AASA funded national study examines women superintendents and central office administrators. For the first time in history, a study focused on ALL women superintendents and deputy/assistant superintendents. Surveys were sent out in August and results will be available in the spring of 2003. The study will establish a foundation for later studies and will be the first study to capture substantive data on women of color in the superintendent and central office. Pipeline issues are an additional focus.

9.10, Chartiers
Center Meeting: Center for the Study of School-Site Leadership – “Studying effective school-site leadership: Preliminary findings from a transnational study”

Kenneth A. Leithwood, Ontario Institute for Studies in Education of the University of Toronto; Stephen Jacobson, State University of New York at Buffalo; Corrie Giles, State University of New York at Buffalo; Lauri Johnson, State University of New York at Buffalo; Sharon Brooks, State University of New York at Buffalo; Olof Johansson, Umeå University Centre for Principal Development; Christopher Day, University of Nottingham; Bill Mulford, University of Tasmania; David Gurr, University of Melbourne; Lawrie Drysdale, University of Melbourne
This session will include reports of preliminary findings from a set of transnational case studies designed to examine the characteristics and competencies of successful school leaders, as well as the contextual characteristics of the primary and secondary schools in which they work. Countries participating in the project include Australia, Canada, China, England, Sweden, and the US. We also intend to engage the research teams and the audience in a conversation about the problems and potentials inherent in this type of transnational research.

9.11, Traders
Board Meeting: JCEL Editorial Board Meeting and Breakfast
Organizer: Gary M. Crow, University of Utah

9.12, President Suite, Rm 2440
Meeting: UCEA Review Editorial Board Meeting
Organizer: Michelle D. Young, Executive Director of UCEA and University of Missouri-Columbia
Participants: George J. Petersen, University of Missouri-Columbia and Associate Director of UCEA; Alan Shooho, University of Texas at San Antonio; Catherine A. Lugg, Rutgers University; Linda Tillman, Wayne State University; Gerardo Lopez, Indiana University; James Koschoreck, University of Cincinnati

Session 10, Saturday 9:05 a.m. – 10:35 a.m.

10.1, Benedum
Paper Session: Alternative Strategies to Meet Student Needs
Discussion Leader: Ellen Reames, Auburn University
Chair: Susan Bon Reis, Ashland University

- The Bridge Project: Strengthening K-16 Transition Policies in Illinois
  Betty Merchant, University of Texas at San Antonio
  This report summarizes findings from a two-stage Illinois case study that examined policies and practices affecting the transition of students from high school to college as well as students’ and parents’ knowledge and beliefs about the college admissions process.

- Alternative Education: The Criminalization of Student Behavior
  Augustina Reyes, University of Houston Central
  This paper will explore state law, state regulations, local policy, and local regulation of alternative education placement settings for student behavioral management. It will discuss the legislative intent of alternative education and how the policy works in practice.

- Passages to Adulthood: Facing the Challenges, Building Capacity, Initiating Change, and Sustaining Momentum
  Charlene Trovato, University of Pittsburgh
  Our project will look at the many systems involved in transition that students with developmental disabilities must navigate as they move from school to adult life. Our primary source of information will be young adults who have recently transitioned.

10.2, Duquesne
Paper Session: Standards-Based Reform and Small Schools of Choice: A Case of Three Urban Middle Schools
Discussion Leader: Patricia F. First, University of Arizona
Chair: Richard L. Andrews, University of Missouri-Columbia

- **Standards-Based Reform and Small Schools of Choice: A Case of Three Urban Middle Schools**
  Chrysan Gallucci, University of California, Santa Barbara; Anneke Markholt, University of Washington; Michael S. Knapp, University of Washington; Suzy Ort, Columbia University
  This is a comparison of three middle schools located in a school district in New York City and the dynamics between competing ideas about urban school reform-standards-based reform and small schools of choice.

- **State Policy Context for Transforming School Counseling: Implications for Leadership In Meeting High Standards for All Students**
  Angela Eilers, University of Minnesota
  The state policy context of the Transformation of School Counseling Initiative is essentially a story of political process; it is a process of gaining support and then institutionalizing a newly formed vision for the role and function of a profession within the institution of education.

- **Reducing the School Year and the Impact on Student Academic Achievement**
  Jimmy Byrd, Tarleton State University
  Results revealed that the intercession calendar, an alternative calendar that reduces the total school year for all, positively impacted student academic achievement as measured by five indicators. It is further noted that the intercession calendar affected those that were most disadvantaged.

10.3, Sterling’s 3

Symposium: Leadership and Diversity: Creating Inclusive Schools
Chair and Discussion Leader: Kobus Mentz, Potchefstroom University, South Africa
Jean Madsen, Texas A & M University; Reitu Mabokela, Michigan State University; Stella Bell, Texas A & M University; Cornel Jones, Texas A & M University
Ethnic differences may result in expectations or working styles that may influence how teachers will respond to their students of color. Thus, what is the role of school administrators in leading teachers of color and European American teachers to work collectively to meet the needs of their diverse school population?

10.4, Sterling’s 2

Paper Session: Technology and the Learning Environment
Discussion Leader: Scott McLeod, University of Minnesota
Chair, John Daresh, University of Texas at El Paso

- **An Examination of Web-Enhanced Instructional Materials for Leadership Preparation Programs**
  Margaret Dalton, Southeast Missouri State University; Ruth Ann Roberts, Southeast Missouri State University; George J. Petersen, University of Missouri-Columbia and Associate Director of UCEA
  As legislators, state boards, and professional organizations call for alternative means in the training and certification of school administrators, university preparation programs often find themselves in an untenable position. The Missouri Professors of Educational Administration (MPEA) took the proactive stance of developing a statewide collaborative instructional materials web site. The purpose of this paper session is to present the results of a detailed examination of the MPEA instructional materials web site.

- **Supporting Teaching and Learning in a Global Internet Community**
  Kathleen Sernak, Rowan University; Ted Gourley, Rowan University
  This study examined the nature of educational leadership in a cyberspace learning community. Key to this study is an understanding of two leadership variables - a community of learners and peer mentors as supervisors.

- **Students’ Perceptions of the Effects of Virtual Schools in Meeting Their Diverse Needs**
  Scott Tunison, University of Saskatchewan; Brian Noonan, University of Saskatchewan
  The impact of the global society on education is making students and teachers more aware of their options with regard to public education program delivery. The method of school restructuring that may have the biggest impact on the lives of both students and teachers is the development of on-line or virtual schools.

10.5, Sterling’s 1

Paper Session: Apprenticeships in Research: Exemplars of Collaborative Student/Professor Efforts
Discussion Leader & Chair: William Boyd, Pennsylvania State University

- **Discerning Priorities: How Superintendents Identify and Fulfill their Professional Development Plans**
  Elise Hazel, Pennsylvania State University; William Hartman, Pennsylvania State University

- **Teachers Use of Computer Technology in Resource-Rich Schools**
  Zhu Jing-Fen, Pennsylvania State University; Roger Shouse, Pennsylvania State University

- **Promise and Potential: State Agency in Standards and Accountability**
  Mario Torres, Pennsylvania State University; Nona Prestine, Pennsylvania State University
• The Zero Tolerance Conundrum: Issues of Law, Ethics, Social Justice, and Good Administrative Practice
Josie Moore, Pennsylvania State University; Jacqueline Stefkovich, Pennsylvania State University

• Where We’ve Been, Where We’re Going: The Changing Landscape of School Leadership
Nikkleia Eteckleou, Pennsylvania State University; Nona Prestine, Pennsylvania State University

10.6, Forbes
Paper Session: Honoring Multiple Perspectives: The Voices of Principals, Teachers, and Students
Discussion Leader: James Scheurich, University of Texas at Austin
Chair: Robert Crowson, Vanderbilt University
• Principal’s Metaphorical Perspectives on Their Work: A Narrative Study
Ulrich Reitzug, University of North Carolina at Greensboro; A. William Place, University of Dayton
The purpose of this study is to describe and analyze the way currently practicing principals’ talk about their work. Specifically, the study will analyze their language and identify the metaphors that implicitly and/or explicitly ground their practice.

• Implications of School Choice for Retaining Teachers in Urban Schools: Listening to Teachers’ Voices
Carolyn S. Ridenour, University of Dayton; Reva Cardwell Cosby, Wilmington College
School choice initiatives designed to augment parent choice also offer professional job options to urban teachers. Educational administrators must compete to attract and retain outstanding teachers. Fifty-two teachers in an urban school district were interviewed.

• Democratic Community, School Improvement, and Social Justice: Extending the Conversation About Multiple Perspectives on Leadership Preparation
Ulrich Reitzug, University of North Carolina at Greensboro; Carl Lashley, University of North Carolina at Greensboro; Joanne Chesley Morgan, University of North Carolina at Greensboro; Carolyn Riehl, University of North Carolina at Greensboro
The purpose of this paper is to further the conversation and exploration of Murphy’s proposed models which, essentially, provides multiple perspectives on leadership preparation. The context for the conversation will be program development efforts in one university.

10.7, Board Room
Work Session: Voices Work Session I
Gary Ivory, New Mexico State University; Michelle Acker-Hocevar, Florida Atlantic University

10.8, Allegheny
Panel Discussion: Professional Development for Schools and Practitioners: University of Pittsburgh Outreach
Chair: Sean Hughes, University of Pittsburgh
Participants: Charles Gorman, University of Pittsburgh; Chet Kent, University of Pittsburgh; Joseph Werlinich, University of Pittsburgh; Otto Graf, University of Pittsburgh; Susan Goodwin, University of Pittsburgh; Richard Wallace, Former Superintendent of Pittsburgh Public Schools

10.9, Heinz
Innovative Session: Re-Engineering the Clinical Experience with Electronic Bridges, Scaffolds, Forums, and Portfolios: One University’s Approach to Overcoming the Theory-Practice Divide
Charles Vergon, Youngstown State University; Richard Baringer, Youngstown State University; Christine Bero, Mahoning County Educational Service Center, Ohio; Herbert Basham, Cleveland Municipal School District
The session describes and demonstrates one university’s innovative approach to bridge theory and practice in clinical education through the use of technology. Various methods are described and evaluated for probing and penetrating traditional boundaries between theory and practice and campus and clinical settings.

10.10, Chartiers
Innovative Session: Turning the Wheel: How One Principal Preparation Program is Restructuring a School of Education
Paula Cordeiro, University of San Diego; Cheryl Getz, University of San Diego; Ron Woggon, University of San Diego; Lonnie Rowell, University of San Diego; Judy Mantle, University of San Diego; Viviana Alexandorwicz, University of San Diego; Misook Ji, University of San Diego
This session will provide an overview of six topics rarely discussed and/or researched in administrator preparation: diversity, language learning, school counseling, special education, technology, and assessment.

10.11, Traders
Graduate Student Seminar: The Challenges and Promises of Completing a Doctoral Program
Organizers: María Luisa González, New Mexico State University; Linda Tillman, Wayne State University
Participants: Mark Gooden, University of Cincinnati; Barbara Jackson, Fordham University; Rosita Marcano, University of Northern Illinois; Eduardo Arellano, New Mexico State University; Alan Shoho, University of Texas at San Antonio; Grayson Noley, University of Oklahoma; Dana Christman, New Mexico State University

This session is designed to give students from under-represented populations the opportunity to dialogue with faculty from several institutions. Panelists will discuss issues related to doctoral study such as research and publication, mentoring, completing the dissertation, and preparing for a faculty position.

Session 11, Saturday, 10:40 a.m.— 12:10 p.m.
Ballroom 1
General Session: Interactive Symposium and Dialogue — Building Support for Diverse Communities: Perils and Possibilities
Welcome Remarks: Joseph Newman, Program Chair of AESA and University of Southern Alabama; Frances Kochan, UCEA President and Auburn University
Chair: Catherine A. Lugg, Rutgers University
Discussion Leaders: Martha McCarthy, Indiana University; Michael Dantley, Miami University
Participants: Gerardo Lopez, Indiana University; Khaula Murtadha, Indiana University; Dianne Smith, University of Missouri-Kansas City

The major purpose of this session is to engage convention participants in a dialogue about issues of diversity and community. The panel will focus on issues of leadership related to building community while also honoring diversity. Panelists will present their views followed by remarks from the discussants. This session will be followed by small group discussions in which participants will explore these issues and ways in which they can take a leadership role in maintaining this dialogue in their own professional settings and communities.

Session 12, Saturday, 12:15 p.m. – 1:45 p.m.
12.1, Benedum
Paper and Conversation Session: Developing Research to Improve Educational Leadership… Report from the AERA Div A Research Group
William Firestone, Rutgers University; Carolyn Riehl, University of North Carolina at Greensboro
This symposium will report the work of the Division A (AERA)-UCEA-Laboratory for Student Success Task Force on Developing an Agenda for Educational Research and submit feedback from the UCEA membership.

12.2, Duquesne
Symposium: Honoring Student Success for Latinos/Latinas: Multiple Leadership Program Perspectives
Maria Luisa González, New Mexico State University; Flora Ida Ortiz, University of California, Riverside; Maricela Oliva, University of Texas-Pan American; Augustina Reyes, University of Houston; Dana Christman, New Mexico State University
This symposium seeks to highlight innovative and reflective instructional leadership in preparation programs for Latino/a children at several different institutions in the U.S. Presenters will discuss approaches their programs have taken in addressing the dire need for proactive programs for English Language Learners.

12.3, Sterling’s 1
Symposium: Building Leadership Capacity for Equity
Discussion Leader: Sharon Kruse, University of Akron
Participants: Alan Shoho, University of Texas at San Antonio; Betty Merchant, University of Texas at San Antonio; Andrea Rorrer, University of Utah; Catherine A. Lugg, Rutgers University; Bonnie Johnson, University of Kentucky
Using the conference’s third subtheme of “Building Coalitions that Enhance Leadership and Learning,” this symposium offers four papers that look at how university preparation programs and school districts develop leadership capacity for addressing social justice issues.

12.4, Sterling’s 2
Paper: Leadership and the Construction of Learning Communities
Discussion Leader: Judith Ponticell, University of New Mexico
Chair: Donald Hackmann, Iowa State University
• Policy Models for Learning Communities
Paul M. Newton, University of Saskatchewan; Scott D. Tunison, University of Saskatchewan
This paper seeks to synthesize an effective definition of policy, explore various policy models, and establish the compatibility between the policy models and notions of a learning community.
• **Teachers Voices in Constructing Leadership to Enhance Student Success**
  
  Cynthia High, University of Texas at Austin; Martha N. Ovando, University of Texas at Austin

  Because teachers’ voices were heard in an at-risk urban elementary school, teacher-led teams built a successful school reform model. Within a year the state test cumulative scores rose from a 7-year average of 72% to 89.1%.

• **Thrust on the Horns of an Ethical Dilemma: A Qualitative Study of Educators’ Views of Retention**
  
  Donald Larsen, University of Washington

  The liabilities of retention are well documented in research. However, current literature offers scant evidence that researchers have attempted to link retention and related policies with ethics that motivate professional decisions and actions. The current study seeks to explore that connection.

12.5, Sterling’s 3 Symposium: The Search for an European Perspective on Educational Leadership – Consensus in Diversity?

  Angela Thody, Lincoln University, England; Olof Johansson, Umea University, Sweden; Petros Pashiardis, Cyprus University; Zoi Papanoum, Aristole University of Thessaloniki, Greece

  Four European countries exploring possibilities for common approaches to educational leadership and its comparison with ideas from North America - to consider how leadership is viewed in different cultures.

12.6, Forbes Paper Session: Managing Special Education Programs: Supervision, Training, and Adequacy

  Discussion Leaders: Leonard Burrello, Indiana University; Lauren P. Hoffman, Lewis University

  Chair: Virginia Doolittle, Rowan University

• **How Do University Educational Leadership Programs Prepare Principals to Supervise Special Education Programs in Their Building?**
  
  Deborah Witt, University of Cincinnati

  This research will provide an update to the existing literature regarding university educational leadership programs and their current practices in facilitating principals’ acquisition of knowledge necessary for the effective implementation and supervision of special education programs in their buildings.

• **Training Educators to Lead and Manage Special Education Programs**
  
  Lisa Collins, Lehigh University

  This paper explores the perceptions of in-service principals on the importance and training of skills related to leading and managing building-based special education programs for the success of each and every child and examines the implications for educational leadership programs.

• **Advocacy in Special Education From the Perspectives of School Administrators and Parent Advocates**
  
  Lindy Zaretsky, University of Toronto-Ontario Institute For Studies In Education

  This paper takes a close examination of the relations functioning at the microlevel of interaction between school administrators and parent advocates that produce a set of power-knowledge relations and practices that can both support and impede resolving of dilemmas in special education.

12.7, Board Room Paper Session: Authentic Learning, Connections, and Practices in Educational Leadership Preparation Programs

  Discussion Leader: Darla Twale, University of Dayton

  Chair: Frances Kochan, Auburn University

• **Authentic Teaching and Learning in Educational Leadership Programs**
  
  Nancy G. Mims, Western Carolina University; Larry McNeal, University of Arkansas at Little Rock; Cynthia J. Reed, Auburn University

  There is a desired relationship between adult student-faculty that is criterion based and, therefore, definable. It is from this relationship that the adult learning process evolves. The theoretical basis for the relationship exists within the adult learner and educational leadership literature.

• **Theory, Research, and Practice: Bridging the Gap in a Doctoral Candidate Seminar**
  
  Ellen Reames, Auburn University; Sally Zhao, Auburn University; Martha W. Pettway, Auburn University; Jackie Metsinger, Auburn University; Terry Bentley, Auburn University

• **The Importance of Relationship Building in Leadership Preparation**
  
  Larry McNeal, University of Arkansas at Little Rock; Nancy G. Mims, Western Carolina University; Cynthia J. Reed, Auburn University

  There is a desired relationship between adult student-faculty that is criterion based and, therefore, definable. It is from this relationship that the adult learning process evolves. The theoretical basis for the relationship exists within the adult learner and educational leadership literature.

12.8, Allegheny Paper Session: Leadership and the Pedagogy of Social Justice

  Discussion Leader: V. Darleen Opfer, Georgia State University

  Chair: Lillian Webb, Arizona State University
This paper explores the theoretical underpinnings of an alternative, transformative pedagogy that may assist us in responding to the urgent call for changes in the way educational leaders are prepared and developed.
• Using Liberative Pedagogies to Model and Teach Social Justice: Challenges Encountered Along the Way
  Daniel Miller, University of San Diego
  This is an auto-ethnographic case study that reflects, analyzes, and interprets my experiences using liberative pedagogies to teach leadership for social justice

• Leadership Qualities and Strategies for Preparation Programs: Implications for Evaluation
  Ellen Williams, Brigham Young University; L. Joseph Matthews, Brigham Young University; Steven Baugh, Brigham Young University
  The need continues for universities to strengthen leadership preparation programs. This paper focuses on a model of preparation that includes linked and balanced experiences in three areas: coursework, internship, and reflection.

12.9, Heinz
Paper Session: Varied Perspectives on Women in Leadership
Discussion Leader: Karen Sunday Cockrell, University of Missouri-Columbia
Chair: Linda Tillman, Wayne State University
• Leading with the Lessons of our Lives: Reconceptualizing 21st Century Educational Leadership Through the Experiences of Black Women Activists
  Judy Alston, Bowling Green State University; Sharyn N. Jones, Bowling Green State University; Pamela Bruno, Bowling Green State University
  Our knowledge base in educational leadership has often been criticized for not being inclusive of other voices that are not White and male. This inquiry will provide an important “re-visioning” of educational leadership theory by documenting the leadership lives of three strong black women

• Asian American Women Administrators: Narrations of Their Career Paths to Leadership
  Normah Salleh-Barone, State University of New York at Buffalo
  A review of the literature regarding Asian American women administrators in schools and/or higher education revealed that there has not been much research work conducted on this group. Thus, little is known about how these women explore how they have been able to secure administrative roles in educational settings, and how they perceive themselves as leaders with respect to their race, culture, and gender.

• The Other Leadership: Lessons From the Leadership Experiences and Perspectives of Female High School Principals in a Male-Defined Arena
  Dru McGovern-Robinet, University of Texas at Austin; Martha N. Ovando, University of Texas at Austin
  This research explored the leadership experiences of three female high school principals. Through shadowing and interviews, these women shared their interpretations of and interactions with multiple constructions of leadership and offered varied perspectives of educational leadership through a female lens.

12.10, Chartiers
Paper Session: Accountability, Quality, and Equity
Discussion Leader: Stephen Jacobson, State University of New York at Buffalo
Chair: Bruce Barnett, University of Texas at San Antonio
  David Conley, University of Oregon; Françoise Bodone, University of Oregon
  This paper presents the results of a study on how best to collect information on quality indicators from schools in a form that can be aggregated at the state level into a scale that determines and tracks school effectiveness.

• Accountability, Equity, and Collective Efficacy
  Linda Skrla, Texas A & M University; Roger Goddard, University of Michigan
  This paper discusses the results of a study that investigated, teachers’ perceptions of collective efficacy in an urban school district that had demonstrated substantial progress in closing historic achievement gaps within the context of a high-stakes state accountability system.

• Fostering Student Achievement: A Study of the Relationship of Collective Teacher Efficacy and Student Achievement
  Marilyn Barr, Poquoson City Schools; Megan Tschannen-Moran, The College of William and Mary
  In this study collective teacher efficacy was significantly positively related to student achievement in mathematics, reading, and writing on a statewide standards-based assessment. The sample included 712 teachers in 49 middle schools, and utilized a new measure of collective teacher efficacy.
12.11A, Traders  
**Please Note Session Time: 12:15 p.m. – 12:55 p.m.**

Conversation: *Self-Reflective Renewal in Schools: Implications for Organizational Learning*

Bradley Portin, University of Washington; Lynn Beck, Pacific Lutheran University; Joseph Murphy, Ohio State University; Michael S. Knapp, University of Washington

Arising from a new volume on a school renewal process (NEA “KEYS”), discussion will center around the contexts that shape schools and the readiness on the part of school staff to engage in systematic reflection around teaching and learning issues.

12.11B, Traders  
**Please Note Session Time: 1:00 p.m. – 1:45 p.m.**


Charles Russo, University of Dayton; A. Reynaldo Contreras, University of San Francisco; Frank Brown, University of North Carolina-Chapel Hill; J. John Harris, University of Kentucky; Nelda Cambron-McCabe, Miami University; Martha M. McCarthy, Indiana University

“Leadership and the Law: Fostering Equal Educational Opportunities for All” examines how the synergy among the legislative, executive, and judicial branches of the government shapes educational policies and practices influencing the lives of educational leaders and students.

Session 13, Saturday 1:50 p.m. – 3:10 p.m.

13.1A, Benedum  
**Please Note Session Time: 1:50 p.m. – 2:30 p.m.**

Roundtable Session:

Table A: *An Analysis of Hispanic Dropout Rates*

Maria Olivia Egamba, Clark County School District; James Crawford, University of Nevada at Las Vegas; Gerald Kops, University of Nevada at Las Vegas

This study examined 12 variables that affect Hispanic dropout rates using a stepwise multiple regression analysis. Data was culled from the High School & Beyond Data Set that was collected by the National Center for Education Statistics (NCES). Variables that most influenced Hispanic dropout rates were citizenship, socio-economic status, and retention.

Table B: *A Team Building Model for Management/Leadership Classrooms*

Patricia Marcellino, Adelphi University

This roundtable discussion will present a team development model based on current research and dissertation results that has led to application of a management/leadership course that combines business and education concepts in a newly designed program for aspiring educational administrators.

Table C: *Ed.D. Students’ Perceptions of the Impact of a Team Builder*

Dan Cockrell, University of Missouri-Columbia; I-Hua Chang, University of Missouri-Columbia; Mei Chang, University of Missouri-Columbia; Karen Sunday Cockrell, University of Missouri-Columbia

This study examines students’ perceptions of the impact of the Team Builder experience on their ability to function effectively as team members and to move their respective teams toward a high performance level.

Table D: *The Relationship Between Principal’s Emotional Intelligence and Perceived Effectiveness*

Barbara Martin, Southwest Missouri State University; Tammy D. Condren, Marion C Earle Public Schools; Dana Christman, New Mexico State University

The purpose of this study was to examine the relationship between the emotional intelligence of the principal and teacher’s perceptions of the principal’s leadership effectiveness. Also included was the variable of gender.

Table E: *Incorporating Multiple Leadership Perspectives to Serve Culturally Diverse Student Populations*

Mark Salinas, University of California, Riverside

School principals incorporate multiple leadership perspectives and work to improve the performance of schools with culturally diverse students. Based on qualitative data collection methods, principals implemented a repertoire of leadership skills, and they worked to increase individual and organizational capacity.

Table F: *Constructing Leadership Capacity and Collaborative Communities*

Jean Cate, University of Oklahoma; Mary John O’Hair, University of Oklahoma; Gregg A. Garn, University of Oklahoma; Randy Averson, University of Oklahoma

This narrative inquiry tells the story of a statewide Gates Foundation grantee’s first-year of struggles and successes in implementing a program to develop leadership capacity for constructing democratic learning communities enhanced by technology among the state’s principals and superintendents.

Table G: *Exploring the Intersection of Leaderships Culture and Schooling: From Grey Texts to Research Texts as Narrative Inquirers*

Tom Poetter, Miami University; Joe Wegwert, Miami University; Neil Bowers, Miami University; Lori Pierson, Miami University; Catherine Haerr, Miami University; Linda Pastore Gaal, Miami University; Ruthann Mayes-Elma, Miami University; Brenda Campbell, Miami University
The Department of Educational Leadership at X University creates a dialogic, democratic, equivocal space for discussing and studying the intersections of leadership, culture, and schooling through narrative inquiry approaches in an attempt to transform the discourse in educational leadership.

13.1B, Benedum  
**Please Note Session Time: 2:35 p.m. – 3:10 p.m.**

Roundtable Session:

**Table A: That All May Read: Evaluating A National Literacy Education Initiative**  
Jeffrey S. Brooks, University of Missouri-Columbia; Chad W. Sayre, University of Missouri-Columbia; Mark Ehlert, University of Missouri-Columbia; Kathleen Sullivan Brown, University of Missouri-St. Louis; James Murray, University of Missouri-St. Louis  
This roundtable will present findings from a multi-year program evaluation of a national literacy initiative. The roundtable will include a discussion of salient methods, outcomes, and implications for educational stakeholders.

**Table B: Closing the Gap: Implications for Leadership**  
Eric Freeman, North Carolina State University  
Despite the many efforts being paid to closing the achievement gap by raising standards and implementing stricter accountability programs, other root causes have been identified as contributing to this historic discrepancy that remains overlooked or politically off limits.

**Table C: Shaping Schools: The Strategies of Educational Management Organizations**  
Katy Bulkley, Rutgers University  
Educational management organizations (EMOs) have become increasingly common in recent years, especially in the charter school sector. This paper explores the capacity of three EMOs, and the pedagogical tools they use to shape schools to fit their overall school vision.

**Table D: Exploring Beginning Teachers’ Perceptions of Principals’ Leadership in Korean Context**  
Chung Shim, State University of New York at Buffalo  
When reflecting on the correlation between the astonishing attribution and turnover rate of new teachers and principal leadership across the world, this study will explore novice secondary teachers’ perceptions of principals’ leadership within a Korean context.

**Table E: The Impact of Career Patterns on College and University Presidents’ Leadership Style: Operational Frameworks**  
Mark Magnuson, University of North Dakota  
College presidential leadership is highly contextual and situational. This study seeks to determine if there are relationships to be found among presidents’ leadership style(s) and their backgrounds, their previous career positions, and the type of institution they currently lead.

**Table F: The Good, The Bad, and The Feckless: A Practitioners’ Discussion of the Value of Their Adventures in Leadership Preparation Programs**  
Autumn Tooms, Kent State University; Ralph Waltmann, Kent State University  
This conversation is intended to bring together recent graduates (within 10 years) of randomly selected universities currently practicing in the field. The group will be discussing what pieces of their preparation they found valuable and what they think should be added to leadership preparation programs at the university level.

**Table G: Leadership for Risk Taking: Two Case Studies**  
Judith Ponticell, University of New Mexico  
The purpose of this study is to examine two case studies from the perspective of the psychology of risk taking behavior, and to determine structures, processes, relationships, and leadership behaviors that either enhanced or inhibited risk-taking behavior in each case.

13.2, Duquesne  
Symposium: The District Superintendent and School Board Relationship: Trends in Policy Development and Implementation  
Discussion Leader: Ted Kowalski, University of Dayton  
Chair: George J. Petersen, University of Missouri-Columbia and Associate Director of UCEA  
Participants: Michelle D. Young, University of Missouri-Columbia and Executive Director of UCEA; Margaret Grogan, University of Missouri-Columbia; Lance Fusarelli, Fordham University; V. Darlene Opfer, Georgia State University; Naftaly Glasman, University of California, Santa Barbara; Peggy Placier, University of Missouri-Columbia; Douglas R. Hager, University of Missouri-Columbia  
This symposium will examine recent literature and research on the enormous and often enigmatic political, economic, demographic, and organizational pressures faced by superintendents and boards of education in policy development and decision-making.
13.3, Sterling’s 1
Symposium: Using Multiple Resources to Support Improving Teaching and Learning: Principal and Teacher Leadership Practices
Chair: Margaret Plecki, University of Washington
Participants: Ana Elfers, University of Washington; Lynn Beck, Pacific Lutheran University; Bradley Portin, University of Washington
This symposium explores the leadership, resource and decision-making processes of schools undertaking site-based reform. The majority of these schools were supported by grants from the Bill and Melinda Gates Foundation.

13.4, Sterling’s 2
Paper Session: The Politics of Choice, Coalitions, and Policy Development
Discussion Leader: Khaula Murtadha, Indiana University
Chair: Gerald Cattaro, Fordham University
- Building a Learning City: Developing City and School Coalitions in Oklahoma City
  Gegg A. Garn, University of Oklahoma
  Using a case study methodology, this research focused on the coalition that was built between the Oklahoma City Mayor, City Council, business leaders, and the Oklahoma City School District (OCSD) to develop and implement a plan to revive the city schools.
- Developing Policy That Promotes Social Justice: The Role of Community Activism and the Politics of Policy Making
  Lauri Johnson, State University of New York at Buffalo; Catherine A. Lugg, Rutgers University; Reva Joshee, University of Toronto-Ontario Institute For Studies In Education
  This paper session examines three case studies of the politics of policy development to analyze how the activism of parents, educators, and community groups can promote (or challenge) social justice issues.
- School Choice and School Culture: Stories Told and Told Again
  Carolyn S. Ridenour, University of Dayton; Kathryn Kinnucan-Welsch, University of Dayton
  A cultural lens was used to examine the empirical materials collected in four urban public schools and four urban private schools that were beginning to experience the impact of market forces in the form of tuition scholarships for low-income families.

13.5, Sterling’s 3
Innovative: Leadership for Social Justice: Identifying the Terrain, Crafting a Mission and Purpose
Gerardo Lopez, Indiana University; Colleen A. Capper, University of Wisconsin-Madison; James Scheurich, The University of Texas at Austin; Colleen Larson, New York University; Catherine Marshall, University of North Carolina at Chapel Hill; Linda Tillman, Wayne State University
This session brings together a diverse array of social justice advocates in a dialogue about what the term “social justice” means, both theoretically and practically. This innovative session includes critical dialogue and audience participation. It will be videotaped and audio recorded for future use as a teaching tool.

13.6, Forbes
Paper Session: Leadership, Collaboration, and Community
Discussion Leader: Alan Shoho, University of Texas at San Antonio
Chair: Jean Madsen, Texas A & M University
- Collaborative Leadership, Collaborative Schools: How Working Together Improves School Performance
  Carl Lashley, University of North Carolina at Greensboro
  Schools are accountable for the progress of all children. Four middle schools participated in a collaborative professional development and research intended to improve the performance of students with disabilities in statewide assessments. Implications for developing collaborative leadership are discussed.
- Communities of Practice and the Mediation of Teachers’ Response to Standards-Based Reform: Implications for Leadership
  Chrysan Gallucci, University of California, Santa Barbara
  This paper presents findings from case studies of six elementary teachers that suggest teachers’ responses to standards-based reform are mediated through the characteristics of their most local communities of teaching practice. Implications for instructional leadership are discussed.
- Shared Power and Conflict in Collaboration: Implications for Curriculum Change and Student Achievement
  Rose Ylimaki, State University of New York at Buffalo; C. Cryss Brunner, University of Minnesota
  This paper demonstrates, through an empirical study of curriculum directors, that beliefs and uses of conflict differ based on conceptions and practices of power. Further, the use of conflict during shared power is examined and then linked to curriculum change and student achievement.
13.7, Board Room
Working Session: Gender Research Taskforce
Organizers: Norma Mertz, University of Tennessee; Flora Ida Ortiz, University of California, Riverside

13.8, Allegheny
Paper Session: School Culture, Context, Structure, and Student Achievement
Discussion Leader: John Keedy, University of Louisville
Chair: Lars Björk, University of Kentucky
- The Influence of School Composition on Teacher Perspectives of Collective Efficacy
  Roger Goddard, University of Michigan; Linda Skrla, Texas A & M University
  Hierarchical Linear Modeling is employed to test the influence of both teacher characteristics (race, gender, experience) and demographic composition of the student body and faculty on collective efficacy. Data are drawn from a survey of over 22,000 students and nearly 3,000 teachers in a large urban school district.
- The Relationship Between School Size, Student Achievement, and School Climate
  Patrick Galvin, University of Utah; Paul Waite, District Office Davis District; Kimberly Beck, College and University Partnership Utah Valley College; Anthony Godfrey, Jordan High School Jordan District; William Kenley, Cranite High School Granite District; Tim McConnell, Coordinator Alternative Education and ESL Programs Park City District
  This study examines the relationship between organizational size with measures of student achievement and school climate. Contrary to popular opinions, we found, in this systematic analysis, little evidence to claim that such a simplistic and hydraulic relationship exists.
- An Antiracist Multicultural Perspective on the Critical Components of High Performing Schools
  Patricia Bauch, The University of Alabama
  Despite criteria that are often used to measure school “performance,” there is an ever-widening achievement gap. This paper develops two lenses by which the characteristics of high performing schools are examined critically — “antiracism” and “multiculturalism.” It asks: What would an antiracist multicultural high performing school look like?

13.9, Heinz
Paper Session: Changing the Guard: New Faces in the Principalship
Discussion Leader: Stephen Jacobson, State University of New York at Buffalo
Chair: Barbara LaCost, University of Nebraska - Lincoln
- Targeting Underrepresented Groups for the Principalship: A Policy Capturing Approach
  Rose Newton, The University of Alabama; Harold Bishop, The University of Alabama; Peter Zeitoun, The University of Alabama; John Freeman, The University of Alabama
  This article demonstrates how organizational leaders can use the policy capturing research methodology to identify factors that influence the job search behaviors of prospective applicants. The results have practical implications for influencing the size and composition of the applicant pool.
- The Changing Face of the Principalship: Leadership Perspectives of Virginia’s Principals
  Michael DiPaola, The College of William and Mary; Megan Tschannen-Moran, The College of William and Mary
  This paper reports the findings of a recent statewide study of the principalship. The findings provide insights and information about the current work life of principals. The implications for issues of supply and demand and for principal preparation are discussed.
- Principal Induction: Findings From a Pilot Study of Kentucky’s Principal Internship Program
  Keith Gurley, University of Kentucky
  This paper describes a yearlong pilot study of the induction of principals participating in the Kentucky Principal Internship Program. Researchers explored perceptions of principal interns and their mentors regarding the relative value of the statewide, mandated program.

13.10, Chartiers
Paper Session: Organization Structure, Teacher Beliefs, and Student Learning
Discussion Leader: Martha McCarthy, Indiana University
Chair: Kenneth Brinson, North Carolina State University
- Teacher Efficacy: A Research Synthesis
  Stacey Edmonson, Sam Houston State University; David P. Thompson, The University of Texas at San Antonio; Julia Shahid, Austin College
  This study involves a complete empirical synthesis of all primary studies dealing with teacher efficacy. Because teacher efficacy can influence both teacher and student performance, this meta-analysis provides a valuable tool for educational leaders.
An Examination of Hackman and Oldham’s Model of Work Group Effectiveness: The Case of Middle School Teams
Sharon Conley, University of California, Santa Barbara; Diana Pounder, University of Utah; Janice Fauske, University of Utah

Hackman and Oldham’s model of work group effectiveness (1980), although based largely on work groups in business settings, offers a potentially powerful theoretical model to understand work group effectiveness. This study examines this model with a sample of teachers engaged in teaming in middle schools.

Leadership, Organizational Commitment, and Student Learning
Karen Osterman, Hofstra University; Nora DeRosa-Karby, Hofstra University

This qualitative inquiry, conducted in an urban middle school noted for high levels of organizational commitment, explores teacher organizational commitment in schools: its manifestation, its implications, and the role that leadership plays in enhancing this commitment.

13.11, Traders
Symposium: Multiple Leadership Perspectives: Views From the Margins
Organizer: Karen Seashore Louis, University of Minnesota
Participants: C. Cryss Brunner, University of Minnesota; Patricia S. Seppanen, University of Minnesota; Susan K. Sears, Ohio State University; Sara L. Dexter, University of Minnesota

The proposed session will examine the leadership role of groups that have been largely excluded from current discussions about school improvement, reform, and the process of change. Presentations will be informal and audience conversation will focus on a single issue: What do we need to do to enlarge our theoretical and research paradigms of leadership for school improvement?

13.12, President Suite, Rm 2440
Meeting: Publications Meeting
Organizer: Michelle D. Young, Executive Director of UCEA and University of Missouri-Columbia
Participants: Hanne Mawhinney, University of Maryland; María Louisa González, New Mexico State University; Jay D. Scribner, University of Texas at Austin; Barbara Jackson, Fordham University; Bradley Portin, University of Washington

Session 14, Saturday 3:25 p.m. – 4:25 p.m.
14.1, Benedum
Roundtable Session:
Table A: Preparing School Leaders: Where Are They a Year After Program Completion?
Tricia Browne-Ferrigno, University of Kentucky
Student entry characteristics (teaching and administrative experience, career aspirations, etc.) and their influence on career placement and professional practice is session focus. Participants will assess in-progress findings for patterns concerning principalship.

Table B: An Examination of Factors that Encourage or Discourage African Americans in Attaining Educational Administrative Positions
Barbara Martin, Southwest Missouri State University; Nathaniel Quinn, Springfield Public Schools; Judy A. Johnson, Sam Houston State University

The purpose of this inquiry was to investigate factors that encouraged or discouraged African Americans in attaining leadership positions in schools. Initial findings suggest significant differences in the organizational factors of district recruitment programs, social status, and perceived barriers and aspirations between African Americans and Caucasians.

Table C: Politics of Educational Inequity: A Comparative Case Study
Jeffrey S. Brooks, University of Missouri-Columbia

This research critically examines formal and informal political actions taken by leaders of two public secondary schools within the same district during the course of an academic year.

Table D: Indicting the Courts: The Role of the Judiciary in School Finance Reform
Eileen McMahon, University of Michigan

The paper questions the conventional dependence upon challenges in the courts to bring about school finance reform. Taken together, analyses of Michigan, Vermont, and New Hampshire suggest that court rulings are neither necessary nor sufficient to achieve meaningful school finance reform.

Table E: Does Charter School Legislation Really Promote the Concepts of School Charters? A Question of Balancing Individual Needs With the Common Good
Patti Chance, University of Nevada, Las Vegas; Brenda Larsen-Mitchell, University of Nevada, Las Vegas

This study compared and contrasted the perceptions of charter school principals with the opinions of policy experts regarding ten provisions relevant to charter school legislation. The central issue that separated the two groups related to conflict between autonomy and accountability.
Table F: Choices and Circumstances: Women Not Pursuing the Superintendency
Kenneth Brinson, North Carolina State University; Johna Lee Faulconer, North Carolina State University; Peter Hessling, North Carolina State University
This research explores the circumstances that influence women who are educated, credentialed, and professionally prepared for advancement to the superintendency but who choose not to pursue the superintendency.

Table G: Parallel Processes in Systemic Change: Administrators’ and Teachers’ Prep Programs for Academic Success of English Language Learners
María Louisa González, New Mexico State University; Socorro Herrera, Kansas State University; Julia Lopez Emslie, Eastern New Mexico University; Elva R. Lopez, New Mexico State University
In collaboration, three universities propose a model for educational leaders in addressing the needs of English Language Learners. Via parallel processing bilingual teachers are pre-serviced for administrators’ positions and principals are pre-serviced with best practices that enhances ELLs learning.

14.2, Duquesne
Conversation: Leadership to Ensure Educational Equity for Students Who Struggle in Urban Schools: Generating a Collaborative Research Agenda
Chair: Madeline Hafner, University of Utah
Colleen Capper, University of Wisconsin-Madison; Elise Frattura, University of Wisconsin-Milwaukee; Carl Lashley, University of North Carolina at Greensboro.
This conversation session will provide a forum for researchers, practitioners, and policymakers to collaboratively develop a research agenda that focuses on leadership issues that directly impact students who struggle in urban schools, particularly students receiving specialized support services.

14.3, Sterling’s 2
Symposium: Knowledge Construction and Distributed Leadership
Chair: Jane Coggshall, University of Michigan
Participants: Guanglei Hong, University of Michigan; Tatiana Suspitsina, University of Michigan; Charles Vanover, University of Michigan
This interactive symposium focuses on the generation, development, and communication of knowledge through distributed leadership practice. It consists of a review of organizational innovation theories and three qualitative studies of inner-city American principals and curriculum change in a post-Soviet state.

14.4, Sterling’s 1
Meeting: NCAELP
Michelle D. Young, Executive Director of UCEA and University of Missouri-Columbia; Fenwick English, University of North Carolina-Chapel Hill; Mary Driscoll, New York University; Gail Furman, Washington State University
Under the auspices of the National Policy Board for Educational Administration, UCEA established a National Commission (NCAELP) focused on leadership preparation. This meeting is being held to facilitate the involvement of Educational Leadership faculty in the efforts of the commission. All are welcome.

14.5, Sterling’s 3
Conversation: Transforming Public Schools: The Intersection of Leadership, Culture, and Schooling
Nelda Cambron-McCabe, Miami University; Michael E. Dantley, Miami University; Spencer Maxcy, Louisiana State University; Colleen Capper, University of Wisconsin
This conversation Session is designed to examine critically the intersection of leadership, culture and schooling and its implications for educational administration. A series of provocative questions developed at a summer 2002 Education Summit frame this conversation.

14.6, Forbes
Conversation: Leadership to Empowerment: Creating a School Environment that Promotes Equity and Social Justice
Doris A. Flowers, San Francisco State University; Ming-Yeh Lee, San Francisco State University; A. Reynaldo Contreras, San Francisco State University
This session provides space for administrators to engage in dialogue around reconstructing school environments. Issues of race, class, gender, and systems of oppression, are at the forefront of this discussion. Case studies, role-plays, and lived experiences are used to facilitate discussion.
14.7, Board Room
Conversation: A Foot in the Door: German and American Women School Leaders
Maureen Porter, University of Pittsburgh; Claudia Fahrenwald, University of Augsburg; Hildegard Macha, University of Augsburg
This conversation grows out of a three year collaboration between researchers in Germany and the United States about increasing the number of women in secondary principalships. We look at cultural influences, institutional policies, family leave, and conceptions of “power.”

14.8, Allegheny
Conversation: Carnival, Dialogue, and Educational Leadership
Carolyn Shields, University of British Columbia; Nicholas C. Burbules, University of Illinois, Urbana-Champaign; Mark Edwards, University of British Columbia; Anish Sayani, University of British Columbia; Robert Donmoyer, University of San Diego; Alexander (Sasha) Sidorkin, Bowling Green State University
Participants in this conversation will explore some of the relationships between narrative, carnival, and dialogue. We will consider their potential to offer fresh insights into how educational leaders may overcome the bonds of tradition and create schools that are more just and engaging for all.

14.9, Heinz
Conversation: Head and Heart of Educational Leadership in Elementary Schools: Relationships for Learning
Barbara Smith, Mansfield University; Jean Crockett, Virginia Tech; Kathleen Carico, Virginia Tech
We illustrate through vignettes one of the central learning relationships in the elementary school, the one between the elementary principal and the special education coordinator. Implications for policy, preparation, and practice are suggested.

14.10, Chartiers
Conversation: Magic, Art, and Scientific Posturing: A Conversation About the Scope and Shape of Contemporary Qualitative Research Interviews in the Study of Educational Leadership
Pat Maslin-Ostrowski, Florida Atlantic University; Ira Bogotch, Florida Atlantic University
Drawing on interviews by Studs Terkl, Rachel Remen, Edward R. Murrow, Jonathan Kozol, and others, we will discuss how the interview paradigm selected influences the way discourse is constructed, as well as what is learned and what is left out.

14.11, Traders
Conversation: Organizational Justice: A Theoretical Frame for Educational Leadership
Patsy Johnson, University of Connecticut; James Rinehart, University of Kentucky; Wendy Poole, University of British Columbia; Paula Myrick Short, Tennessee Board of Regents; George J. Petersen, University of Missouri-Columbia and Associate Director of UCEA
This conversation explores the possibilities, benefits, and problems of moving toward organizational justice as a theoretical frame for educational leadership. Issues addressed include organizational conduct and processes, accountability, fairness judgments, and educational outcomes.

Session 15, Saturday, 4:30 p.m. – 6:00 p.m.
Ballroom 1
General Session and Mitstifer Lecture
Session Chair: Frances Kochan
Presentation of the Jack A. Culbertson Award:
Frances K. Kochan, Auburn University
Mitstifer Lecture Introduction:
William L. Boyd, Pennsylvania State University
Mitstifer Lecture: Dr. Charles C. Haynes
• From Battle Ground to Common Ground: A Shared Vision of Religious Liberty in Public Schools
Charles C. Haynes, a senior scholar at the First Amendment Center, directs the center’s First Amendment educational program in schools and addresses issues concerning religious liberty in American public life. Haynes is best known for helping schools and communities find common ground on conflicts involving religion and values in public schools. He was one of the principal organizers and drafters of a series of consensus guidelines on religious liberty in public education endorsed by a broad range of major religious and educational organizations. An educator for more than 20 years, Haynes holds a master’s degree in religion and education from Harvard Divinity School and a doctorate in theological studies from Emory University. He is the author of Religion in American History: What to Teach and How, winner of the 1990 Educational Press Award, and Finding Common Ground: A First Amendment Guide to Religion and Public Education. He is co-author of Religion in American Public Life: Living With Our Deepest Differences and Taking Religion Seriously Across the Curriculum.
Session 16, Saturday, 6:00 p.m. – 7:00 p.m.
Board Room
Voices Work Session II
Organizers: Gary Ivory, New Mexico State University; Michelle Acker-Hocevar, Florida Atlantic University

Session 17, Sunday, 8:00 a.m. – 9:30 a.m.
Ballroom 1
General Session and Annual Breakfast Lecture
Session Chair: Frances Kochan
Presentation of the Paula Silver Cases Award:
Gary M. Crow, University of Utah
General Session Speaker Introduction:
Nicola Alexander, University of Minnesota
Lecture: Vicki Phillips, School District of Lancaster
- **Expectations Leadership: The Work That Change Takes**
  Vicki L. Phillips is the Superintendent of the School District of Lancaster, a high poverty, culturally diverse, urban district with a student population of 11,500. Dr. Phillips has long-term experience in education reform and has served as a leader in school improvement at the local, state, and national levels. Before coming to Lancaster, Vicki was the Executive Director of the Philadelphia Partnership for Reform and the Children Achieving Challenge. As the Deputy Director of the National Alliance for Restructuring Education, she worked with states and cities to bring about reforms in standards and assessments, learning environments, community services and supports, public engagement and high performance management. Vicki routinely works with the governments, schools, & universities in Britain and Australia, as well as in the United States and has served as an improvement coach for individual schools as well as a consultant on policy issues. School and District leadership is a particular interest of hers, and she currently serves on the Governing Board of England’s National College for School Leadership and Advisory Panel for the Harvard University Urban Superintendents Program.

Session 18 Sunday, 9:35 a.m. – 11:05 a.m.
18.1, Sterling’s 3
Publishing Workshop
  James J. Scheurich, University of Texas at Austin
  This publishing workshop, by a journal editor, will introduce authors to how to choose an appropriate journal, to prepare a manuscript for publication, and to correct some of the typical weaknesses of submitted manuscripts. The goal is to help authors improve the possibility that their manuscripts will be accepted for publication by any journal.

18.2, Duquesne
Paper Session: **Innovative Practices in Leadership Preparation**
Discussion Leader: Faith Crampton, University of Wisconsin - Milwaukee
Chair: Wade Smith, Auburn University
- **Reconceptualizing the Dissertation Requirement in Professional Doctoral Programs: An Applied-Problem Approach**
  Robert Donmoyer, University of San Diego
  The paper discusses an alternative approach to the dissertation requirement for professionally-oriented doctoral programs. A rationale for rethinking the doctoral requirement is presented and an alternative, the applied-problem solving dissertation is described and contrasted with traditional social science approaches.
- **The Teaching of School Law within a Multidimensional Ethical Framework**
  Patrick Pauken, Bowling Green State University
  This study examines the traditional study of school law and proposes a new model for the teaching of law that includes a multi-dimensional framework of ethical leadership.
- **The Impact of Utilizing Online Courses in Educational Administrator Preparation Programs**
  Jimmy Byrd, Tarleton State University
  With the advent of technology, many universities are offering classes online in an effort to accommodate students in various settings. This study adds to the literature by examining the impact of on-line instructional delivery on educational administration preparation programs in general and pre-service school administrator’s performance on the state licensure exam in particular.
18.3, Alleghany
Symposium: Leadership for Community Development: Measuring Social Capital in School-Linked Comprehensive Community Revitalization
Hanne Mawhinney, University of Maryland; Meredith Honig, University of Maryland; Angela Frusicante, University of Maryland; Howell Baum, University of Maryland
The purpose of the symposium proposed here is to engage participants in a discussion on the possibilities and challenges of creating measures of social capital that can be used by schools engaged in, or seeking to initiate comprehensive community development initiatives.

18.4, Sterling’s 2
Discussion: Working Effectively with Educational Foundations
Cynthia J. Reed, Auburn University; William P. Getty, President, Claude Worthington Benedum Foundation; Jay Cole, Deputy Secretary, West Virginia Department of Education and Art; Van Dempsey, Director, Benedum Collaborative

18.5, Sterling’s 1
Seminar: Graduate Student Seminar 3
Charlene Trovato, University of Pittsburgh; Nona Prestine, Pennsylvania State University
This session, featuring faculty members from the Convention host institutions, will provide an overview of the junior faculty role within departments of Educational Leadership and Policy. Advice will be given regarding the development of a research agenda balancing teaching service and research, and building one's career.

18.6, Board Room
Center Meeting: Center for Academic Leadership – “College and Department Leadership: Moving from Research to Practice”
Walter H. Gmelch, Iowa State University; Mimi Wolverton, University of Nevada at Las Vegas
Department chairs and deans come to their positions without leadership training, without administrative experience, and without understanding the ambiguity, conflict, and cost to their scholarship. Based on their recent research, the Co-directors of the Center for the Study of Academic Leadership will explore how campuses can overcome the obstacles to leadership development and develop department chairs and deans in the three spheres of academic leadership: (1) conceptual understanding of roles, responsibilities and institutions of higher education; (2) the development of skills critical to fulfill these roles; and (3) the ability to develop as a reflective practitioner/leader.

18.7, Traders
Center Meeting: Center for Study of Educational Finance
David C. Thompson, Kansas State University; R. Craig Wood, University of Florida

18.8, Heinz
SIG Meeting: Law Professors
Organizer: Charles Russo, University of Dayton

18.9, Chartiers
Panel Discussion: Engaging Research Universities in Distance Education
Chair: Michael Martin, University of Colorado
Research universities are increasingly expected to increase their participation in the provision of distance education. However, the realities of distance education. However, the realities are pushing many research universities to increase strategies. Panelists will discuss challenges and strategies.

18.10, Benedum
Workshop: Creating On-Line Surveys for Faculty Research and Program Evaluation
Scott McLeod, University of Minnesota
The purpose of this workshop is to enable participants to gain valuable information technology skills in a highly individualized learning environment. Participants will have an opportunity to learn how to conduct online surveys using SurveySolutions Professional. Graduate Students are welcome to attend this session.

18.11, Forbes
Conversation: Applicant Attraction to Assistant Principal Jobs: An Experimental Assessment
Paul Winter, University of Louisville
Researchers are focusing on an emerging crisis in public school leadership: the lack of qualified applicants for administrator vacancies, especially the principalship. There are sufficient numbers of administrator certified personnel, but many are not applying for position vacancies because they are not attracted to the job, in part, because of the types of job duties required of school administrators in today’s educational environment emphasizing school reform and student achievement.