Pre-Session 1, Thursday 3:00 PM – 5:00 PM
Galleria North
Enhanced Assessment Training For School Leaders
  Rick Stiggins, Assessment Training Institute
  In these times of intense pressure to raise test scores, it becomes increasingly important for school leaders to develop appropriate levels of assessment literacy. Participants will explore what that means, in terms of critical competencies for instructional assessment and the impact of sound assessment practices on school effectiveness and student success, and ways to weave effective assessment literacy training into leadership programs. Discussions will center on balancing the effective use of standardized tests and classroom assessment.

Pre-Session 2, Thursday 1:00 PM – 5:00 PM
Galleria South
Taskforce To Evaluate Educational Leadership Preparation Effectiveness Seminar, Planning, And Work Session
  Co-Organizers: Terry Orr, Teachers College; Robert Kottkamp, Hofstra University
  Taskforce Working Members: Maggie Barber; University of San Diego; James Bliss, Rutgers University; Tricia Browne-Ferrigno, University of Kentucky; Virginia Doolittle, Rowan University; Maria Luisa González, New Mexico State University; Annie Henry, New Mexico Highlands University; Stephen Jacobson, University at Buffalo, State University of New York; Bruce Kramer, University of St. Thomas; Kenneth Leithwood, OISE of the University Of Toronto; Brenda LeFendre, Pittsburgh State University; Martha McCarthy, Indiana University; Karen Osterman, Hofstra University; Diane Pounder, University of Utah; Alan Shoho, University of Texas San Antonio; Ruth Silverberg, College of Staten Island, CUNY, Lillian Wehmeyer, Azusa Pacific University; Michelle D. Young, University Council For Educational Administration
  This pre-session is organized to continue the work of UCEA and TEA/SIG Taskforce members in sharing research, and planning and implementing studies of leadership preparation program effectiveness. Attendance by invitation only.

Session 1, Thursday, 5:15 PM – 6:30 PM
Grand Ballroom II
Opening General Session
Welcomes
  France Kochan, UCEA President and Auburn University; Judy Nichols Mitchell, Dean College of Education, Washington State University; Michelle D. Young, UCEA
  Panel Session: Debating The Manifesto
  Chair & Discussant: Mary Driscoll, New York University
  Panelists: Tom Ianley (Dean, University of Dayton); Fenwick English, (University of North Carolina at Chapel Hill); Barbara S. Nielsen, (Strom Thurmond Institute, Clemson University and Former South Carolina Superintendent of Education); and Steven Adamowski, (Assistant Professor, Educational Leadership and Policy Studies at St. Louis University and Former Superintendent of the Cincinnati schools)
  This General Session will feature an interactive panel, “Debating the Manifesto,” focused on key issues of a leadership manifesto recently authored by Chester Finn et.

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For the Latest Educational Leadership Job Opening Announcements.
The session discussant will provide an overview of the manifesto and then invite panelists to describe why they felt compelled to either support or oppose the positions taken in the manifesto.

**Session 2, Friday, 7:00 AM – 8:00 AM**

2.1, Forum Suite
SIG Meeting: *Educational Law*
   Charlie Russo, University of Dayton

2.2, Broadway I
SIG Meeting: *Politics Of Education*
   Lance Fusarelli, North Carolina State University

2.3, Broadway II
SIG Meeting: *Organizational Theory*
   C. John Tarter, St. John’s University

2.4, Broadway III
SIG Meeting: *Women In Educational Leadership*
   Norma Mertz, University of Tennessee

2.5, Broadway IV
*UCEA Program Centers Directors’ Meeting*
   George J. Petersen, University of Missouri-Columbia & University Council For Educational Administration

2.6, Galleria North
SIG Meeting: *Voices II*
   Michelle Acker-Hocevar, Florida Atlantic University; Gary Ivory, New Mexico State University

2.8, Council Suite
David L. Clark National Graduate Student Research Seminar In Educational Leadership And Policy Breakfast
   Margaret Grogan, University of Missouri-Columbia and 2003-2004 UCEA President

2.9, Pavilion Ballroom West
International Scholarship Breakfast Conversation
   Betty Merchant, University of Texas at San Antonio

2.11, Parlor AB
SIG Meeting: *Leaders for Social Justice*
   Catherine Marshall, University of North Carolina at Chapel Hill

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All Educational Leadership Program Chairs & Department Heads are Invited to a Special Session (6.10)
Focused on leading programs in a time of economic challenge and increased expectations
**Session 3, Friday, 8:00 AM – 9:20 AM**

3.1, Forum Suite

**Symposium: Implementing Technology In The Preparation Of Administrators**

Suzanne Painter, Arizona State University West; Arnold Danzig, Arizona State University; Scott McLeod, University of Minnesota; David M. Quinn, University of Arizona; C. Cryss Brunner, University of Minnesota

How should preparation programs respond to the recent adoption of the National Educational Technology Standards for Administrators (NETS-A)? Symposium participants discuss technology use in specific courses, examine student reactions, and explore key issues of technology integration.

3.2, Broadway I


Meredith Mountford, University of Missouri-Columbia; George J. Petersen, University of Missouri-Columbia; Joe Donaldson, University of Missouri-Columbia; Jay P. Scribner, University of Missouri-Columbia; James Machell, Central Missouri State University; Mark Ehler, University of Missouri-Columbia; Robin Thompson, University of Missouri-Columbia

Six papers that discuss the University of Missouri-Columbia’s Statewide Collaborative Ed.D. Program in Educational Leadership will be presented. The papers will demonstrate how the findings have been used to make changes to the program targeted toward promoting transformative learning will be the focus of discussion.

3.3, Broadway II

**Innovative Session: Leading Teachers To Leadership: How University-Based Preparation Programs Foster “Teacher Leadership”**

Christopher Gareis, College of William and Mary

The concept of the “teacher leader” is gaining increasing prominence, yet implications for professional preparation and practice remain largely undefined. This session will be a focused, participatory discussion intended to explore the “teacher leader” concept, addressing its role in the preparation of educational administrators and novice teachers.

3.4, Broadway III

**Paper Session: Instructional Leadership**

**Discussion Leader:** Kristina Astrid Hesbol, University of Illinois at Urbana-Champaign

**Chair:** Karen Evans Stout, Lehigh University

**The Missing Link In Instructional Leadership: Assessment Literacy**

Linda Vogel, University of Northern Colorado

In an era of accountability, principals must be assessment literate in order to guide the alignment of curriculum, assessment, and instruction in the classroom so that students can meet public expectations for learning. This study of a decade of Illinois principals’ responses to education policies reveals the elements of program design that can assist in the development of effective future policies and principal preparation programs to increase school leaders’ assessment literacy.
Critical Differences In Principals ’ And Award-Winning Teachers ’ Perceptions Of Good Teaching
Judith Ponticell, University of South Florida; Sally J. Zepeda, University of Georgia
The purpose of this Paper is to examine critical differences in principals’ and
award-winning teachers’ perceptions of “good” teaching, and to explore implications for
the preparation and professional development of school leaders.

Political Risk-Taking And Instructional Leadership
Rose Ylimaki, University at Buffalo, State University of New York
This Paper examines risk-taking behaviors of instructional change leaders in the current
political context of federalized curriculum decisions and accountability.

3.5, Broadway IV
Conversation: Educational Administrative Leadership: Toward A Constructivist Approach To
Learning And Leading In The Integration Of General And Special Education Administration
Elise Frattura, University of Wisconsin-Milwaukee; Floyd Beachum, University of
Wisconsin-Milwaukee; Audrey Dentith, University of Wisconsin-Milwaukee
In this conversation, we will report on our progress as 3 faculty members and our
sustained commitment to special education reform in an urban district through the
merger of course content in special education and general education administration.

3.6, Parlor C
Conversation: Superintendent As Instructional Leader: Chief Education Officer
Boyd Dressler, Montana State University-Bozeman
The changing nature of the superintendent requires new ways to consider this important
role. This conversation will focus on five domains of the superintendency.

3.7, Galleria South
Paper Session: Building Contexts For Social Justice In Schools
Discussion Leader: Judy Alston, Bowling Green State University
Chair: Catherine Emihovich, University of Florida
Making A Difference: Leadership For Social Justice In Historical Perspective
Lauri Johnson, University at Buffalo, State University of New York
This historical study profiles efforts in the 1930s and 1940s by school leaders,
progressive scholars, and community-based organizations to develop innovative child-
centered curriculum and advocate diversity policies to establish culturally responsive
schooling for urban students and their families.
Identifying Principals Who Rate Their Schools Positively On Measures Of Social Justice
Rose Newton, University of Alabama; Natalie Adams, University of Alabama
The purpose of this study was to identify a national sample of principals who rate their
schools positively on measures of social justice. This Paper reports the process
whereby we developed an instrument and identified such principals.

UCEA Graduate Student Symposium
The UCEA Graduate Student Symposium is intended to bring graduate students
together at the convention. All graduate students are welcome; no special
registration for these sessions is required. Sessions will feature practical tips,
expert advice, useful examples, and handouts. Students are encouraged to
introduce themselves, and to interact with the symposium faculty members
throughout the convention. Sessions 11.7, 13.9, & 20.6.
Assessing Educational Leaders’ Beliefs And Practices Regarding Issues Of Social Justice And Equity: A Review Of Existing Measures
Kathleen Brown, University of North Carolina at Chapel Hill
The purpose of this paper is to provide a review of quantitative measures, instruments, inventories, and studies that assess educators’ personal and professional beliefs, attitudes, perceptions, and practices regarding issues of social justice, equity, diversity, and multiculturalism.

Toward A Usable Past: Educational Leadership, Activism, And The Civil Rights Movement
Carol Karpinski, Rutgers University
This paper revisits the accomplishments of J. Rupert Picott, a dynamic African American educator and activist during the civil rights movement. This historical case study can assist academics, policy makers, and practitioners in the preparation of educational leaders

3.8, Council Suite
Paper Session: Research On Student Experiences In Preparation Programs
Discussion Leader: Julie Hite, Brigham Young University
Chair: Jacqueline Cossentino, University of Maryland

Diversity, Critical Theory, And Democratic Authority: Perceptions And Initial Results From Program Changes In An Educational Leadership Doctoral Program
Louise Anderson Allen, University of North Carolina at Charlotte; Bryan Setser, University of North Carolina at Charlotte
As school populations grow more diverse, educational leaders need to understand the implications for student learning in light of the new accountability standards. This paper will illustrate how a critical theory philosophy has been employed to transform the course of study in a doctoral program in educational leadership in order to respond to challenges of diversity and accountability and it will report the perceptions of these changes from the thirty doctoral students enrolled in the program since the changes were instituted.

A Study Of Doctoral Students’ Changing Attitudes Toward Social Justice Issues
Sandra Harris, Stephen F. Austin State University; Betty Alford, Stephen F. Austin State University
This paper explores doctoral student understandings of social justice issues and resultant changes in their practice.

Informal Doctoral Mentoring Cohorts: A Creative Response To Barriers In Leadership Preparation
Carol Mullen, University of South Florida
This session explores the process and effect of mentoring on an informal doctoral cohort organization called the WITS—Writers in Training. Focus is on the perceptions of this diverse group of practitioner-scholars in Educational Leadership studying at a Research university.

Making the Connection Between School Improvement and Leadership Preparation in a Doctoral Program in Educational Leadership: Key Components of Program Implementation
Betty Alford, Stephen F. Austin State University; Sandy Harris, Stephen F. Austin State University
This study identified critical factors in implementing an educational leadership doctoral program conceptually focused on school improvement as an important programmatic goal. The participants in the survey study represented five cohorts and included graduates or current students in a doctoral program that is moving into its sixth year of program implementation.
3.9, Galleria North
Paper Session: Fostering Organizational Learning In Schools: Concepts And Practices
Discussion Leader: Richard Halverson, University of Wisconsin-Madison
Chair: Denise Dunbar Kissane, Tennessee State University

Organizational Learning Mechanisms: Exploring A Conceptual Framework For Organizational Learning In Schools
Chen Schechter, Zinman College
This case study explores the concept of Organizational Learning Mechanisms (OLMs) as a research framework for inquiring learning in schools. The research framework, case study, and significance, as well as future research are discussed.

Riding The Crest: A Study Of The Conditions Of Learning In A Virtual High School
Scott Tunison, University of Saskatchewan; Larry Sackney, University of Saskatchewan
This study examined the nature of instruction from the point of view of both faculty and students in one on-line high school. It also focused on student response to on-line instruction as well as the nature of community that develops in the virtual high school.

The Influence Of School Context On Organizational Learning: Implications For Leadership
Susan Everson, Saint Louis University
The Paper describes the results from a case study of an exceptionally successful school. The study focused on the influence of the school’s context on learning. The presentation will address the study’s implications for leadership.

Self-Constuting Communities Of Practice: Clues Their Content Flows Provide For Cultivating Knowledge-Nurturing Communities That Contribute To Sustained School Improvement
Ellen Williams, Brigham Young University
Content that flows between members of self-constituting communities of practice provides clues to social conditions of collective action. Content flows carry new tacit knowledge that is produced as practitioners engage in dialogic fields of interaction to solve problems that if socially amplified contributes to incremental organizational innovation.

3.10, Pavilion Ballroom West
Roundtable Symposium: International Scholars Breakfast Conversation And Interactive Round Table Sessions
Betty Merchant, University of Texas at San Antonio
This cross-national symposium focuses on: 1) the role of school administrators in creating environments that support the academic and social development of all students, 2) the decentralization to local schools of governance, resource allocation, and accountability for student learning.

3.11, Parlor AB
SIG Meeting: Leaders for Social Justice
Catherine Marshall, University of North Carolina at Chapel Hill

3.12, Cabinet Suite
JCEL Editorial Board Meeting
Gary Crow, University of Utah; Michael Dantley, Miami University

Session 16.10 Focuses on the National Commission for the Advancement of Educational Leadership Preparation (NCAELP). Please Join Us!
Session 4, Friday, 9:30 AM – 11:00 AM
4.0, Grand Ballroom I
General Session
Official Welcomes:
Frances Kochan, UCEA President; Michelle D. Young, Executive Director of UCEA; Martin Kaufman, Dean, College of Education, University of Oregon
UCEA Featured Lecture - Mihaly Csikszentmihalyi
The Psychology Of Optimal Experience: The Creative Person And The Creative Context

Mihaly Csikszentmihalyi, is the C.S. and D.J. Davidson Professor of Psychology at the Peter F. Drucker Graduate School of Management at Claremont Graduate University and Director of the Quality of Life Research Center. He is also emeritus professor of human development at the University of Chicago and is one of the world’s leading authorities on the psychology of creativity. Drawing upon years of systematic research, he invented the concept of “flow” as a metaphorical description of the rare mental state associated with feelings of optimal satisfaction and fulfillment. His analysis of the internal and external conditions giving rise to “flow” show that it is almost always linked to circumstances of high challenge when personal skills are used to the utmost. Serving on the editorial boards of numerous professional journals, he has been a consultant to business, government organizations, educational associations, and cultural institutions. He is the author of Flow: The Psychology of Optimal Experience (1990), which was translated into fifteen languages, and thirteen other books and some 185 research articles. His latest volume, Finding Flow: The Psychology of Engagement with Everyday Life (1997).

Drawing on a half-century of psychological research, Prof. Csikszentmihalyi will review the family background, personality, motivation, and thought processes shared by creative individuals. Because creative achievements depend also on the alignment of social and cultural factors. If we lack creative solutions it is generally not because of a lack of creative ideas from individuals, but because the infrastructure for recognizing and implementing them is not functioning well. Therefore the talk will focus on the “Systems Model” of creativity, which describes what the environment must provide in order to allow individuals to make creative contributions.

Session 5, Friday, 11:10 AM – 12:30 PM
5.1, Forum Suite
Paper Session: Implications Of No Child Left Behind For Educational Leadership
Discussion Leader: Carolyn Kelley, University of Wisconsin-Madison
Chair: Jody Isenhagen, University of Nebraska-Lincoln

No Child Left Behind: The Fallacy Of Substituting Rigor For Relevance

Eric Freeman, Georgia State University
Since 1990, the expectations for America’s schools have shifted from attendance, to access, to achievement. No Child Left Behind, with its reliance on the measurement of outcomes, represents a continuation of these changing priorities. But equity claims for
the legislation will not be realized because of inherent limitations in the bill. The insistence on substituting rigor for relevance neglects to tackle certain difficult questions about whose interests are being served by the current system of structured inequalities and what it will realistically take to change the way power and knowledge are distributed in schools.

*Leading And Learning Through No Child Left Behind: Superintendents And School Board Members Speak Out On Perceptions, Implications, And Political Reality*

Judith May, Bowling Green State University

The No Child Left Behind Act has intensified focus on the achievement gap through increased accountability standards. This study investigated superintendents and school board members regarding the policy modifications and political ramifications that they have engaged to ensure legislative compliance.

*The Highly Qualified Teacher Challenge: Is The No Child Left Behind Act Of 2001 Adequately Addressing The Problem?*

Tammy Buckner, The University of Texas at Austin

Due to the immense confusion that surrounds the highly qualified teacher debate, it is worth examining the research that characterizes highly qualified teachers and aligning that research to the NCLB legislation to decipher whether or not the law is adequately addressing the problem.

5.2, Broadway I

**Symposium: The Importance Of Considering Sexual Identity In The Preparation Of School Leaders**

Colleen Capper, University of Wisconsin-Madison; Catherine Lugg, Rutgers University; James Koschoreck, University of Cincinnati; Frank Hernandez, University of Wisconsin-Madison

The papers in this symposium will collectively respond to the conference call by addressing (a) how school leaders can be prepared to address the learning of all children, including students who may be lesbian/gay/bisexual/transgender (LGBT) and (b) what we can learn from LGBT school leaders, their communities, and their historical and legal context to inform how we prepare school leaders who can make a difference for all students.

5.3, Galleria North

**Symposium: Superintendent Conceptualizations: Future Practice And Professional Preparation**

Michelle D. Young, University Council for Educational Administration; Theodore Kowalski, University of Dayton; Margaret Grogan, University of Missouri-Columbia; C. Cryss Brunner, University of Minnesota; Thomas E. Glass, University of Memphis; George J. Petersen, University of Missouri-Columbia; Bruce G. Barnett, University of Texas-San Antonio; John Keedy, University of Louisville; Lars G. Björk, University of Kentucky; D. Keith Gurley, University of Kentucky; Bonnie C. Fusarelli, North Carolina State University; Lance D. Fusarelli, North Carolina State University

Papers in this session examine five dominant role conceptualizations assumed by district superintendents. Building on historical and contemporary perspectives, emphasis is given to gender differences, future practice, and the adequacy of professional preparation.

5.4, Broadway III

**Symposium: Specific Uses Of Learning Portfolios Prepared By Students: Work of the UCEA Program Center for Preparation Programs**

M. Scott Norton, Arizona State University
The discussion will focus on two central purposes: (1) To present an update of the work of the Portfolio Advisory Committee (NCAELP) concerning the national survey on the use of student portfolios in preparation programs, and (2) a participative panel discussion consisting of all members of the advisory committee on the topic of student learning portfolios: purposes, uses, formats, benefits, and guidelines for their development and implementation. Following the discussion of progress on the national survey of portfolio usage, the panel will discuss the development of guidelines for the development and implementation of student portfolios in educational administration preparation programs. These guidelines, upon their completion by the Advisory Committee, will be disseminated throughout the UCEA network.

5.5, Broadway IV
Conversation: Teaching “Educational Leadership” In Cyberspace: Efficacy Of The Learning Environment
Lenoar Foster, Washington State University; Margaret R. Basom, San Diego State University; Diane Yerkes, San Diego State University
This session engages participants in the efficacy of on-line course instruction in Educational Leadership, against a backdrop of affective dispositions, skills, and emerging trends in new scholarship in the field that have implications for training school leaders. Discussion will be conducted based on survey results from graduate students who have completed on-line courses and on commentary offered by new and veteran faculty who have experience with on-line instruction.

5.6, Broadway II
Conversation: Leading Departments Toward Social Justice And Democratic Community: A Conversation For Department Chairs And “Undesignated” Leaders
Betty Merchant, University of Texas at San Antonio
This conversation explores questions related to the role of chairs/heads of departments of Educational Leadership in transforming and/or nurturing a departmental culture focused on issues of social justice and equity.

5.7, Galleria South
Paper Session: Partnerships In Leadership Preparation
Discussion Leader: Carolyn Carr, Portland State University
Chair: Beverly Irby, Sam Houston State University
Comparing University-District Leadership Preparation Programs—Experiences And Outcomes
Terry Orr, Teachers College; Maggie Barber, University of San Diego
Two university-district leadership preparation programs are contrasted for their operational experiences and impact on program graduates as new school leaders.

Learning Outcomes Of An Educational Leadership Cohort Program
Pamela Tucker, University of Virginia; Cheryl Henig, University of Virginia
The presentation will summarize findings on the learning outcomes of a collaborative, cohort program using survey data regarding the extent to which students thought they were prepared to fulfill various school leadership functions.

University-District Partnership For Principal Preparation: Active District Role, Customized Learning Projects, Centrality Of Clinical Practice, And Customization Of Learning Opportunities
Connie L. Fulmer, University of Colorado at Denver; Rodney Muth, University of Colorado at Denver
This paper offers a conceptual framework for promoting relevancy in principal preparation programs: (a) an active district role, (b) the construction of program-long
performance-based projects, (c) centrality of clinical practice to program development, and (d) the customization of learning opportunities based on the needs of the district and the student-practitioners in the program. The authors also offer specific strategies for achieving program relevancy.

Public School Partnerships Principals Academy: Strengthening Principals’ Ability To Cultivate Professional Learning Communities Through Problem-Based Fields Of Interaction
Ellen Williams, Brigham Young University

Educational leaders continually create new knowledge as they adapt practice to solve problems that occur in the gaps between espoused and actual knowledge as it is called for in daily work. This knowledge can be amplified through problem-based fields of interaction.

5.8, Council Suite
Paper Session: Multiple Perspectives On Learning Communities
Discussion Leader: Patsy Johnson, University of Connecticut
Chair: Amy Westbrook, Louisiana State University

The Role Of The Instructional Leader In Contexts Of Accountability: Staff Development In A “Low Performing” School
Carolyn Shields, University of British Columbia; Anish Sayani, University of British Columbia

This paper examines the role of the instructional leader in contexts of high stakes accountability. Specifically we report on the ways in which one year-long staff development program not only began to change the ways in which teachers worked with minoritized children in a “low performing” school, but also how we worked with the principal to change understandings of pedagogy from transmissive to generative and to help her acquire understandings of instructional leadership grounded in equity, social justice, and moral purpose.

Learning And Leading In A Democratic Community: A Longitudinal Case Study
Jean Cate, University of Oklahoma

The politics of accountability challenge us to understand how leadership and learning foster a high performing democratic community. This case study considered leadership and learning within a Title I suburban elementary school that supported increased equity, authenticity, and student achievement.

Factors That Build Capacity For Learning Communities
Keith Walker, University of Saskatchewan; Coral Mitchell, Brock University; Larry Sackney, University of Saskatchewan

This study examines the factors that contribute to building capacity for learning communities such that schools can better meet the challenges that accompany work and learning mandates for the new economy.

The Problems Of Practice: Implications For Professional Learning In Schools
Jay P. Scribner, University of Missouri-Columbia

The purpose of this study is to explore the nature of teacher learning within the broader context of increasing accountability from the state level. Specifically, the paper applies Levi-Strauss’ bricolage metaphor to teachers’ workplace learning and explores the teachers-as-bricoleur/engineer dichotomy.
5.9, Parlors AB
Paper Session: African American Perspectives On Leadership
Discussion Leader: Michael Dantley, Miami University
Chair: Lucretia Payton-Stewart, Georgia State University

Blackened By Higher Education: A Study Of The Identity Development Of An African American Professor Of Educational Leadership
Daniel Miller, University of San Diego
I am thirty-five, black, male, and in my ninth year as an assistant professor of educational leadership. This study looks at my professional development and how race has impacted my role and identity in the contexts of working in educational leadership preparation programs. This study is important when considering how minorities’ experiences as students and professionals are shaped by their situatedness both within the classroom and other professional contexts (e.g., service and research).

The Role Of An African American Principal
Mark Gooden, University of Cincinnati
This case study of an African American principal explores his leadership style and how he combined traditional notions of leading with the non-traditional notions of the ethnohumanist role in his job as an educational leader in an urban school.

Leadership In Diverse Contexts: An African American Perspective
Jean Madsen, Texas A & M University; Toby Egan, Texas A & M University; Cornel Jones, Texas A & M University
Diversity among teachers and students is one of the most critical adaptive challenges that leaders face in creating inclusive schools. Thus, the job of ensuring this high quality performance falls on the shoulders of the school leader. There is literature that African American leaders often face more negative perceptions about their leadership and performance. Thus, the intent of the study is to examine how African American principals created inclusive schools to support issues of diversity.

5.10, Pavilion Ballroom West
Roundtable Session: Leadership For Learning: Learning For Leadership
Table A: Table: The Context Of Data: Emerging Frameworks For Understanding Educational Choices
Mary Erina Driscoll, New York University
This paper presents an emerging conceptual framework intended to address how school leaders understand school data and data based decision making by elaborating the educational choices which are necessary in order to create school data. This framework can help school leaders surface the value stances embedded in purportedly ‘neutral’ or ‘objective’ data in ways that help them value those aspects of their school not captured by the accountability system and which provide them with a basis for critique for the systems they deal with in practice. This roundtable will be designed as an interactive session in which the emergent framework serves as a springboard for conversation and critical reflection.

Join Us This Afternoon Around 2:00 p.m., In The Foyer, for a Coffee Break. 
Sponsored by the 
Portland Hilton & Towers
Table B: Which Child Is Left Behind?: The Pros And Cons Of Standardized Assessments
Rosalyn Lehman, University-Wisconsin-Milwaukee
This session offers an accessible and comprehensive introduction to the arguments related to the current school reform, but particularly those of the federal No Child Left Behind Act. Four questions are posed to elicit scholarly discussion and debate. This session is intended for people who want to share their thoughts and/or experiences regarding the current legislation. Others should note that the discussions can increase ones understanding and interpretation of the Act.

Table C: A School-University Partnership: Building Capacity Within Schools By Incorporating Teachers’ Voices In Reform
Sandra Franklin, University of Texas at Austin
This study’s significance to educational administrators’ work is the identification of leadership strategies that nurture or prevent school-university collaborative efforts as intended to build internal capacity.

Table D: Professor Examine Thyself
Mary Scherr, University of San Diego
This paper responds a question posed by Gail Furman in her Presidential Address, “How do we help educators develop the dispositions and skills for constructivist/distributive leadership?” and one of the questions listed in the Call for Proposals (2003).

Table E: Leadership For Professional Learning Communities: Sharing Materials, Learning Together
Dennis Gentry, University of Oklahoma; Mary John O’Hair, University of Oklahoma; Linda Atkinson, University of Oklahoma
The transition to establish a PLC culture from a traditional school culture can be difficult for school leaders because of the erratic setbacks and progresses that they often experience during the transition. This session is intended to identify actions needed to reduce obstacles that prevent PLC characteristics from being embedded into the school culture.

Table F: Leadership Academies: Are They An Effective Staff Development Scheme For Principals?
Nancy Lawler, Ava Public Schools; Barbara N. Martin, Southwest Missouri State University
The purpose of this study was to investigate the impact that a Leadership Academy had on principals’ perceived effectiveness. A mixed research design was employed and data were collected from 48 participating and non-participating principals, 288 teachers, and 48 superintendents using the Leadership Practices Inventory. No significant difference was found to exist between the participating and non-participating principals on the five effective practices. However, the data did suggest that for all three stakeholders the participating principals were perceived as more effective in all five leadership behaviors.

Table G: Leadership For Learning: Lessons From Northern Canada
Tim Goddard, University of Calgary; Rosemary Foster, University of Alberta
Drawing on data from a northern Canadian study, we will explore how leadership preparation programs might better prepare educational administrators for ethnically diverse schools.

Table H: Factors Influencing The Commitment Of Teachers
Sue Mutichler, University of Texas at Austin
This collective case study of the phenomenon “teacher commitment” discusses the professional and organizational components of commitment as experienced and articulated by teachers who work in a moderately high-achieving, high-poverty public school located in a large urban district in Texas.

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Table 1: **Collaborative Principal Preparation Program**
Cliff Mohn, Central Missouri State University; Sandy Hutchinson, Central Missouri State University
The Collaborative Principal Preparation Program (CPPP) is a collaborative leadership development program between six school districts, Central Missouri State University and the regional professional development center. This study documents organization, structure, and implementation of this unique principal preparation program

Table 1: **Relationships Between Doctoral Dissertation Advisors And Advisees: A Research Report And Dialogical Reflection**
Carl Lashley, University of North Carolina at Greensboro; Misti Webster Williams, Stokes County Schools
The purpose of this session is to stimulate discussion among participants about the crucial role of the advisor-advisee relationship in the dissertation process. A study of dissertation advising will be presented and reflected upon by the advisor and advisee.

5.11, Parlor C
Symposium: **Preparing A New Breed Of School Principals: Universities In The Lead**
Kathy O’Neill, Southern Regional Education Board; Betty Fry-Aheam, Southern Regional Education Board
In the era of high-stakes accountability programs, school systems are having increasing difficulty recruiting new leaders to take the places of retiring administrators or to accept leadership positions in struggling schools and school systems.

5.12, Cabinet Suite
UCEA Resource Task Force Meeting
Gail Furman, Washington State University

**Session 6, Friday, 12:40 PM – 2:00 PM**

6.1, Galleria North
Symposium: **State Action For Educational Leadership Preparation: A Unique Collaboration Of School Districts, Universities, And The Department Of Education**
Carolyn Carr, Portland State University; Rob Larson, Oregon Department of Education; Thomas Henry, Eugene School District 4J; Thomas Ruhl, Lewis & Clark College; William Greenfield, Portland State University
The State Action for Educational Leadership Preparation project provides a model of school reform aimed at improving student achievement that is unique in the United States. The presentation will provide information on four key efforts of this program: a literature review of best practices in leadership preparation, results of a statewide survey of current school administrators soliciting feedback about their preparation and its impact on skill development and their subsequent careers, outcomes of a survey of state-wide educational professional organizations regarding perceptions of policy priorities related to leadership preparation and professional development, and outcomes of a survey of Oregon school districts and school boards regarding needs and priorities for recruiting and retaining a diverse administrator workforce. This symposium will summarize the joint policy recommendations which resulted from this work.

6.2, Broadway I
Innovative Session: **Voces Y Visiones: Portraits Of Bilingual Education Teachers’ Journey**
Elsy Suttmiller, New Mexico State University; María Luisa González, New Mexico State University
Currently, preparation programs for educational leaders are not taking into account the schooling of English Language Learners. At present one of every five students in the US speak a language other than English. Within the next five years, Hispanics will comprise
the majority minority. Therefore, this participatory readers’ theatre will keep these issues in mind and convey them to the audience. The performance that takes approximately twenty minutes will capture the participants’ attention and present in vivid form the plight of the immigrant, homeless, and children of poverty who are English Language Learners. In addition, this format will provide participants with the opportunity to engage in discussion with educators who were once labeled “at risk” and who were marginalized students who later became successful educators. They will be able to address the issues of English Language Learners from a first-hand basis as well as that of specialists in bilingual education.

6.3, Broadway II
Conversation: Constructing Diversity, Creating Room For Dissent: How Can Educational Leaders Promote Meaningful Learning About Difference
Carolyn Shields, University of British Columbia
This conversation session focuses on how school leaders can use the difference present in school communities to promote more holistic, less superficial understandings of members of minority or minoritized groups in society. We will examine the socio-cultural and political construction of stereotypical images and identities (including the role of media) and will explore how educational leaders may overcome such stereotypes and deal with the conflict that inevitably arises when difference is openly addressed.

6.4, Broadway III
Innovative Session: What Are We Learning From The ELCC/NCATE Required Program Evaluations? An Invited Comparison
Terry Orr, Teachers College; Ruth Silverberg, College of Staten Island, CUNY; Robert Kottkamp, Hofstra University; Virginia Doolittle, Rowan University
This innovative symposium is a real-time collaborative action research comparison of educational leadership program ELCC/NCATE evaluation designs and outcome measures on participants and the programs.

6.5, Broadway IV
Conversation: Leadership For Learning In High Needs Schools: Professional Development Through A School District-University Partnership
Session Chair: Gail C. Furman, Washington State University
Participants: Krestin Bahr, Tacoma School District; Lois Betzing, Yakima School District; Rod Bryant, Yakima School District; Gilbert Mendoza, Tacoma School District; Dawn Shinew, Washington State University; Leon Strom, Chief Leschi Tribal School; Ethel Wellington-Trawick, Tacoma School District
This conversation session explores the impact of a large-scale, school-university partnerships in developing leadership for learning in high needs schools.

6.6, Forum Suite
Conversation: Transforming A Department Of Educational Leadership Into A Learning Community: Resolving The Undiscussables
Alan Shoho, University of Texas at San Antonio; Page Smith, University of Texas at San Antonio; William Ruff, Arizona State University West; Encarnacion Garza, University of Texas at San Antonio; Betty Merchant, University of Texas at San Antonio; Bruce Barnett, University of Texas at San Antonio
This conversation, driven by the work of Argyris (1992/1999) and Schein (1997), focuses on the creation of a learning community within a department of Educational Leadership to stimulate reflection and action in the generative reconstruction of the educational leadership profession.
6.7, Galleria South
Paper Session: Learning Across Communities
Discussion Leader: Gerardo López, Indiana University
Chair: Gary Ivory, New Mexico State University

Learning In Place: School Connections To Communities And Their Implications For School Leadership
Mary Erina Driscoll, New York University
This paper uses a longitudinal data set, the ECLS, to explore the ways in which school and community connections can be linked to the learning contexts shaped in and out of school.

How African American Parents Select And Evaluate Charter School Services For Their Fourth And Fifth-Grade Sons
Juanita Simmons, University of Missouri-Columbia
The purpose of the investigation was to understand the why African American parents chose to enroll their boys in charter schools and their perceptions of the services provided by the charter schools.

School Community As Educational Reform
Gordon Gates, Texas A&M University-Commerce
The paper discusses insights provided from Buddhist philosophy on school community. Specifically described are the teachings of Sangha, attention, interdependency, emptiness, and compassion. The Paper forwards suggestions for educators seeking to institute community reform in schools.

Learning Through Practice, Learning Toward Community
Matt Militello, Michigan State University; Joyce Piert, Michigan State University; Betty Murakami Ramalho, Michigan State University; Susan Printy, Michigan State University; Maenette Benham, Michigan State University
This informal conversation explores what one Educational Leadership department has learned about research internships where students engage in research with university faculty. Discussion among panel members and audience will pertain to three areas: 1) development of research knowledge and process; 2) development of communities of practice; and 3) development of researcher identity. Cutting across all of these areas are other issues involving time, money, authority, power, individuality, and collectivity.

6.8, Council Suite
Paper Session: Distributive Leadership: Research and Practice
Discussion Leader: Gary Crow, University of Utah
Chair: Philip McCullum, University of Oregon

You Can Get There From Here: A Research-Based Case For School Improvement By Distributing Leadership To Teacher Leaders In Schools
Kenneth Jenkins, Appalachian State University
This paper brings the construct of Distributed Leadership together with the construct of Teacher Leadership to argue for a robust change in preparing and developing principals.

Distributed Leadership And Student Achievement: Principal Perspectives On Student Support Services
Karen Seashore, University of Minnesota; Molly Gordon, University of Minnesota; Angela Eilers, University of Minnesota
In light of the increasing school reform performance pressures, this paper addresses the following question from a school principal’s perspective: To what extent and in what capacity do non-teaching staff members, especially school counselors, contribute to improved student achievement? More specifically, we ask: How do principals view
non-teaching staff members within the school improvement process? And, what is their “mental model” of how these staff members can improve student achievement?

Enhancing Leadership Capacity Through Scaffoldng, Collaboration, And Advocacy
Cynthia Reed, Auburn University; Frances K. Kochan, Auburn University
The purpose of the research conducted for this proposal was to explore how leadership capacity is enhanced through scaffolding, collaboration, and advocacy. Interviews were conducted with key members of each of the eight partnerships in this network. Each interview was audio-taped and transcribed. Data were analyzed using an emergent theme approach (Patton, 2002). Findings suggest that leadership capacity can be enhanced when opportunities are provided for engaging in scaffolding, collaboration, and advocacy activities.

6.9, Parlors AB
Conversation: How Can University Educational Leadership Programs Prepare Superintendents To Support The Learning Of All Children: A National Conversation
Michelle D. Young, University Council for Educational Administration; George J. Petersen, University Council for Educational Administration
While the importance of school district leadership is generally well accepted, surprisingly little attention has been given to the preparation of superintendents. The purpose of this session is to discuss how university Educational Leadership programs can provide meaningful preparation programs for superintendents that will enable them to support the learning of all children.

6.10, Pavilion Ballroom West
Invited Session: The Department/Program Chair in Educational Leadership
William Greenfield, Portland State University; Judith A. Ponticell, University of New Mexico; Nancy Evers, University of Cincinnati; Barbara Jackson, Fordham University
This session will focus on leading educational administration programs in a time of economic challenge and increased expectations. Specifically, participants will discuss the current challenges they are facing in their institutions as universities continue to ratchet up requirements for faculty work (e.g., student contact hours, partnerships with districts, publications), how they have protected program resources and advocated for additional resources, and what they have done to support the work (teaching, research and service) of their educational leadership faculty.

6.11, Parlor C
Conversation/Workshop: Preparing School Leaders To Work With Community
Session Chair: Martin J. Blank, Staff Director, Coalition for Community Schools Institute for Educational Leadership
Participants: Billie Blair, Dean, School of Education, California State University-Dominguez Hills; Robert Monson, Teach College Columbia; Bela Shah, Institute for Educational Leadership
This session will use the vision of a community school to consider the knowledge and skills that school leaders need to engage community effectively in helping students learn and succeed. The Coalition for Community Schools will discuss the implications for schools leaders of the findings from its new publication, Making the Difference:

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Research and Practice in Community Schools. Examples of how schools of education are preparing people to work in community school-type settings, consistent with the expectation of ISLCC standards #4 and #6 will be described.

Session 7, Friday, 2:10 PM – 3:30 PM
7.0, Grand Ballroom I
Friday Afternoon General Session
Welcome and Introductions:
Margaret Grogan, 2003-2004 UCEA President
Presentation of the Paula Silver Case Award
Gary Crow, University of Utah
UCEA Presidential Address: Leading, Learning, Becoming In A Kaleidoscopic University
Presidential Address: Frances K. Kochan
Frances Kochan, the 2002-2003 President of UCEA will be delivering the keynote for this General Session. Dr. Kochan is an Interim Dean and Professor of Educational Leadership at Auburn University. She earned her PhD. in Adult Education and Policy Studies at Florida State University. Her K-12 experiences include elementary school teaching and administrative work as a principal, assistant superintendent and superintendent. She has been Director of Auburn University’s Truman Pierce Institute and served as Associate Dean for Graduate Studies and Administration. Fran’s research interests include collaboration, mentoring, and the role of beliefs in teaching and leadership. She received the outstanding alumni in education award from Florida State University. At Auburn University, she won the outstanding Outreach and the Outstanding Teaching Awards. Her article, “Childhood: Our Children’s Voices” was selected as one of the outstanding articles of the decade by the School and Community Journal. Dr. Kochan is editor of The Organizational and Human Dimensions of Successful Mentoring Programs and Relationships. and co-editor of Culture, Context, and Status Through Mentoring: An International Perspective (2003), published by Infomage Press. She is on the Board of Directors of the Holmes Partnership and serves on the State of Alabama Task Force on Educational Leadership Programs. And has conducted extension efforts in fostering collaboration in rural low socio-economic school settings to connect educational improvement, community, and economic development through community-based partnerships.

Session 8, Friday, 3:40 PM – 5:00 PM
8.1, Forum Suite
Symposium: Coloring Outside The Lines: Resisting The Enshrinement Of Normativity In Educational Leadership
Carol Mullen, University of South Florida; Fenwick English, University of North Carolina at Chapel Hill; Janice Fauske, University of South Florida; Colleen Larson, New York University; Michael Dantley, Miami University; Carolyn Shields, University of British Columbia
This symposium examines what the national standards in educational leadership leave out in teaching and scholarship. Salient aspects of leadership—collaboration, constructivism, (bio)terrorism preparation, racial awareness, and spirituality—represent “non-core” areas as well as the perspectives adopted by the panelists who color outside the lines.

8.2, Broadway I
UCEA Program Center Session: Understanding And Responding Ethically To The Dilemmas Of School Based Leadership
Paul Begley, Pennsylvania State University; Joan Poliner-Shapiro, Temple University; Steven Gross, Temple University; Linda Zaretsky, OISE of the University Of Toronto, Jingping Sun, OISE of the University Of Toronto
This UCEA Program Center session will report on research conducted in the past year by center associates. The four papers that make up this symposium each illustrate research findings with important implications for educational leadership programs. The first two papers relate to understanding values as an influence on educational leadership and teaching. The third and fourth papers address the challenges of responding ethically to the dilemmas of school leadership situations. Each paper advocates the adoption of a values perspective as a way of increasing the relevance and effectiveness of professional development aimed at leadership development.

8.3, Broadway II
Symposium: Leadership And State Reform: Studies “From The Field”
Gail Furman, Washington State University; Donald E. Larsen, University of the Pacific; Wade R. Barringer, Washington State University; Frank F. Hewins, Franklin Pierce School District, WA; William G. Keim, Educational Service District 113, WA; Jean M. Lane, Richland School District, WA; Michael J. Stromme, Vancouver School District, WA
In this symposium, four “practitioner researchers” will present studies focusing on K-12 leadership issues within the context of state reform. The studies focus on challenges facing beginning administrators, the relationship between leadership and student outcomes, and the fairness of accountability mechanisms.

8.4, Broadway III
Conversation: Creating A University-School District Initiative: Social Justice And Educational Equity Issues In Leadership Preparation For Border Rural Area Schools
Dana Christman, New Mexico State University; Gary Ivory, New Mexico State University; Elys Suttmiller, New Mexico State University; Chris Milyard, New Mexico State University; M. Karin Matray, Las Cruces Public School District; Maria Luisa González, New Mexico State University
A grant addressing preparation of educational leaders in border rural areas was awarded to a university. Partnering with the LEA, the collaborative provides coursework/internships for students and professional development for current principals for academic achievement for all students, especially ELLs.

8.5, Galleria North
Conversation: Forging Partnerships For Enacting Equity And Social Justice
Edith Rusch, Rowan University; Catherine Marshall, University of North Carolina at Chapel Hill; William Greenfield, Portland State University
This session, which is sponsored by the Leadership for Social Justice is designed to foster a productive conversation between professors of educational administration and state officials responsible for developing and/or implementing licensure standards related to equity and social justice.

8.6, Pavilion Ballroom West
Paper Session: Leading Within Diverse Communities
Discussion Leader: Linda Warner, University of Missouri-Columbia
Chair: Betty Merchant, University of Texas at San Antonio
Preparation For Dialogue With Indigenous Students, Parents, Communities: A Research Journey For Non-Indigenous Educational Leaders
Mark Edwards, University of British Columbia
This paper proposes a research journey that will prepare non-Indigenous educational leaders for educational dialogue with Indigenous students, parents, and communities. It will provide a beginning point for discussion about what sorts of leadership preparation will best serve Indigenous peoples.
Some Of Us Are Learning Spanish And Some Of Us Are Learning English
James Crawford, University of Nevada, Las Vegas; Lore Carrerra-Corrillo, Clark County School District; LeAnn Putney, University of Nevada, Las Vegas
This study identified and examined the implementation of the essential elements of a comprehensive dual language program as compared to student and teacher interactions in a structured English immersion and transitional bilingual classroom. Findings suggest that students in a properly implemented dual language program outperform their counterparts in bilingual and total immersion programs.

Models Of Leadership Among The Oglala, Lakota: Convergence And Divergence Between The Tribal Community And Reservation High School Leadership
Jane Sadinski, Youngstown State University
The intent of this research is to extract a grounded theory and a set of cultural leadership themes as perceived by the Pine Ridge Reservation Community and to present a cultural model(s) of leadership for comparison with the leadership model(s) currently operating in the reservation high schools.

8.7, Galleria South
Julie Laible Memorial Session for Junior Professors: Building A Research Agenda And Getting Published
James J. Scheurich, University of Texas at Austin
This session, led by a journal editor, will introduce authors to how one goes about choosing an appropriate journal, preparing a manuscript for publication, and correcting 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.

8.8, Council Suite
Paper Session: Perceptions Of Diversity In Schools
Discussion Leader: Gerald Cattaro, Fordham University
Chair: Rosita Lopez Marcano, North Illinois University

European American Teachers’ Perceptions Of Teachers Of Color: Disconfirmed Stereotypes
Jean Madsen, Texas A & M University; Reitu Mabokela, Michigan State University
Because suburban desegregated schools are based on normative theories of majority schooling, it is important to understand how teachers of color are perceived in these contexts and how these perceptions may impact professional exchanges among teachers. This study provides a descriptive analysis of how European American teachers in suburban desegregated contexts, perceive their intergroup relations with African American teachers and the impact of these exchanges in addressing diversity issues.

Teachers’ Perceptions About African-American Principals’ Organizational Management In Effective Urban Schools
Cornel Jones, Texas A&M University
Organizational leadership issues become compounded in diverse organizations. Although there is little research on how leaders of color address organizational management, perceptions by diverse followers affect their organizational accomplishments and relationships. Thus, this study examines teachers’ perceptions of seven African-American principals’ organizational leadership skills in successful urban schools.
Power To Uplift
Kathleen Sernak, Rowan University
The intent of this study is to examine the ways in which culture, historical eras, and the
dominant power structure affect African American female educational leaders as they
pursue individual careers against a background of responsibility to “uplift the race.”

8.9, Parlors AB
Symposium: State Regulation Of Administrator Preparation Programs For Inclusion Of Social
Justice & Educational Equity
John Heflin, Kent State University
A symposium which documents and analyzes comparative state requirements for
inclusion of social justice and educational equity content in administrator preparation
and licensure programs.

8.10, Broadway IV
Innovative Session: A Collage Of Leadership: The Next Generation Of School Leaders
Robert Decker, University of Northern Iowa; Gregory Reed, University of Northern Iowa;
Victoria Robinson, University of Northern Iowa
An innovative model for the principalship and superintendency preparation programs
which encompasses theoretical, research, and practical application components.

8.11, Parlor C
Conversation: Education Law And Educational Leadership: Partners In Creating Learning
Environments
Charlie Russo, University of Dayton; Reynaldo Contreras, San Francisco State University;
Martha McCarthy, Indiana University; Nelda Cambron-McCabe, University of Miami;
Frank Brown, University of North Carolina at Chapel Hill; J. John Harris, University of
Kentucky
“Education Law and Educational Leadership: Partners in Creating Learning
Environments” 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.

8.12, Cabinet Suite
UCEA Review Editorial Board Meeting
Michelle D. Young, University Council For Educational Administration; George J. Petersen,
University of Missouri-Columbia; Gerardo López, Indiana University; Linda Tillman,
Wayne State University; Catherine Lugg, Rutgers University; Alan Shoho, University of
Texas at San Antonio

Session 9, Friday, 5:10 PM – 6:30 PM
9.1, Galleria North
Symposium: Will Frederick Taylor Ever Graduate? Redistributing Campus Leadership Through A
School-University Collaborative
Brendan Maxcy, University of Texas at Austin; Terry Clark, Educational Productivity
Council; Thu Song Nguyen, University of Texas as Austin; Vera Wehring, University of
Texas at Austin; Debbie Blue, University of Texas at Austin; Sung Kwan Yang, University of
Texas at Austin; Shangmin Choi, University of Texas at Austin; Sandra Franklin, University
of Texas at Austin; Jay D. Scribner, University of Texas at Austin; Shin Hyun Ka, University
of Texas at Austin; Tammy Buckner, University of Texas at Austin; Zina Gonzales,
University of Texas at Austin; Melissa Manzano-Aleman, University of Texas at Austin
This symposium reports findings from a multi-year school-university collaboration to
broaden faculty involvement in decision-making and redistribute campus leadership to
improve overall campus performance and reduce longstanding performance gaps for
poor and nonwhite students.

9.2, Broadway I
Symposium: What Are Educational Leadership Programs Doing To Influence Students And
Schools
Virginia Doolittle, Rowan University; Bruce Barnett, University of Texas at San Antonio;
Rick Reitzug, University of North Carolina at Greensboro
This specially formatted symposium will share the research from 6 papers accepted for
publication in a major national journal. Reflecting on the art of leadership development,
the papers raise critical questions on current practices and research in leadership
preparation programs.

9.3, Broadway II
Innovative Session: Refining Our Internships: Structured Conversations Using A Tuning Protocol
Jane McDonald, George Mason University; Megan Tschannen-Moran, College of William &
Mary
This session provides an interactive forum where professors from universities across
the nation have an opportunity to share their internship practices, receive substantive
feedback about their programs and learn best practices from colleagues in the field of
education leadership.

9.4, Broadway III
Conversation: Teaching Ethics In A Culturally Pluralistic Classroom
Ernestine Enomoto, University of Hawaii Manoa; Bruce Kramer, University of St. Thomas;
Carolyn S. Carr, Portland State University
In this session, we propose to continue the conversation started at the 2002 UCEA
convention on teaching ethical deliberation and engaging prospective administrators in
discussing ethical issues. We will seed this session with several vignettes that occurred
during our ethics classes and will invite attendees to share possible resolutions to the
issues at hand. Throughout this session, we hope to encourage a sharing of experiences
and reflections in teaching of ethics appropriate for culturally pluralistic and diverse
classroom settings.

9.5, Broadway IV
Symposium: Researchers Focusing On Superintendents’ And Principals’ Conceptions Of
Educational Leadership
Gary Ivory, New Mexico State University; Pamela D. Tucker, University of Virginia;
Rosemarye Taylor, University of Central Florida; Deb Touchton, Stetson University;
Michele Acker-Hoevar, Florida Atlantic University; Thomas L. Alsbury, Iowa State
University; Corrie Giles, University at Buffalo, State University of New York; Margaret
Grogan, University of Missouri-Columbia; Nan Restine, University of Alabama; Edith A.
Rusch, Rowan University; C. Criss Brunner, University of Minnesota; Dana Christman,
New Mexico State University; Teresa Wasonga, Northwest Missouri State University; John
Freeman, University of Alabama; Joyce Piveral, Northwest Missouri State University
Researchers are piloting eight focus groups around the U.S. on superintendents’ and
principals’ conceptions of educational leadership. They will report their findings and
critique the study design and method. Scholars of the field will respond.
9.6, Forum Suite
Conversations: School District-University Collaboration For Preparing Current School Leaders To Achieve Both Equity And Excellence: A Conversation Between School Leaders And University Faculty

Jim Scheurich, University of Texas at Austin; Encarnacion Garza, University of Texas San Antonio; Linda Skrla, Texas A & M University; Kathryn Bell McKenzie, Austin Texas Independent School District; Glenn Nolly, Austin Texas Independent School District; Juanita Garcia, University of Texas at Austin

The districts that have most often failed academically are those serving low-income children of all races, cultures, and languages. This session brings together faculty and district leaders to discuss university-district collaborations that build the capacity of current school leaders for equity and excellence.

9.7, Galleria South
Paper Session: Leadership For Learning
Discussion Leader: Richard Andrews, University of Missouri-Columbia
Chair: Angus MacNeil, University of Houston

Principals Developing School Capacity Through Building Social Capital
Maria Martinez, Rutgers University

This intense case study analyzes a principal’s tasks to develop a school’s capacity through building its social capital. The study suggests that the tasks of the school’s principal are consistent with her beliefs.

Leadership For Teacher Learning
William A. Firestone, Rutgers University; M. Cecilia Martinez, Rutgers University; Terrie Polovsky, Rutgers University; Melinda Mangin, Rutgers University

Using three case studies of urban school systems, we argue that district leaders influence the content and coherence of professional development programs. Moreover, the design of those programs influences what teachers actually learn.

Sinister Deviance: Contesting The Terrain Of The Normal Curve To Build A Community Of Difference
Michael Scales, University of British Columbia

This paper will critique the construction of labels that designate students as at-risk of educational or social failure, and it will present a framework to help prepare educational leaders to become transformative leaders in socially just communities of difference.

Leadership For Learning: A Community Of Practice Perspective
Susan Printy, Michigan State University

Communities of practice develop naturally within organizations. Capitalizing on the learning and innovation that occurs within communities of practice requires that formal leaders acknowledge, support, and integrate them into the school operation without disrupting the informality, collegiality, self-organization, and internal leadership that are critical to their learning and innovative capacities.

9.8, Council Suite
Paper Session: Critical Topics In Educational Policy
Discussion Leader: Nancy Nestor-Baker, University of Cincinnati
Chair: Autumn Tooms, Kent State University

The Inclusion Of English Language Learners In The Texas Accountability System: Policy Streams, Assimilationist Archaeologies, And Implications For Educational Leadership
William Black, University of Texas at Austin
This paper examines the convergence of accountability and bilingual education policy streams and critically analyzes advocate and official discourses around equity as evidenced in the state level agenda setting and implementation of policies that include English Language Learners more fully in the Texas Accountability System. I argue that deficit orientations and assimilationist notions are embedded in State policy, most specifically, the State’s Reading Proficiency Test in English. I discuss the implications this has for educational leadership and educational leadership programs.

The Relationship Between Student Mobility And School District Accountability In Ohio
Andrew Smith, Bowling Green State University; Patrick Pauken, Bowling Green State University
This study revealed significant correlations between measures of student mobility and the 22 performance indicators included in Ohio school district accountability ratings. Three t-tests also indicated that mobility had a significant effect on school district accountability ratings.

Citizen’s Initiatives And District-Level Leadership: The Case Of Washington’s Initiative 728
Ann Elfers, University of Washington
This paper discusses how districts in Washington State chose to use funding from a citizen’s initiative designed to support public education and suggests potential policy implications.

Tricks Of The Trade: Legislative Actions In School Finance That Disadvantage Minorities In The Post-Brown Era
Bruce Baker, University of Kansas; Lance D. Fusarelli, North Carolina State University; Preston C. Green III, Pennsylvania State University
This study explores current school finance policies across the states that have racially disparate effects. In particular, we focus on cases where those effects were foreseeable and where existing rationale for the policies is questionable.

9.9, Cabinet Suite
UCEA Publications Committee Meeting
María Luisa González, New Mexico State University

Past Presidents’ Welcome Reception
Friday, 6:30 PM - 8:00 PM
Pavilion Ballroom
Frances Kochan, Immediate Past President of UCEA, welcomes all UCEA participants to the 17th Annual UCEA Convention and extends a special welcome to those faculty from new UCEA member institutions. This reception, which was established in honor of the contributions made to the field by UCEA’s 42 past presidents, is hosted by UCEA 2002-2003 President, Fran Kochan, the UCEA Executive Committee, and the UCEA Headquarters Staff.

Session 10, Saturday, 7:00 AM – 8:00 AM
10.7, Plaza Suite
UCEA Program Center Advisory Board Meeting
George J. Petersen, University Council for Educational Administration
10.12, Plaza Suite
UCEA Program Center Meeting: Center for the study of Patterns of Professional Preparation in Administration
Advisory Board Meeting
M. Scott Norton, Arizona State University

**Session 11, Saturday, 8:00 AM – 9:20 AM**

11.1, Forum Suite
Symposium: *A Model For Building Knowledge For Professional Practice*
Rodney Muth, University of Colorado at Denver; Michael Murphy, University of Colorado at Denver; G. Thomas Bellamy, University of Colorado at Denver; Connie Fulmer, University of Colorado at Denver
The knowledge base in educational administration lacks comprehensive codification of practice knowledge to complement scholarly, ethical/critical, and legal understandings of practice and its outcomes. This symposium focuses on a framework for organizing, capturing, and disseminating practice-based knowledge.

11.2, Broadway I
UCEA Program Center Session: *The American Association Of School Administrators’ National Study Of Women Superintendents And Central Office Administrators: Early Findings*
C. Cryss Brunner, University of Minnesota-Twin Cities; Maragret Grogan, University of Missouri-Columbia
This UCEA Program Center presentation shares the early findings of the AASA’s national study of all women superintendents and central office administrators.

11.3, Galleria South
Symposium: *Cohorts Crossing Borders: Effects Of Local, State, And National Cultures On Educational Leadership Degree Programs*
Paul Goldman, University of Oregon; Mike Suddaby, Maple Ridge School District 42; Grayson B. Noley, University of Oklahoma
New Mexico State and the Universities of Oklahoma and Oregon have cohort-based graduate programs that cross regional, state, and national borders. The collective experience provides new perspectives and examples for the emerging theory and research on cohort-based training.

11.4, Broadway III
Innovative Teaching Session: *Teaching Strategies For Developing Leaders For Social Justice-Year 3*
Madeline Hafner, University of Utah; Michelle D. Young, University Council for Educational Administration; Gerardo López, Indiana University; James Earl Davis, Temple University
The purpose of this conversation is to provide a space for professors and other instructors in educational leadership preparation programs to share teaching strategies and curriculum they use in their courses to prepare leaders for social justice. The focus of the conversation is on teaching strategies at the university course level, rather than on program-wide strategies.

11.5, Broadway IV
Conversation: *Leveraging ELCC Reviews For Program Improvement And Organizational Learning*
Cynthia Uline, Ohio State University; Michael DiPaola, College of William & Mary; Megan Tschannen-Moran, College of William & Mary; Dan Hoffman, Ohio State University
The purpose of this session is to explore the implications of, and challenges associated with, educational leadership preparation programs’ accreditation reviews. Leadership
preparation program faculty can choose to see these activities as so many inconve-

niences to be endured, and once done, return to the real business of teaching and
research. On the other hand, they can utilize them as an opportunity to further
educational objectives, aligning candidate course experiences with the knowledge,
dispositions, and performances necessary for leading productive schools.

11.6, Galleria North
Town Hall Meeting: Making Connections With The Task Force On Developing Research In
Educational Leadership
William A. Firestone, Rutgers University
The Task Force on Developing Research in Educational Leadership (sponsored by
AERA Division A, in conjunction with UCEA and the Laboratory for Student Success)
has produced a set of draft working papers summarizing research in several substantive
areas related to school and school district leadership: 1) General Conceptualizations of
Research on Leadership in Schools and School Systems, 2) Leadership for Teaching and
Learning, 3) Leadership for Diversity, Social Justice, and Democracy, 4) Leadership and
the Environment, 5) Leadership Workforce and Preparation.
In this session, major directions for future research will be briefly reviewed. Most of
the session will take a talk show/conversation format in which session attendees will be
invited to describe their own research activities in ways that suggest specific projects
that implement the research agenda and suggest alternative directions for research.
Opportunities will also be provided for attendees to suggest revisions, improvements,
or critiques of the proposed research agenda.

11.7, Broadway II
Graduate Student Symposium I: Developing A Research Agenda And Getting Published
Mary Ann Linden, Washington State University; Madeline Hafner, University of Utah;
Colleen Larson, New York University; Edie Rusch, Rowan University; Lance Fusarelli,
North Carolina State University
Early career professors face the challenge of developing a research agenda that will, over
a period of several years, help them to establish themselves as credible observers of one
or more defined areas within their professional fields. Participants in this interactive
session are professors of educational leadership at different career stages who will
discuss their strategies for identifying areas of expertise, setting priorities, building
research and writing into their work schedules, and creating a coherent body of pub-
lished work.

11.8, Council Suite
Paper Session: Leadership and Decision-Making
Discussion Leader: Linda Skrla, Texas A & M University
Chair: Rose Ylimaki, University at Buffalo, State University of New York
A Multi-Objective Multi-Stakeholder Approach To Educational Decision Making
David Brazer, George Mason University
This paper presents a conceptual framework for studying decision making in
educational contexts. A multi-objective multi-stakeholder approach is used in conjunc-
tion with design-based research to provide a more realistic investigation into how
decisions are made in schools and districts.
The Relationship Between Enhanced Accountability Systems And Superintendent Work Time
Allocated To Instructional Responsibilities
C. Russell Mayo, Lehigh University; Lisa McIntyre, Lehigh University
Results of this study indicated that superintendents who work in high stakes
accountability states allocate significantly more time to instructional responsibilities than do superintendents in low stakes accountability states, and that high stakes mandates may account, at least in part, for this difference. Further, in states with high stakes accountability, superintendents in districts with considerable poverty spend more time on instruction than their peers. By contrast, in states with low stakes accountability, superintendents in districts with considerable poverty spend less time on instruction than their peers.

*A Framework For Sense Making Through Distributive Leadership*
Patricia Holland, University of Houston; Joy Phillips, University of Houston
This paper presents a framework illustrating how educational leaders—administrators and faculty—employ “sense making” and distributive leadership to address issues and assess responses in ways that meet students’ needs as learners and faculty and administrators’ needs as professionals.

*Patterns In The Decisional Process Of Superintendents Around Complex Ethical Problems*
Robert Starratt, Boston College; Lyse Langlois, Laval University
A secondary analysis of interviews maps a sequence of considerations involved in resolving complex ethical problems. The map reveals sensitivities to institutional contexts, professional responsibilities, and life-worlds of offenders. Such sensitivities reveal ethical characteristics of authenticity, presence, and responsibility.

11.9, Parlors AB
Paper Session: The Role of Teacher Leadership in School Improvement
Discussion Leader: Stephen Lucas, University of Illinois at Urbana-Champaign
Chair: Joseph Werlinich, University of Pittsburgh

*What Texas Elementary Principals Report About Teacher Leadership And How It Connects To Improving Student Learning: Taking Stock After A Decade Of Reform*
Gordon Gates, Texas A&M University-Commerce; Beverly Burr, Terrell Independent School District
The findings of this study guide principals in assessing what their teachers are doing outside of the classroom and point to the importance of teacher leadership in working with parents and the community as significantly and positively contributing to student learning.

*Teacher Leaders And The Promise Of Urban School Reform In The Age Of Accountability*
Audrey Dentith, University of Wisconsin-Milwaukee; Floyd Beachum, University of Wisconsin-Milwaukee
An ethnographic research of leadership study that examined five schools located within a large urban Midwestern school district that have embraced new notions of leadership through teacher leadership in the structure and organization of the school.

*Teachers Leading In School Improvement: Case Studies Of Tensions And Possibilities*
Rosemary Foster, University of Alberta
Although arguments in scholarly and professional journals claim leadership to be a critical factor in the melioration of teaching and learning in schools, there is ambiguity surrounding the role and sources of leadership in that process. The purpose of the proposed paper is to report on an investigation of head teachers’ and teachers’ perspectives of teacher leadership within two English secondary schools involved in school improvement initiatives.

11.10, Pavilion Ballroom West
Roundtable Session
Table A: *Servant Leadership: An Emerging Effective Leadership Style*
Barbara Martin, Southwest Missouri State University; Tim Taylor, Houston Public Schools
The purpose of this mixed design study was to investigate the perceived effectiveness of the emerging servant leadership style. The initial data indicates that principals who model servant leadership characteristics are perceived by their teachers to be more effective.

Table B: Alternate Routes To Teacher Certification In Missouri: Evaluating A Strategic Response To Teacher Shortages In Mathematics And Science
Jay P. Scribner, University of Missouri-Columbia; Adam Bickford, University of Missouri-Columbia; Ethan Heinen, University of Missouri-Columbia
This study proposes to evaluate a specific policy response—Alternative Teacher Certification Programs (ATCPs)—to teacher shortages. Teacher shortages, especially in mathematics and science, are a critical issue nationally and in Missouri. This proposal grew out of an awareness that our understanding of ATCPs was limited by evaluation/research designs that (1) aggregate teacher data across programs and, therefore, cannot study processes and outcomes across and within programs (e.g., Shen 1998), and/or (2) use single-case study approaches that limit ability to generalize findings and recommendations across programs and contexts (e.g., Brennan, & Bliss, 1998).

Table C: University/School District Partnerships That Enhance Leadership And Learning
Diane Yerkes, San Diego State University; Lenoar Foster, Washington State University; Margaret R. Basom, San Diego State University
Preliminary data from a partnership program with 11 school districts and one urban university will illustrate benefits and challenges experienced in working collaboratively in principal preparation. Questions will be posed; conversation encouraged. The purpose is to learn together about successful practices.

Table D: Developing Professional Learning Communities In Three High Schools: Problems And Strategies Involving Leadership And Learning
Mary John O’Hair, University of Oklahoma
This study examines the effects of developing professional learning community in three high schools representing urban, suburban, and rural settings. Issues of in-depth learning, capacity building, and sustainability are discussed in an interactive format.

Table E: Re-Examining The Texas Accountability System At The Texas State House Voucher Bill Hearing: Market-Like Or Market Bound?
Enrique Aleman, University of Texas at Austin; William R. Black, University of Texas at Austin; Brendan D. Maxcy, University of Texas at Austin
Analysis of testimony on a voucher bill in the Texas House Education Committee will be conducted by the authors. Discussion of the accountability system and its promotion and legitimization of certain perspectives of school choice, finance, and equity will follow.

Table F: Making Accessible The Voices Of Women Leaders Nationwide
Helen Sobehart, Duquesne University; Sharon Adams-Taylor, American Association of School Administrators
This session will engage discussion about the first Monograph published from AASA’s 15th Annual Conference regarding women educational administrators. The monograph was a collaborative effort with a university. The session inquires about potential uses for practicing administrators and preparation programs.

Table G: Assessing Student Engagement In Graduate Programs That Prepare Educational Leaders
James C. Palmer, Illinois State University; Al Azinger, Illinois State University; Phyllis McCluskey-Titus, Illinois State University
Examines a study in progress undertaken to assess the extent to which graduate students in leadership preparation programs are truly engaged in their studies (as opposed to attending simply for the sake of earning a credential).

Table H: Closing The Gap In Leadership Preparation
Darlene Bruner, University of South Florida; Bobbie J. Greenlee, University of South Florida
The focus of the roundtable will be to discuss how course assignments can be meaningful to the student, meet the ELLC standards, and at the same time engage the districts we serve involved in leadership development of their own personnel.

Table I: Gender Effects On The Development Of Resilience And Academic Achievement: Perpetuation Theory Approach
Teresa Wasonga, Northwest Missouri State University
Using perpetuation theory, girls reported better relations with external assets and higher resilience. Therefore, educators should engage society in viewing differentiated values perpetuated by gender in critical ways, change classroom practices and school policies to promote access to external assets.

Table J: Promoting The Learning Of All Students Including Students At The Margins
Carl Lashley, University of North Carolina at Greensboro; Leonard C. Burrello, Indiana University
In this paper we will engage the participants in discussing the first essential question of this Conference: How do we prepare school leaders to promote learning and success for all students?

11.11, Parlor C
Paper Session: Examining UCEA's Impact on Leadership For Learning
Discussion Leader: Dianna Pounder, University of Utah
Chair: Frances Kochan, Auburn University

Level Of Innovation In Principal Preparation Programs: Comparing UCEA To Non-UCEA Institutions
Stephen Gordon, Southwest Texas State University
This study reports the extent to which UCEA and non-UCEA principal preparation programs have incorporated innovations in program content and delivery recommended in the literature.

A Content Analysis Of Past UCEA Conferences And The Productivity Of Participating Institutions
Alan Shoho, University of Texas at San Antonio; Chad Broussard, University of Texas at San Antonio
The intent of this study is to analyze 15 years of past UCEA conferences to assess the presence of institutional participation in Paper, symposia, roundtable and conversation sessions.

Does UCEA Membership Criteria Represent The Latest Thinking On Quality Programs?
Gary Crow, University of Utah; Gail Furman, Washington State University
In this session, members of the UCEA Executive Committee, Gary Crow and Gail Furman, will present recent changes made to UCEA institutional membership criteria. In addition to describing the rationale for the changes in criteria, Furman and Crow, will share how this criteria reflects the latest thinking on quality in leadership programs.

Preparing Technology-Literate School Administrators: A National Study Of State-Level Initiatives
Scott McLeod, University of Minnesota

If your institution or organization is interested in hosting or co-hosting a future UCEA Convention or in sponsoring a reception or coffee break at a future convention, please contact Michelle D. Young, UCEA Executive Director at (573) 884-8300 or by email at execuea@coe.missouri.edu.
This paper presents the results of a national study of state-level policy initiatives regarding the technological preparation of school administrators. The study highlights specific comparative details about various school technology leadership training and professional development programs employed by each state.

11.12, Plaza Suite
UCEA Program Center Meeting: Center for the study of Patterns of Professional Preparation in Administration Advisory Board Meeting
M. Scott Norton, Arizona State University

Session 12, Saturday, 9:30 AM – 11:00 AM
Grand Ballroom I
Saturday Morning General Session
Welcomes and Introductions:
   Pamela D. Tucker, University of Virginia, UCEA Convention Program Chair
Presentation of the Jack A. Culbertson Award:
   Margaret Grogan, University of Missouri-Columbia, UCEA President 2003-2004
Introduction of 2003 Mitstifer Lecturer:
   William L. Boyd, Pennsylvania State University
Mitstifer Lecture: Preparing Leaders For Diversity And Citizenship Education In A Global World
James A. Banks, University of Washington
James A. Banks is Russell F. Stark University Professor and Director of the Center for Multicultural Education at the University of Washington, Seattle. He is a past President of the American Educational Research Association and a past President of the National Council for the Social Studies. Professor Banks is a specialist in social studies education and in multicultural education, and has written more than 100 articles and written or edited 18 books in these fields. His books include Teaching Strategies for Ethnic Studies: Cultural Diversity and Education: Foundations, Curriculum and Teaching; Teaching Strategies for the Social Studies; and Educating Citizens in a Multicultural Society. Professor Banks is the editor of the Handbook of Research on Multicultural Education (Jossey-Bass) and the “Multicultural Education Series” of books published by Teachers College Press, Columbia University. He is a member of the Board of Children, Youth, and Families of the National Research Council and the Institute of Medicine of the National Academy of Sciences. He is also a member of the National Academy of Education. In 2001, Professor Banks received the Jean Dresden Grambs Distinguished Career Award from the National Council for the Social Studies.

Teachers College Press is hosting a book signing for Dr. James Banks immediately following the Mitstifer. The book signing will be held in the foyer adjacent to Grand Ballroom I.

Session 13, Saturday, 11:15 AM – 12:35 PM
13.1, Forum Suite
Symposium: Instructional Leadership For Diverse Learners: Including The Needs Of Students With Disabilities In The Conversation
   Madeline Hafner, University of Utah; Lynn H. Doyle, Old Dominion University; Susan Brody Hasazi, University of Vermont; Katharine S. Furney, University of Vermont; Lisa Collins, University System of New Hampshire
This symposium provides a forum for researchers, practitioners, and policy makers to engage with the topic of instructional leadership for diverse learners, specifically focusing on students with disability labels and students placed “at risk” for academic failure. Historical, theoretical, pragmatic, and empirical perspectives will be presented.

13.2, Broadway I
Program Center: The Development And Demise Of Academic Leaders
Walter Gmelch, Iowa State University; Mimi Wolverton, University of Nevada, Las Vegas, Judy Nichols Mitchell, Washington State University; James B. Carroll, University of Portland
Academic leadership is the least studied and most misunderstood management position in America. The transformation from academic to leader takes time, training, and commitment. This session reviews the research conducted by the Center on the development and demise of deans and department chairs.

13.3, Galleria North
Symposium: Equity And Excellence In Schools: A Dream Deferred Or An Opportunity For Democracy?
Kathryn McKenzie, Texas A&M; Colleen L. Larson, New York University; Noel Anderson, New York University; Andrea Rorrer, University of Utah; Edith Rusch, Rowan University; James J. Schurich, University of Texas at Austin
The four papers in this session critically examine the efforts those in schools and the academy have made in promoting equity and excellence; however, they also offer strategies for transforming schools so that they ensure the success of all students.

13.4, Broadway III
Innovative Session: Leader For A Day: Practicing And Developing Educational Leadership In The Graduate Classroom
David Brazer, George Mason University
This session provides participants with the opportunity to experience and discuss performance-based classroom activities and assessment, Problem-based learning, case study analysis, and role-playing are emphasized. Participants will engage in actual classroom activities, review assessment documents, and discuss advantages and challenges.

13.5, Broadway IV
Conversation: Women At The Helm: Gender And Leadership In Departments Of Educational Administration
Norma Mertz, University of Tennessee
The proposed conversation, between the audience and 3 female heads of departments of Educational Administration, will center on women in that position: their experiences, the challenges they face because of their gender (and race and ethnicity), overcoming these challenges, and what we know and need to know about women as department heads.

13.6, Broadway II
Conversation: The Researcher In The Principal’s Office: A Conversation With Harry Wolcott
Introductions: Jay P. Scribner, University of Missouri-Columbia
Harry F. Wolcott, University of Oregon; Jeffrey Brooks, Florida International University

If you would like to update the contact information we have for you, please stop by the UCEA Registration Desk.
This conversation centers on three overarching themes that Dr. Wolcott has engaged during his career: Educational Administration, Qualitative Researcher Methodology, and Anthropology of Education. In keeping with the theme of the 2003 UCEA Convention, special attention will be given issues related to the preparation of Educational Administrators and researchers.

13.7, Galleria South
Paper Session: Focusing Educational Leadership on Valued Ends -- Quality Leaders
Discussion Leader: Megan Tschannen-Moran, College of William and Mary
Chair: Mimi Wolverton, University of Nevada, Las Vegas

Assessing Impact Of Leadership Preparation Programs: An Analysis Of The Effects Of Student Cohorts And Internships On The Development Of Administrative Networks
Julie Hite, Brigham Young University; Joseph L. Matthews, Brigham Young University
This study assessed the impact of cohorting and internships in preparation programs on development of students’ administrative networks—in terms of size, density, and centrality. Findings suggest both cohorting and internship had positive measurable impacts on development of administrative networks.

A Conceptual Model For Assessing Educational Leadership Preparation Programs Within The Mission, Climate, And Structure Of Academe
Darla Twale, University of Dayton; A. William Place, University of Dayton
We propose a conceptual framework for systemic change in schools/colleges of education that helps us construct the environments we envision rather than making our vision fit within the managerial confines of the academy.

Accountability And The Changing Nature Of Faculty Evaluation And Reward Systems
Michelle D. Young, University Council For Educational Administration, Angela M. Hull, University of Missouri-Columbia; Jumoke Sanusi, University of Missouri-Columbia
The evaluation of faculty work has come to have an increasingly visible focal point for both supporters and detractors of higher education. Of particular consequence for faculty who prepare school and school system leaders are economic and educational accountability.

Focusing On Results: Systemic Educational Administration Reform At Florida State University
Michael C. Biance, Florida State University; Simmie A. Raiford, Florida State University
This paper describes the redesign process used to revise the masters program in Educational Administration/Leadership at Florida State University, and the subsequent creation of its first distance learning master’s degree cohort, and two leadership assessment products—a Competency-Based Assessment Instrument and an Electronic Portfolio.

13.8, Council Suite
Paper Session: Critical Issues In Teacher Preparation
Discussion Leader: Robin Rayfield, University of Toledo
Chair: Jan Walker, Iowa State University

Are We Teaching Teachers What Needs To Be Taught?
Hubert Carmichael, Clarke County Public Schools
A discussion of a survey of college professors and public school administrators to determine if educational programs are aligned with current educational needs. To be included is a distinction between beliefs of level of preparedness between the two groups.
Traditional Vs. Integrated Pre-Service Teacher Education Curriculum: A Case Study
Mikyong Kim, University of Missouri-Columbia; Richard Andrews, University of Missouri-Columbia; Jang Wan Ko, University of Missouri-Columbia; Deborah Carr, University of Missouri-Columbia
This empirical study is intended to assess whether a standards-based integrated teacher preparation curriculum is more beneficial in developing professional competencies than a traditional course-oriented curriculum at a college of education in a state university. Using multivariate analysis of variance, we found that students who went through the new integrated curriculum reported higher professional preparation in all 13 standards and competency areas than those who went through the traditional course-oriented curriculum.

Institutional Capacity Of 8th Grade Programs In Minnesota And Its Implications For Teacher Preparation Programs
Nicola Alexander, University of Minnesota
This paper examines the capacity of 8th grade programs in Minnesota to prepare students to pass the Basic Skills Test in mathematics. Because capacity is essentially an institutional concept, school- and district-level data are used.

Implementing State-Mandated Accountability Reforms In Teacher Education: The Struggle For Professional Agency
Chrysan Gallucci, University of California, Santa Barbara; Charles A. Peck, University of California, Santa Barbara
This paper presents the results of an action-oriented research project that documents the implementation of state-mandated accountability reforms at the UCSB Teacher Education Program. The paper focuses on the use of action research to facilitate the implementation process and the learning of the program faculty.

13.9, Parlors AB
Graduate Student Symposium II: Professors And Students Of Color: Dialoguing For Success
Organizers: Linda Carole Tillman, Wayne State University; María Luisa González, New Mexico State University
Participants: Dana Christman, New Mexico State University; Ernestine Enomoto, University of Hawai’i; Encarnacion Garza, University of Texas at San Antonio; Gerardo López, Indiana University; Mariela Rodriquez, University of Texas at Brownsville; Llwellyn Simmons, University of Dayton; Khuala Murtadha, Indiana University
This session is designed to give students from underrepresented groups the opportunity to dialogue with scholars from different institutions. Panelists will interact on issues related to doctoral study and completion, research and publication, mentoring and socialization, as well as succeeding as faculty members.

13.10, Pavilion Ballroom West
Symposium: Preparing System Level “Leaders For Learning”: A New Educational Doctorate
Michael Copland, University of Washington; Ken Sirotnik, University of Washington; Kathy Kimball, University of Washington
This proposed symposium includes a series of scholarly papers that examine program development, curricula, and initial results from the “Leadership for Learning” Ed. D. program, a three-year, problems-of-practice, cohort-based educational doctoral program designed to prepare school system leaders to lead the improvement of teaching and learning, offered by the University of Washington College of Education.
13.11, Parlor C
Paper Session: Critical Issues In The Superintendency
Discussion Leader: Margaret Grogan, University of Missouri-Columbia
Chair: Max Skidmore, University of Georgia

Principals Of Color And European American Principals’ Perceptions Of Their African American Superintendents Leadership In Successful School District
Jean Madsen, Texas A & M University; Nick Cormier, University of Texas at Austin
Leading a diverse group of principals in public school districts presents many challenges for African American superintendents. There is little written on how principals of color and European American principals perceive their superintendents of color in diverse school districts. Thus, this study examines how African American superintendents are perceived in multicultural districts.

Towards A High-Achievement School District: Auto-Ethnography Of A First Time Superintendent
Encarnacion Garza, University of Texas San Antonio
The purpose of this auto-ethnographic study is to illustrate that developing a High-Achievement school district in which all students are capable of achieving high levels of success given equitable opportunities for excellence can be accomplished. This is possible when the school system is culturally sensitive, demands high expectations for all students, and provides high respect for the district’s parents and children.

Succeeding With Support: Female Superintendents In New York State And Massachusetts
Angela Guptill, State University of New York at Albany/East Greenbush Central School District
This is an in-depth qualitative study that explores the effect of professional support on the longevity and job satisfaction of female superintendents in New York State and Massachusetts. Results revealed that female superintendents in both states attribute their success to the support they received through mentoring, networking and combination support.

Achievement Motivation, Employment Conditions, And Enjoyment: Implications For Superintendents
C. Russell Mayo, Lehigh University; Sally A. White, Lehigh University
This study examined differences in superintendents’ goal orientations and their perceptions of initial board support, mobility, board expectations, and enjoyment. Overall, differences were found between superintendents based upon their dispositional goal orientation. The findings will be discussed in light of their important implications for the future education and training of superintendents.

Session 14, Saturday, 12:45 PM – 2:00 PM
14.1, Forum Suite
Symposium: Learning-Centered Leadership: What It Is And What We Are Doing About It

The Annual David L. Clark Graduate Student Research Seminar in Educational Administration and Policy will be held this year at AERA 2004 in San Diego, California. We will be accepting nominations through the 18th of November. Please take advantage of this wonderful opportunity for your Graduate Students.
Geoff Southworth, National College for School Leadership; John West-Burnham, National College for School Leadership; Katy Patrick, National College for School Leadership; Tessa Thomas, National College for School Leadership

Helping school leaders focus on student learning is a priority for the National College for School Leadership in England. This symposium sets out our thinking on learning-centred leadership, the definitions developed and the steps being taken to develop such leadership in schools.

14.2, Broadway I
Symposium: *New Deployments Of Foucault In Scholarship On Schools And Schooling: Four Papers*

Jim Scheurich, University of Texas at Austin; Linda Tillman, Wayne State University; Kathryn McKenzie, Austin Texas Independent School District; Linda Zaretsky, OISE of the University Of Toronto; V. Darlene Opfer, Ohio State University; Patricia A. Ehrensal, Temple University

While improving leadership preparation is critical, it is equally important to develop good research tools. Foucault has provided analytic methodologies that education scholars are increasingly using in their research. This session includes four papers that draw primarily from Foucault’s work.

14.3, Broadway II
Symposium: *New Approaches To Leadership Preparation: Designing Partnerships And Improving Diversity*

Kathryn Whitaker, University of Northern Colorado; Richard King, University of Northern Colorado; Linda Vogel, University of Northern Colorado; Bruce Barnett, University of Texas at San Antonio; Betty Merchant, University of Texas at San Antonio; Alan Shoho, University of Texas at San Antonio; Tricia Browne-Ferrigno, University of Kentucky

The purpose of this symposium is to describe three reformed leadership preparation programs that are engaging in partnerships with school districts and are addressing issues of diversity. These programs have recently undergone changes in their approaches to leadership preparation and one program is collecting data about the impact of these reforms.

14.4, Broadway III
Innovative Session: *Developing A Theory Of Leadership For High Performing Inclusive Multicultural Schools*

Jean Madsen, Texas A & M University; Cornel Jones, Texas A & M University; Toby Egan, Texas A & M University

Leaders make a difference in the success of groups and are critical in facilitating an organizational structure that supports a diverse workforce (Chen & Van Velsor, 1995). Thus, the issue for leading schools with diverse student population becomes two fold 1) are there leadership differences between leaders of color and European American leaders? and 2) if there are variations, how do these manifest themselves in how schools are administered? The intent of this symposium will be to share the findings from a study that indentified differences among principals from different ethnic backgrounds.

14.5, Broadway IV
Conversation: *Roles And Responsibilities Of Clinical Faculty In Leadership Preparation Programs: A Conversation*

Donald Hackmann, Iowa State University; Jerre Frank, University of Utah; Marcus Haack, University of Iowa; Carolyn Wanat, University of Iowa; Gary Crow, University of Utah; Janice Walker, Iowa State University
The conversation session is designed for programs who are interested in establishing clinical lines, clinical faculty who are interested in learning how similar positions are defined at other institutions, and practicing administrators who are interested in obtaining clinical positions.

14.6, Galleria North
Conversation: William P. Foster: Reflections On His Life, His Work, His Legacy
Colleen Larson, New York University
The purpose of this session is to bring friends and colleagues of Bill Foster together to reflect on his life, his work, and his legacy.

14.7, Galleria South
Paper Session: Implications Of School Reform For Leadership
Discussion Leader: James Cibulka, University of Kentucky
Chair: Judy May Jackson, Bowling Green State University
On The Dark Side Of Professional Community: School Reform As Anomie
Jeffrey Brooks, Florida International University; Karen Sunday Cockrell, University of Missouri-Columbia; Peggy Placier, University of Missouri-Columbia
In this paper, we explored effects of comprehensive school wide reform on the teacher professional community of a single secondary public school over the course of two academic years. The school’s teacher professional community was conceived as the unit of analysis (however, data were also collected from school leaders and staff) and data were collected using methods consistent with qualitative ethnography. Borrowing heavily from sociological literature, we developed a conceptual framework for data analysis that allowed for exploration of school reform as an agent of anomie, the breakdown of social structure. Findings suggested that the particular approach to reform that the school implemented contributed to the breakdown of the school’s professional community; specifically in terms of three salient dimensions: speed, saturation, and distraction. The implications of this research were considered in light of their import to school professionals, educational researchers, and policymakers.

Does Data Use Lead To School Improvement? Investigating Principals’ Roles
Susan Printy, Michigan State University; BetsAnn Smith, Michigan State University
This paper investigates data-use strategies of principals that show potential for helping schools move toward specific organizational goals. Effective use of data might be a critical tool for school leaders attempting to translate the pressure of external accountability systems into the development of organizational capacity.

Community Conflict And School Reform: Challenge And Opportunity For School Leaders
Mary Anne Linden, Washington State University at Vancouver
Dissent has accompanied many reform efforts. This paper describes a qualitative case study of controversy over school reform in one small town. The purpose of the presentation is to discuss the implications of this study for school leaders and to suggest some strategies for preventing controversy while reforming school practices to increase student learning.

An Investigation Of The Application Of A Learning Organization Model In A High School Experiencing Transformational Change: Leading To Learn Across
Kristina Hesbol, University of Illinois Urbana-Champaign
The leader’s role in a learning organization requires new skills that create compelling reasons to change. This paper describes a case study of leadership within a transformational change process at a Midwestern high school, and identifies alignment with the indicators of a learning organization. Implications for leadership preparation programs, as well as for K-12 school systems, are significant, bridging the gap between theory and practice in leadership to improve teaching and learning.
14.8, Council Suite
Conversation: ‘Social Justice’: A Conversation To Acknowledge Contemporary Meanings And Future Usefulness Of The Term
Audrey Dentith, University of Wisconsin Milwaukee; Jeanne F. Brady, St. Joseph’s University
This is a conversational format that highlights the heightened use of the term, ‘social justice’ in the research and practice within the field of educational administration. Authors will delineate a framework of personal, cultural, and moral dimensions that attempt to capture the multiplicity of meanings and usefulness in the current use of the term, ‘social justice’.

14.9, Parlors AB
Paper Session: At The Nexus Of Educational Leadership And Policy
Discussion Leader: Barbara Jackson, Fordham University
Chair: Patrick Pauken, Bowling Green State University
State Consolidation Policy Impacts On Superintendent Turnover, School Culture, And Social Justice In Schools
Thomas Alsbury, Iowa State University; Nanci Shaw, Iowa State University
This qualitative study interviewed superintendents nationally who had recently experienced school consolidation. Findings include generally positive outcomes of school consolidation with short-term discontent in vacated districts. Consolidation may provide a more diverse, heterogeneous school providing for improved social justice.
Leaders As Policy Mediators: Mediating For What End?
Andrea Rorrer, University of Utah; Linda Skrla, Texas A & M University
This paper synthesizes findings from three research studies to addresses how educational leaders, who act as policy mediators, can utilize accountability policies productively in local contexts.
Sacrificing Leaders, Villainizing Leadership: How Educational Accountability Policies Are Negatively Impacting School Leadership
Marla McGhee, Southwest Texas State University; Sarah Nelson, Southwest Texas State University
The literature on accountability systems is divided. While some writers espouse these systems are effective, others say they’re creating negative, unintended consequences. This study indicates that principals, not just students and teachers, are being seriously impacted by these policies.
Policy And Leader Preparation Program Implications From Six Years Of Research On Teacher Flow Experiences, Principal Presence In Classrooms, And Quality Of Work Life
Larry Frase, San Diego State University; Margaret Basom, San Diego State University
Six years of research on teacher flow experiences, contributing administrator practices, and quality of teacher work life variables demonstrates that principal classroom presence is a powerful predictor of the variables. Further, frequency of teacher flow experiences predicts student cognition.

14.10, Pavilion Ballroom West
Roundtable Session
Table A: The Content Of The Expected Educational Task For English And Mathematics Teachers
Kent Seidel, University of Cincinnati
An analysis of expectations of English and Mathematics content to be taught at 4th & 9th grades, as interpreted by new and experienced teachers and content area experts.
Table B: Student Willingness To Enroll In A Community College English Course: The Influence Of Student Gender And Reading Assignments
Beth Downes Johnson, Wallace State Community College; Rose Mary Newton, University of Alabama
This study investigated student ratings and willingness to enroll in a hypothetical English course to determine whether specific factors such as gender of the student, gender of the author assigned, and the type of reading assignment required influence male and female students differently. The study utilized a 2 x 2 x 2 completely crossed fixed-factor of analysis of variance (ANOVA) and revealed an interaction effect between gender and gender of the writer as well as between gender of the author and the type of reading assigned. A theoretical framework formulated by Byrne (1971) informed the design.

Table C: The Nature Of Community In A Virtual High School
Scott Tunison, University of Saskatchewan
This study focused on the nature and parameters of community that developed during one term in a Western-Canadian virtual high school. It examined perceptions of community from the points of view of both faculty and students.

Table D: Impacting Recruitment Of Urban Teachers By Design: Contextualized Research Experiences In School Administrator Internships
Luana Zellner, Texas A&M University; Carrie Marz, Cy-Fair ISD & Texas A & M University; Ray Garcia, Spring Branch Independent School District; Monica Green, Texas A & M University
With grant support from an urban teacher recruitment initiative, nine aspiring principals conducted internship projects focused on recruitment of students from underrepresented cultural backgrounds to be teachers in urban schools. Though related in mission, each project represented a different strategy for impact. Impact of these related intern projects will be addressed in this paper.

Table E: Supportive Factors Impacting High School Graduation of Migrant Students
Denise Perritt, Essex County Public Schools; James H. Stronge, College of William and Mary
A descriptive study of common school-related and contextual factors affecting the high school graduation rates of Hispanic migrant students analyzed qualitative and quantitative data to identify common factors among students who earned a diploma compared to those who did not.

Table F: Portfolios As Performance Assessment In A Standards-Based Preparation Program
Megan Tschannen-Moran, College of William & Mary; Brenda Williams, College of William & Mary; Christopher Gareis, College of William & Mary; James H. Stronge, College of William & Mary; Michael DiPaola, College of William & Mary
In this interactive session, participants have the opportunity to examine how the preparation portfolio has served as a central unifying activity throughout William and Mary’s preparation program as well as to examine the planning documents that lead students through portfolio development.

Table G: Punoj Per Te Ardhmen (To Work With An Eye To The Future): Towards The Preparation And Professional Development Of Educational Leaders In Post-Conflict Kosovo
Tim Goddard, University of Calgary
This interactive round table will discuss the preparation and professional development of educational leaders in Kosovo. Using prepared responses to seven critical questions as a catalyst, participants will develop an understanding of educational leadership in a post-conflict environment.

Table H: The Effect Of Principal-Led Professional Development On Middle Level Reform
Stephen Lucas, University of Illinois at Urbana-Champaign; Cyndie Mutka McCarley, University of Illinois at Urbana-Champaign
This paper reports the results of a study of 25 middle school principals’ leadership self-efficacy and professional development leadership and the impact that leadership has had upon the implementation of middle level reform in their schools.

Table 1: Minority Students In Gifted Education
Ethan Heinen, University of Missouri-Columbia
Minority students are not afforded the same opportunity to join gifted programs as heir White counterparts. This study contends that current policies on gifted education result in minority students being underrepresented in gifted programs. In fact, current policies do not protect against such exclusion, and at times actively contribute to these inequities. This study operates under the idea that intelligence and innate intellectual gifts transcend race, gender, culture, and SES. Educational policies will be analyzed at the national, state, and local levels. Specifically, this study will address the following research question: 1) How do current policies (at the federal, state, and local levels) affect minority participation in gifted education programs?

14.11, Parlor C
Symposium: Lessons For Leaders: What Research And Practice Say About Closing The Achievement Gap In Large Urban School Systems
Fenwick English, University of North Carolina at Chapel Hill; Jean Rutherford, National Center for Educational Accountability; Ricki Price-Baugh, Houston Independent School District; Sharon Lewis, Council for Great City Schools
The achievement gap is the most acute in large urban school systems. Four symposium speakers will reveal some success in reducing the gap. They represent local and national groups, and will include research conducted by the National Center for Educational Accountability and the Council for Great City Schools, as well as one of the largest urban systems in the nation.

14.12, Plaza Suite
UCEA Convention 2004 Planning Meeting
Michelle D. Young, University Council For Educational Administration; Margaret Grogan, University of Missouri-Columbia

**Session 15, Saturday, 2:10 PM – 3:30 PM**

15.1, Forum Suite
Symposium: Standards-Based Reforms In Educational Leadership Preparation Programs: ISLLC Experiences From Five Universities
Donald Hackmann, Iowa State University; Fenwick W. English, University of North Carolina at Chapel Hill; Tricia Browne-Ferrigno, University of Kentucky; Joseph Murphy, Vanderbilt University; Hanne B. Mawhinney, University of Maryland; Bonnie C. Fusarelli, North Carolina State University
This symposium shares stories of five universities that have incorporated ISLLC standards into their administrator preparation programs. Professors will highlight program reforms at their respective institutions, share preliminary assessments of their results, and discuss problems they have encountered.

15.2, Broadway I
Conversation: Critical Crossroads: Intersection Of Educational Law, Policy, Politics, And Technology
Jeffrey Brooks, Florida International University; Catherine Lugg, Rutgers University; Scott McLeod, University of Minnesota; Gerardo López, Indiana University; V. Darleen Opfer,
Ohio State University; Charles Russo, University of Dayton; Martha McCarthy, Indiana University; Hanne Mawhinney, University of Maryland
This conversation brings together several vibrant domains of educational research—law, politics, policy, politics, and technology—by engaging each through various forms of critical analysis. The conversation engages these interrelated notions on a conceptual level and then brings them to bear collectively in a context-specific and culminating discussion of the implications of the Patriot Act for school leaders. Special attention is given to what constitutes adequate preparation for school leaders in each of these areas and what resources are available to school leaders in the event that they need counsel or information pertinent to a specific situation.

15.3, Parlors AB
Symposium: The Praxis And Implications Of Spiritually Informed Leadership: Its Impact On Educational Leadership And Social Justice
Michael Dantley, Miami University; Colleen Capper, University of Wisconsin-Madison; Madeline Hafner, University of Utah
This symposium will address, through three presenters, some of the theoretical and ideological underpinnings of spirituality especially as it relates to educational leadership and social justice. Two research studies that have examined how school principals have used their spirituality in providing leadership in their learning communities will be presented and finally the role of spirituality in establishing the primacy of community beyond the historical or traditional definitions of the concept of community will be discussed.

15.4, Broadway III
Innovative Session: The Asynchronous Web-Based Advisory & Learning Community
Ann Werner, University of Minnesota; Lynn Scarry, University of Minnesota
Asynchronous web technology, or the bulletin board, may prove to be an enhancement over the traditional model of practitioner advisory groups for the purpose of informing university content designed to prepare educational administrators.

15.5, Council Suite
Dean’s Session: Leading Leadership Programs In A Time of Challenge
Walter Gmelch, Dean, Iowa State University; Judy Nichols Mitchell, Dean, Washington State University; James Cibulka, Dean, University of Kentucky; Karen Gallagher, Dean, University of Southern California; Joan Smith, Dean, University of Oklahoma
This session will focus on providing leadership to university educational administration programs in a time of economic challenge and increased expectations for higher education accountability. Specifically, participants will discuss the current challenges they are facing in their institutions as states decrease funding while simultaneously increasing expectations and as universities continue to ratchet up requirements for faculty work (e.g., student contact hours, publications, grants, etc). Participants will also share the strategies they are using to ensure their educational leadership programs maintain quality in their preparation of school leaders and researchers of leadership as well as in their contributions to scholarship in the field.

15.6, Broadway IV
Conversation: From Educational Administration To Educational Leadership: Is Real Change Possible In Preparation Programs (And At What Cost)?
Nona Prestine, Penn State University
The purpose of this session is to discuss issues and concerns and to explore ideas about how traditional educational administration programs might change in response to
expanded conceptions of leadership in schools as well as growing demands for leaders better prepared to promote the success of all students.

15.7, Galleria South
Paper Session: Fostering Shared Vision In Schools
Discussion Leader: James S. Rinehart, University of Kentucky
Chair: Frederick Lunenberg, Sam Houston State University

*Leading To Learn: The Role Of Shared School Vision*
Randy Averso, University of Oklahoma
The purpose of this research was to examine how school administrators currently address organizational vision. Research continues to connect higher student achievement in schools embracing democratic professional learning community structures, including collaboratively developed shared visions (Bryk, Easton, Kerbow, Rollow & Sebring, 1993; Lee & Smith, 1994; Newmann & Whelage, 1995).

*Creating A Shared Vision Of Urban School Reform*
Joy Phillips, University of Houston
This paper provides an in-depth discussion of one elementary principal’s experience in working with her faculty and staff to create and implement a shared vision of excellence that led to increased student academic achievement at the very time the campus was undergoing a dramatic demographic shift from a population of majority middle-class and Anglo students to one of majority low income and minority students.

*Taking Another Look At Shared Vision Along The Visionary’s Path*
Rose Ylimaki, University at Buffalo, State University of New York
This paper explores multiple ways of knowing and expressing shared vision for curriculum change through the visionary archetype and the various change contexts in which it exists.

15.8, Galleria North
Paper Session: Research On At-Risk Programs
Discussion Leader: Encarnacion Garza, University of Texas at San Antonio
Chair: Gay Selby, Washington State University

*Seeing The Same School Through Different Eyes: A Study Of Stakeholders’ Perceptions Of The Effectiveness Of School Violence Prevention Strategies*
Julie Gawerecki, University of Missouri-Columbia; George J. Petersen, University of Missouri-Columbia; Natalie Cauleywell, Springfield R-X11 School District
This study examines school stakeholders’ perceived effectiveness of school districts’ efforts to reduce and/or prevent school violence. The study of 69 schools in Missouri presents the key differences in stakeholders’ perceptions about which interventions, policies, and procedures are considered most and least effective.

*Learner-Centered Theory And Its Application To An Elementary School At-Risk Program*
Judy Statler, Jackson R-II Public School
This study examined the essential components of an exemplary at-risk/dropout prevention program for elementary students. Perceptions of administrators, at-risk coordinators, at-risk teachers, regular classroom teachers, and parents of at-risk students regarding the program’s ability to reduce at-risk behaviors were investigated.

*Integrated Comprehensive Services For All Learners: Implications For Principals*
Elise Frattura, University of Wisconsin-Milwaukee; Wendy Handrich, The Learning Curve of Wisconsin
The purpose of this paper is to outline a framework that can assist school-based educational leaders in developing integrated comprehensive services for all learners,
especially those learners who have been labeled to receive services from federally mandated programs.

*Reading First Implementation In Arkansas*

R. Lewis, University of Arkansas at Little Rock

This paper seeks to inform the UCEA audience with information about the ongoing implementation process of NCLB’s required Reading First program in the state of Arkansas.

15.9, Broadway II

Conversation: *You’ve Got ‘Em. Now, How Are Your Going To Keep ‘Em? The Necessity Of Formal And Informal Support Systems For Novice Principals And Teachers*

Jennifer Sughrue, Virginia Tech; Thelma D. Palermo, Henrico County Public Schools; Jean B. Crockett, Virginia Tech; Patricia A. West, Henrico County Public Schools

The authors intend to investigate through a guided dialogue how formal support structures in university leadership preparation programs and in school district mentoring programs cultivate and support aspiring and novice principals, and how these programs prepare principals to cultivate and support novice teachers.

15.10, Pavilion Ballroom West

Symposium: *Leadership As Public Discourse: Integrating Gender And Race Scholarship In An Altered And Contested Society*

Jeanne Brady, Saint Joseph’s University

Few would dispute that tremendous social and cultural changes have taken place in our society in recent decades. The proposed interactive symposium comprised of diverse racial and feminist voices, will probe the notion of educational leadership as public discourse. By exploring a number of public and traditional institutional practices, participants will attempt to expose the limitations of certain traditions and offer the possibilities of alternative leadership discourses and practices.

15.11, Parlor C

Informational Session On UCEA Membership

Frances Kochan, Auburn University; Gail Furman, Washington State University; Margaret Grogan, University of Missouri-Columbia

UCEA’s mission is to advance the preparation and practice of educational leaders for the benefit of all children and schools, and membership in UCEA is a marker of program quality. During this session UCEA President Fran Kochan, President Elect Margaret Grogan, And Past President Gail Furman will provide information and answer questions about membership in UCEA and the membership application process. Convention participants interested in learning more about UCEA and UCEA membership are welcome.

**Session 16, Saturday, 3:40 PM – 5:00 PM**

16.1, Broadway III

Symposium: *When Standards And Assessments Apply To All Students*

David Conley, University of Oregon; Gerald Tindal, University of Oregon

Federal legislation and many state accountability systems require that all students participate in state exams. How can the highest and lowest achievers be included fairly? This session examines how standards and assessments affect special needs and college-bound students.
16.2, Broadway I
Symposium: *Improving The Preparation Of Education Leaders: The AASA “Leadership For Learning” Masters Program*
Joseph Murphy, Vanderbilt University; Joseph Schneider, AASA; Willis Hawley, AASA; Ellen Goldring, Vanderbilt University; Mark Berends, Vanderbilt University
This symposium is designed to unpack the intellectual infrastructure of the new AASA masters program on “leadership for learning” — both in terms of content and pedagogy.

16.3, Broadway II
Innovative Session: *University And School District Partnerships: Collaboratively Designing On-Going Professional Development For Administrators*
Maureen Yep, University of California at Santa Barbara; Janet Chrispeels, University of California, Santa Barbara
This session explores innovative ways that universities, in district partnerships, can co-design creative, effective, on-going professional development for administrators. Participants will work through a ‘How to’ booklet of the precepts and processes involved in developing out-of-the-box programs.

16.4, Forum Suite
Innovative Session: *Justice Or Just Us?: A Critical Conversation With Scholars Of Color Surrounding Leadership For Social Justice*
Gerardo López, Indiana University; Judy Alston, Bowling Green State University; Abe Armendáriz, New Mexico State University; Rosita Lopez-Marcano, Northern Illinois University; Augustina Reyes, University of Houston; Linda Tillman, Wayne State University; Karen Sunday Cockrell, University of Missouri-Columbia; María Luisa González, New Mexico State University; Dana E. Christman, New Mexico State University; Mark Gooden, University of Cincinnati
While attention to issues of social justice in educational leadership has been growing, the movement has been largely dominated by White/mainstream scholars. In this session, scholars of color will engage in a critical dialogue about this and other issues, with the hope of building alliances across our differences.

16.5, Broadway IV
Conversation: *A Professional And/Or Scholarly Curricular Orientation Of Doctoral Programs In Educational Leadership?*
Donald Reed, Washington State University
The philosophical orientations of doctoral program in Educational Leadership have waxed and waned in the U.S. over the last 100 years (Callahan, 1962; Callahan & Button, 1964; Tyack & Hansot, 1980). The question providing focus in the proposed Conversation Session is: What should be the philosophical orientation of doctoral programs in Educational Leadership, and Why?

16.6, Galleria North
Conversation: *Reform Of Administrator Preparation Programs: State Mandated Review And Approval*
Hunter Moorman, Institute for Educational Leadership; Richard Wallace, University of Pittsburgh; Gail Schneider, University of Wisconsin-Milwaukee; Lonnie Wagstaff, University of Texas at Austin
Examines the National Review Panel for Administrator Preparation Programs’ work on state-mandated program reform in North Carolina, Mississippi, and Iowa, drawing on the Panel’s experience advising the state governments and on its current follow-up study of persistent effects.
16.7, Galleria South
Paper Session: Leadership Preparation Across Cultural Contexts
Discussion Leader: Catherine Lugg, Rutgers University
Chair: Daphne Hobson, Lehigh University

Decentralization Of Power In Swedish Education
Olof Johansson, Umea University
The point of departure for our paper is the conflict between the demand for more structure and a better use of resources and the school’s need for basic cultural changes regarding school development and learning for adults and children. This paper focuses on the relationship between structure, culture, and leadership.

Pre-Service Training And Experience And English Head Teachers’ Preparation For The Headship
Marianne Hvizdak, University of Lincoln
Findings from a study investigating English school leaders’ modes of preparation for managing 28 key role functions are presented. For learning to manage 18 of these functions, an apprenticeship model of principal preparation was found to be efficacious.

Leadership Development In Intercultural Contexts
John Collard, University of Canberra
Leadership development programs offered by universities in western democracies have rightfully been criticized for being “gender blind” (Marshall & Rusch, 1995). It is also time that they were scrutinized from the viewpoint of the cultural assumption, which inform them. Educational leadership today occurs in pluralistic and multicultural contexts where the monocultural traditions of the past provide inadequate theoretical frameworks.

School Leadership Preparation In Mexico
Charles Slater, Southwest Texas State University; Carlos Topete, Instituto Politecnico Nacional; Mike Boone, Southwest Texas State University; Isaias Alvarez, Instituto Politecnico Nacional
This study is an examination of school leadership preparation in Mexico from the point of view of school directors. Interviews are used to determine the preparation that they received and the connection with the problems that they face.

16.8, Council Suite
Paper Session: Recruitment Of School Leaders
Discussion Leader: L. Dean Webb, Arizona State University
Chair: Lawrence Rossow, University of Oklahoma

Principal Recruitment In A Reform State: Examining A Statewide Pool Of Potential Applicants
Paul Winter, University of Louisville; Lars G. Björk, University of Kentucky; John L. Keedy, University of Louisville; James S. Rinehart, University of Kentucky
A survey of 484 principal certified personnel in a school reform state revealed few participants intended to pursue principal jobs. Self-reported capability to do the job and year of certification explained 19.1 percent of the variance in job rating.

Congruence Between Principal Job Descriptions And Evaluation Instruments With ISSLC And State Standards
Nancy Catano, Williamsburg James City County; James H. Stronge, College of William & Mary
Principals are accountable for juggling multiple competing tasks daily. This study explored the emphasis placed upon leadership and management behaviors of school principals in Virginia by determining the congruence of job descriptions and evaluation instruments with ISSLC and state standards.
Principal Recruitment: Alternative Paths And Their Implications For Leadership Preparation Programs
Margaret Barber, University of San Diego; Paula Cordeiro, University of San Diego
Drawing on data from in-depth interviews and surveys, this paper examines the shift in aspirations of a university preparation program cohort not initially recruited as candidates for the principalship but now pursuing leadership positions. It explores the implications of this alternative trajectory toward school leadership, and provides recommendations for recruitment and preparation of a new cadre of school leaders.

16.9, Parlors AB
Paper Session: Schools As Organizations
Discussion Leader: Andrea Rorrer, University of Utah
Chair: John Welsh, University of Louisville

Sustaining Teacher Commitment In High-Poverty Schools: A Complexity Science Perspective
Sue Mutchler, University of Texas at Austin; Sandy Franklin, University of Texas at Austin
A recent study of teachers in a high-poverty school exposed key organizational factors influencing their commitment to their school and students. These factors are examined through the lens of complexity theory to better understand how school systems might enhance teacher commitment in such schools.

Organizational Citizenship Behaviors And Student Achievement In High Schools
Michael DiPaola, College of William & Mary; Wayne K. Hoy, Ohio State University
A recent study developed Organ’s concept of organizational citizenship and applied it to public schools. The current analysis builds on that work. First, we reviewed the concept of organizational citizenship behavior, then we applied the concept to schools, and finally, developed and tested a set of hypotheses linking organizational citizenship behavior with student achievement.

The Tolstoy Study
Sharon Kruse, University of Akron
The study of schools that have demonstrated considerable improvement when similar schools have not can offer unique insights into school improvement efforts. This paper offers findings that suggest that knowledge use and management can provide useful concepts for understanding successful school change.

Principal Leadership For Human And Social Capital Development: Mobilizing Reform Efforts That Promote Learning And Success For All Students
Shelby Cosner, University of Wisconsin-Madison
This paper presents findings from a qualitative study of principal leadership for human and social capital development. Implications for leadership development are advanced.

16.10, Pavilion Ballroom West
Town Hall Meeting: Recommendations From The National Commission For The Advancement Of Educational Leadership Preparation (NCAELP)
Michelle D. Young, University Council For Educational Administration; Theodore Creighton, National Council of Professors of Educational Administration; Judy Nichols Mitchell, Washington State University; Frances K. Kochan, Auburn University
Under the auspices of the National Policy Board for Educational Administration, UCEA established the National Commission for the Advancement of Educational Leadership Preparation (NCAELP). During this session members of this commission will share the recommendations forwarded to the Policy Board and which will be distributed widely following the UCEA convention. Come and share your thoughts and suggestions concerning NCAELP’s recommendations.
16.11, Parlor C
Symposium: *Strengthening School Leadership Via Policy In Delaware*
  Jacquelyn O. Wilson, Delaware Department of Education; Valerie Woodruff, Delaware Department of Education; Robin Taylor, Delaware Department of Education; Paul Carlson, Delaware Association of School Administrators; Joseph Murphy, Vanderbilt University; Bob Hampell, University of Delaware; Bob Osterlin, Delaware State University
  Several states have been involved in the development of policy and practice initiatives as a result of the Wallace Foundation’s State Action for Educational Leadership Program. Policy recommendations are the result of two years of work in which educational leaders have collaborated with state policymakers, business leaders, and representatives from institutions of higher education. The implications of this work are the focus of this symposium.

**Session 17, Saturday, 5:10 PM – 6:30 PM**
17.1, Forum Suite
Symposium: *A Rose By Any Other Name: Can Organizational Theory Contribute To The “New Scholarship” On Leadership?*
  Janice Fauske, University of South Florida; Nancy Nestor-Baker, University of Cincinnati; Bob L. Johnson, Jr., University of Utah; Alan R. Shoho, University of Texas at San Antonio; William G. Ruff, Arizona State University West
  The symposium addresses questions that UCEA President Furman raises about the “new scholarship” in educational leadership focusing on research guided by organizational theory. A forum is provided for challenging the efficacy and relevance of traditional organizational theory, and for exploring the potential of four new studies in organizational theory to inform the purposeful practice of education leaders.

17.2, Parlors AB
Symposium: *Successful School Leadership: An International Research Project*
  Lauri Johnson, University at Buffalo, State University of New York; Lejf Moos, Danish University of Education; Corrie Giles, University at Buffalo, State University of New York; Sharon Brooks, University at Buffalo, State University of New York; Kenneth Leithwood, OISE of the University Of Toronto; Jorunn Moller, University of Oslo; Christopher Day, University of Nottingham; Olof Johansson, Umea University; David Gurr, University of Melbourne; Kam-cheung Wong, University of Hong Kong; Stephen Jacobson, University at Buffalo, State University of New York
  This symposium will discuss the preliminary case studies of a five-year international study that examines the qualities, characteristics, and competences of successful school leadership in eight participating countries – Australia, Canada, China, Denmark, England, Sweden, Norway, and the United States.

17.3, Broadway II
UCEA Program Center Session: *Promoting The Learning Of All Students Including Students At The Margins*
  Leonard Burrello, Indiana University
  Since our center is concerned with students at the margins and how all school leaders plan and support the learning of all students as required by the new federal legislation No Child Left Behind, participants will be challenged through a set of discourses to represent their current assumptions and practice in their training of district and school based leadership. Participants will also be able to share the discourses and learn a new ways of conversing about students at the margins within their preparation program. We will also help participants develop their own set of training themes, skill sets, and agendas for professional development of school leaders to promote the success of all students.
17.4, Galleria North
Symposium: Multiple Perspectives: Examining The Influence Of The Board Of Education And Superintendent Relationship In Leading Schools

George J. Petersen, University of Missouri-Columbia; Bonnie C. Fusarelli, North Carolina State University; Theodore Creighton, Sam Houston State University; Thomas Alsbury, Iowa State University; Margaret Grogan, University of Missouri-Columbia; Lars Björk, University of Kentucky; Sheldon Watson, University of Missouri-Columbia; Lance Fusarelli, North Carolina State University; Theodore J. Kowalski, University of Dayton; V. Darleen Opfer, Ohio State University

Using empirical evidence and extant literature this session will be devoted to exploring and synthesizing current trends (e.g., economic, demographic, and political) that effect the relationship of superintendents and boards of education in their ability to lead the school organization. Author’s responses and questions from the session chair and discussant will foster a generative discussion between panelists and session participants around the issues effecting this relationship on a school districts’ responsiveness to student learning and other reform initiatives.

17.5, Parlor C
Conversation: Reforming Administrator Preparation Programs To Address Multicultural Leadership

Elsy Suttmiller, New Mexico State University; Dana Christman, New Mexico State University; Ernestine K. Enomoto, University of Hawaii; Mary Gardiner, University of Idaho-Boise Center

Given the rapidly changing nature of the average classroom across the U.S., the field of education must be concerned with school administrators’ preparedness for working with diversity and with the increased number of children living in poverty. Specifically, school systems and colleges of education must be particularly concerned with administrator preparation for addressing and acknowledging the needs and strengths of culturally and linguistically diverse student populations and their families (Herrity & Glasman, 1999). However, recent research suggests that not only do administrator preparation programs provide little training for the differential needs of culturally and linguistically diverse populations (Herrity & Glasman, 1999), school administrators are also unlikely to participate in postgraduate professional development that addresses these concerns (Davila, 2001).

17.6, Broadway III
Conversation: Propelling Teaching And Learning: Leadership Academies And District-Community-University Partnerships

Ellen Goldring, Vanderbilt University

The purpose of this session is to provide opportunities for discussion and critique about the development, implementation, and impact of a district–university leadership development program, The Principals Leadership Academy of Nashville (PLAN). The mission of the academy is to develop school leaders who creatively and courageously propel teaching and learning. The Academy in Nashville will serve as a case study of university–district partnerships around leadership development.

17.7, Galleria South
Paper Session: Leadership Preparation And Special Education
Discussion Leader: Stacey Edmonson, Sam Houston State University
Chair: Catherine Sielke, University of Georgia

Leadership Preparation And Special Education: Learning From The Field
Jean Crockett, Virginia Tech; Jennifer A. Sughrue, Virginia Tech; Lois F. Berlin, Alexandria City Public Schools

The purpose of this proposed paper session is to report the results of field research investigating how educational leaders might be prepared to provide and ensure individually appropriate special education services.

**Education Policy For Gifted And Talented Programs: An Advocacy Coalition Approach**
Ethan Heinen, University of Missouri-Columbia

The purpose of this essay is to describe a method for applying the advocacy coalition framework (ACF) to organizations dedicated to advancing the concerns of gifted and talented programs, competing coalitions, and the overall policy environment. The essay is structured as follows: 1) an overview of coalitions that support gifted and talented programs; 2) insights into the policy environment and competing coalitions; 3) an analysis of the policy process surrounding gifted and talented programs; and 4) conclusions based on the ACF framework.

**What Do You Mean “All”?: Special Education Administration At A Crossroads**
Carl Lashley, University of North Carolina at Greensboro; Mary Lynn Boscardin, University of Massachusetts Amherst

School leaders must be prepared to promote learning and success for all children. The authors review literature on leadership preparation as it relates to students with disabilities and illustrate their claims from their practice in leadership preparation in two states.

**An Examination Of How Educational Administration Programs Prepare Principals In Special Education Issues**
Deborah Witt, University of Cincinnati

The passage of P.L. 94-142 greatly expanded the principal’s role in serving all children in his or her school. While some insights regarding administrator preparation were gained through the Hirth and Valesky (1991) study completed in 1989, the current status of the preparation of principals on special education issues was not known. Therefore, the purpose of the study was to examine how university educational administration programs prepare principals to meet the needs of all children, including those receiving special education services.

17.8, Council Suite

**Paper Session: The Role Of Field-Based Experience In Leadership Preparation**
Discussion Leader: Sally Zepeda, University of Georgia
Chair: Kay Hunnicutt Hartwell, Arizona State University

**Design Elements For Meaningful Clinical Practice Experiences: The Core Of Principal Preparation Programs**
Connie L. Fulmer, University of Colorado at Denver; Ken Reiter, University of Colorado at Denver; Rod Muth, University of Colorado at Denver

This paper outlines the conceptual framework for a three-tracked program-long clinical practice experience that serves as the core of a western university’s principal licensing program.

**Administrative Internships: Learning Outcomes For New Administrators**
Gary Crow, University of Utah; Geoff Southworth, National College for School Leadership

This session would report on a study of the learning outcomes of an administrative internship created by the Department for Education and Skills in the United Kingdom. The study used surveys, interviews and observations of interns and mentors to identify various learning outcomes.

**Preparation Programs For Educational Leadership: Examining The Impact Of A Field-Based Internship On The Socialization Of New Educational Leaders**
Steven Shiraki, University of Hawaii at Manoa
An exploratory study examined the impact of a field-based internship and mentoring on the development of a novice educational leaders enrolled in a state-sponsored preparation program. The findings support reform efforts in the design and implementation of preparation programs.

17.9, Broadway I
Conversation: ‘Social Justice’: A Conversation To Acknowledge Contemporary Meanings And Future Usefulness Of The Term
Audrey Dentith, University of Wisconsin-Milwaukee; Jeanne F. Brady, St. Joseph’s University
This is a conversational format that highlights the heightened use of the term, ‘social justice’ in the research and practice within the field of educational administration. Authors will delineate a framework of personal, cultural and moral dimensions that attempt to capture the multiplicity of meanings and usefulness in the current use of the term, ‘social justice’.

17.10, Broadway IV
Paper Session: Tapping The Most Able Leaders
Discussion Leader: Theodore Creighton, Sam Houston State University
Chair: Linda Lyman, Illinois State University

Higher Admission Standards For Principal Preparation: A Contrarian View
Suzanne Painter, Arizona State University West
Are higher admissions standards a viable reform strategy for preparation programs? Organizational features, applicants’ market choices, and new definitions of leadership suggest it may be time to focus energies on outcomes rather than inputs

Tapping The Most Able Leaders: Lessons From A Collaborative, Field-Based Approach For Principalship Program Recruitment And Selection
Dru McGovern-Robinett, University of Texas at Austin; Juanita Garcia, University of Texas at Austin; Glenn Nolly, Austin Independent School District School Leadership Academy
The recruitment of high quality leadership candidates greatly impacts leadership preparation programs. This study examines the benefits and challenges of an innovative collaborative and field-based approach to tapping educational leadership candidates by including perspectives of faculty, school leaders, and candidates.

An Examination Of The Selection Process For Missouri’s Statewide Doctoral Program
James Machell, Central Missouri State University; Phil Messner, Northwest Missouri State University; Mark Ehler, University of Missouri-Columbia; Meredith Mountford, University of Missouri-Columbia; Dan Cockrell, University of Missouri-Columbia; Sandy Hutchinson, Central Missouri State University; George J. Petersen, University of Missouri-Columbia

**Annual UCEA Banquet**
Saturday, 6:30 PM - 9:00 PM
Pavilion Ballroom
This year’s UCEA Banquet will be held at the Portland Hilton and Towers on Saturday evening in the Pavilion Ballroom. The banquet will begin at 7:00 PM, preceded by a brief social reception from 6:30 PM - 7:00 PM. Following the Annual Banquet, the Convention Planning Committee has arranged for musical entertainment. Tickets for the banquet, which includes dinner, music, and a cash bar, can be purchased online at the UCEA convention registration site (www.ucea.org) or from UCEA headquarters and are $40 per person. Please purchase your tickets early. We will have a limited number of tickets available on sight.
The selection process for a cooperative statewide doctoral program was studied by analyzing administrative data sets, administering targeted surveys, and interviewing program faculty. Findings of the study, which include responses from 110 students recently admitted to the cohort program and 13 faculty members, will be presented.

Recruiting Superintendents In A Reform State: Effects Of Job Status, School Councils, Signing Bonus, And District Wealth
Paul Winter, University of Louisville; John D. Millay, James R. Allen Primary School Superintendents and superintendent certified personnel role-played applicants for superintendent jobs. Applicants rated jobs in districts without school councils highest. They rated jobs in high wealth districts highest when the job had a $20,000 signing bonus. Findings impact superintendent recruitment.

Session 18, Sunday, 7:30 AM – 8:50 AM
18.1, Forum Suite
Symposium: Evolution Of One Leadership Preparation Program Into The 21st Century
Carolyn Carr, Portland State University; Bill Greenfield, Portland State University; Tom Chenoweth, Portland State University; Dan Johnson, Portland State University; Gayle Thieman, Portland State University
Administrative Preparation Program evolution traced from traditional beginnings to cutting edge design recognized by Congressional Award and State Department of Education. Design elements and program outcomes will be described by participating faculty, mentor principals, university supervisors, current students and program graduates with examples of student Leadership Projects and portfolios.

18.2, Broadway I
Symposium: Pathways For Improving School Leadership In Low Income, Culturally And Linguistically Diverse Schools
Elsy Suttmiller, New Mexico State University; Jim Scheurich, University of Texas at Austin; Tricia Browne-Ferrigno, University of Kentucky; Arnold Danzig, University of Arizona; Maria Luisa González, New Mexico State University
This symposium will describe four collaborative projects currently funded by NCLB, Title II, Subpart 5, Section 2151 entitled School Leadership. These projects are four of the 20 projects that were funded nation wide. The commonalities of these four projects will contribute to the reframing of administrator preparation programs in the context of the equity and social justice for children of color, poverty, and language diverse backgrounds.

18.3, Broadway II
Invited Session: The Role Of An HBCU In The Preparation Of School Leaders
Christon Arthur, Tennessee State University; Denise Dunbar, Tennessee State University; Janet Finch, Tennessee State University; John Mark Hunter, Tennessee State University; Franklin Jones, Tennessee State University; Paula Myrick Short, Tennessee Board of Regents; Karen Stevens, Tennessee State University; Roger Weimers, Tennessee State University
This session provides insight into the significant role that a historically Black institution plays in leadership preparation of school leaders located in urban and rural areas. Challenges relative to course diversity, distance learning, and alternative methods of instructional delivery, practicum experience, and professional development will be discussed. This session also provides an opportunity for open discussion concerning some of the unique issues and challenges of an HBCU as they strive to prepare quality leaders.
18.4, Parlor C
Conversation: Backward Mapping Program Development From Our Best Understanding Of Learning: A Book Discussion

Joseph Murphy, Vanderbilt University
In this “book session” based on Leadership for Literacy we explore central questions about development from student learning. The conversation attends to a series of specific questions about school administrators learning about learning.

18.5, Broadway IV
Innovative Session: Evaluating A Collaborative Venture: Collaborative Principal Preparation Program

Sandy Hutchinson, Central Missouri State University; Jim Machell, Central Missouri State University; Barb Woolsey, Blue Springs R-IV School District; Cliff Mohn, Central Missouri State University; Dennis Clinefelter, Independence School District; Eleanor Bowie, Metropolitan Community Colleges; Kelly Harris, Harrisonville R-IX School District
An evaluation of the first year of the CPPP was conducted. Results of this study will be of interest to those interested in collaborative ventures, as well as those concerned about a shortage of high quality administrative candidates.

18.6, Galleria North
Paper Session: Teacher Issues Critical To The Principalship
Discussion Leader: Judith Ponticell, University of New Mexico
Chair: Meredith Mountford, University of Missouri-Columbia

The Socialization Of Substitute Teachers: A Critical Segment Of Public School Educators
W. Bryan Bowles, University of Utah; Gary M. Crow, University of Utah
Research in one large district examined the socialization of its substitute teachers. The study found that school leaders were unlikely to socialize, supervise, and evaluate substitute teachers. When current policy calls for highly qualified teachers in every classroom, that practice must change.

Overcoming Barriers In Teaching: What Successful Induction Year Teachers Say Matters
Priscilla Quinn, University of Texas at San Antonio; Alan R. Shooh, University of Texas at San Antonio
The high attrition rate among beginning teachers is a major concern shared by school districts across the United States. Gaining a better understanding of the reasons for high rates of teacher attrition is extremely important for district and campus administrators.

Principals’ Academic Preparation And Experience And The Distribution Of Quality Teachers? Evidence From The Schools And Staffing Survey
Bruce Baker, University of Kansas
This study explores the relationships between school principals’ attributes, and the attributes of teachers hired into schools under those principals. This study is one part of a larger series of studies that explore the distribution of teachers by their undergraduate and professional qualifications, across schools and districts of different types, serving different student populations, under different state regulatory contexts.

18.7, Galleria South
Paper Session: Interpersonal Landscape Of School Leadership
Discussion Leader: Gregg Garn, University of Oklahoma
Chair: Dana Christman, New Mexico State University

The Effects Of Principal Succession On School Climate In Urban High Schools
James Crawford, University of Nevada, Las Vegas; Patrick Carlton, University of Nevada-Las Vegas; Laurie Stengel, University of Nevada-Las Vegas
This study examined the succession of principals in three urban high schools utilizing the Change Facilitator Style Questionnaire and the Organizational Climate Description Questionnaire for Secondary (OCDQ) along with focus group interviews and onsite observations. Findings suggest that teachers trusted and respected the abilities of their new leaders to create an environment of school improvement and learning.

Understanding The “Old Boys’ Network”
Julie Hite, Brigham Young University; Steven J. Hite, Brigham Young University
This paper introduces educational leaders to fundamental network concepts and reduces the mystery of organizational networks such as the “Old Boys’ Network”, suggesting how leaders can create, maintain, and manage effective organizational network relationships to benefit schools and districts.

Leadership Preparation And The Opposite Of Control
C. Cryss Brunner, University of Minnesota; Michael D. Miller, University of Minnesota-Twin Cities; Karen Hammel, University of Minnesota-Twin Cities
This paper focuses on a technologically delivered Deweyan approach to leadership preparation that promises to prepare leaders for social justice practices.

Creative Problem Solving: A Teambuilding Model For Leadership Classrooms
Patricia Marcellino, Adelphi University
This study is based on creating teams of learners in a leadership course for aspiring educational administrators. The course combined business and education concepts. Results illustrated that intentionally assigning roles, sharing responsibilities, and supporting relationships led to problem-solving and satisfaction.

18.8, Council Suite
Paper Session: The Reflective Leader
Discussion Leader: Naftaly Glasman, University of California at Santa Barbara
Chair: Faye Patterson, University of Tennessee

Face-Off With Change: Struggling To Become A Critically Reflective Practitioner
Anne-Marie Read, Arizona State University
This paper reports on a self-study where I applied to my own practice (as a teacher of leaders) the same processes of critical reflection I require of graduate students enrolled in the courses I teach. It describes and analyzes three clusters of critical events that emerged from the study.

Trusting Relationships And Emotional Epistemologies: A Foundational Leadership Issue
Brenda Beatty, Southwest Texas State University; Christine Brew, Southwest Texas State University
Leadership preparation programs increasingly endorse the ideal of trusting relationships in schools, without providing their graduate students with the necessary tools to create them. This paper reports as to the utility of an emotional epistemologies framework with students and leaders.

The Effects Of Mentoring And Sustained Reflection On Educational Leadership Practice
Cynthia Uline, Ohio State University; April Peters, Ohio State University; Sally Creasap, Ohio State University
This research explores the degree to which ongoing reflection, within the context of mentoring relationships and administrative portfolio writing, supports the development of administrative leadership practice within an Administrative Leadership Academy: Entry Year Program (ALA:EYP) in a large Midwestern state. By observing the ways in which entry year principals apply Academy-supported knowledge, dispositions, and performances within the school setting, researchers seek to determine the impact of ongoing Leadership Academy experiences on leadership practice, the school organization, and ultimately student learning and achievement.
School Leaders’ Perceptions Of The Impact Of A Professional Development Doctoral Program On Their Thoughts And Practices
Robert Stevenson, University at Buffalo, State University of New York; Rose Ylimaki, University at Buffalo, State University of New York

This study examines the perceptions of school administrators/leaders of the impact of a professional development doctoral program in which they are enrolled on their leadership thoughts and practices. In particular, interviews addressed the extent to which the program has shaped the participants’ views of research and the ways in which their involvement in both analyzing and conducting research is informing their practice as school leaders.

18.9, Parlors AB
Paper Session: Technology And The Principalship
Discussion Leader: Roger Weimers, Tennessee State University
Chair: Raymond Terrell, Miami University

The New Technology Standards For School Administrators
David Whale, Central Michigan University

This study examines the new Technology Standards for School Administrators and their use by 346 principals. The survey revealed that principals rated themselves highest on enforcement of acceptable use policies and in advocating for high quality technology services.

A Study Of The Professional Development Needs Of Ohio Principals In The Area Of Educational Technology
James Allen, University of Cincinnati

The purpose of this exploratory study was to examine the professional development needs of Ohio principals in the area of educational technology as they relate to the National Education Technology Standards for Administrators (NETS-A).

The Implications Of Underpaying And Overworking School District Technology Leaders
Scott McLeod, University of Minnesota; David Quinn, University of Arizona; Matt Militello, Michigan State University

This session presents information from the first national study of district technology coordinators, who often are the de facto technology leaders in their school organizations. Implications for district hiring, staffing, and retention policies and practices will be shared.

18.10, Pavilion Ballroom West
Symposium: Approaches To Developing Leadership: Concepts And Cases In The Training Of School Leaders
Shelby Cosner, University of Wisconsin-Madison; Rich Halverson, University of Wisconsin-Madison; Gary Crow, University of Utah; Kent Peterson, University of Wisconsin-Madison; Paul Bredeson, University of Wisconsin-Madison

This symposium brings together a series of coordinated and cohesive investigations that combine empirical studies and conceptual models to enhance our understanding of career-long leadership development.

18.11, Broadway III
Panel Discussion: Changing State Policy: What Colleges Of Education Can Do
France K. Kochan, Auburn University; Paula Cordiero, University of San Diego; Cynthia Reed, University of Auburn; Diane Ashby, Illinois State University; Michael Malone, Alabama Commission on Higher Education

This session focuses on what College of Education Deans, Chairs, and Faculty can do to impact state and local policy. Session participants were invited to speak from their own
experiences working with and supporting others to work with and influence state and local policy makers.

**Session 19, Sunday, 9:00 AM – 10:20 AM**
Grand Ballroom I
Sunday Morning General Session
Welcome and Introduction:
Jay P. Scribner, UCEA Convention Planning Committee, University of Missouri-Columbia

The Wallace Foundation -- *Trailblazers in Leadership to Improve Student Achievement*:
Richard Laine, Director, Education Programs

The Mission of the Wallace Foundation is to enable institutions to expand learning and enrichment opportunities for all people by supporting and sharing effective ideas and practices. The foundation’s current objectives are: to strengthen educational leadership to improve student achievement; improve after-school learning opportunities; and expand participation in arts and culture. Richard Laine joined the Wallace Foundation in December 2002. Previously, Laine was director of Education Policy and Initiatives at the Illinois Business Roundtable, where he participated in Illinois’ SAELP program. He also provided leadership to Illinois’ Baldrige in Educational Initiative and was involving business community to improve public education. Laine’s scholarship has appeared in publications such as the *Review of Education Research*, *Educational Leadership*, and the *Journal of Education Finance*.

Response: Margaret Grogan, UCEA President 2003-2004, University of Missouri-Columbia

**Session 20, Sunday, 10:30 AM – 11:50 AM**
20.1, Forum Suite
Invited Workshop: *Blueprints For Women In And Those Interested In Higher Education Administration*
Marilyn Sheerer, Dean, East Carolina University; Marilyn Grady, Dean, University of Nebraska, Anchorage; Dee Hopkins, Dean, Texas A & M Corpus Christi; Sue Sheperd, Dean, Southeastern Missouri State University; Lynn Gaskin, Associate Dean, State University of West Georgia; Patricia First, Chair, University of Arizona; Sandra Gupton, Chair, North Florida University; Nancy Griffin Mims, Chair, Western Carolina State University

This session consists of a panel of College of Education Dean, Associate Deans, and Department chairs who will provide inspiration, advice and networks for those interested in leadership and administrative career advancement within higher education.

20.2, Broadway I
Town Hall Discussion: *What Does A Quality Educational Leadership Preparation Program Look Like?*
Frances K. Kochan, Auburn University; Theodore Creighton, National Council of Professors for Educational Administration; Michelle D. Young, University Council for Educational Administration; Michael Malone, Alabama Commission on Higher Education; Fenwick English, University of North Carolina at Chapel Hill; Joseph Murphy, Vanderbilt University; Maria Luisa González, New Mexico State University; Paula Cordeiro, University of San Diego; Betty Frye, Southern Regional Educational Board; Fenwick English, University of of North Carolina at Chapel Hill; Honor Fede, ELCC; Richard Flanary, NASSP; Richard Andrews, Dean University of Missouri-Columbia

This session will be an opportunity to hear from national leaders working in developing leadership programs and to provide input into what these programs should include. All
conference attendees are invited to attend to share their thoughts in large and small groups.

20.3, Broadway II
Conversation: Tracing the Connections Between Leadership and Learning: A Conversation About Research Design
Kenneth Sirotnik, University of Washington; Michael A. Copland, University of Washington; Ron Heck, University of Hawaii; Michael S. Knapp, University of Washington; Joseph Murphy, Vanderbilt University; Karen Seashore, University of Minnesota
This conversation builds on sessions from the last two years of UCEA. In those symposia, participants engaged in spirited discussion of: 1) possible ways to conceptualize the links between learning and district or school leadership, and 2) the nature of research evidence supporting claims about those linkages. An outgrowth of those sessions, and of an ongoing developmental effort over the last two years, has been two framework documents: Leading for Learning: Reflective Tools for School and District Leaders and its companion, Leading for Learning Sourcebook: Concepts and Examples. This framework has begun to circulate and is currently in use in schools, districts, and leadership preparation programs across the country.

20.5, Broadway IV
Invited Workshop: Using Cases In The Educational Leadership Classroom
Gary Crow, University of Utah, Richard Fossey, University of Houston; George White, Lehigh University; Sarah Glover, Center for Reform of School Systems
This workshop will provide hands-on experiences in writing and using cases in educational leadership courses. Specifically, the session will demonstrate how cases can be written using web and newspaper data sources and how writing cases can be used as a course assignment. In addition, the workshop will use the 2002-2003 Paula Silver Case Award winning case to demonstrate with participants the variety of ways cases can be used in the classroom.

20.6, Galleria North
Graduate Student Symposium III: Finding And Landing A Great Job In Educational Policy/Leadership
Organizer: Paul Goldman, University of Oregon
Panelists: Walter Gmelch, Iowa State University; Bonnie C. Fusarelli, North Carolina State University; Betty Merchant, University of Texas at San Antonio; Jackie Stefkovich, Pennsylvania State University: Maria Luisa González, New Mexico State University
Session will explore different ways of thinking about jobs and job hunting. The panelists, four of who have recently been job seekers themselves, and represent past and present experiences in a wide range of UCEA departments. They will share the advice they give their students, what they’ve learned from running searches and searching themselves, and help graduate students think strategically about their job quest. Presentations will be brief, and much of the session will be devoted to Q & A. The session will include handouts on job seeking from UCEA and other sources including a list of useful websites.

20.7, Galleria South
Invited Workshop: Voices III: Qualitative Research Workshop
James J. Scheurich, University of Texas; Michele Acker-Hocevar, Florida Atlantic University; Gary Ivory, New Mexico State University
A dialogue and discussion about how to move the study to the next phase, which invites more researchers to conduct a focus group with either principals or superintendents. This session will address some of the methodological concerns of standardizing the data
analysis process and writing up results. Issues that are of concern will be highlighted, questions about the process, and key decisions that need to be made. The pros and cons of various approaches will be weighed and the audience for the results identified.

20.8, Parlors AB
Invited Workshop: Finding Funding In Educational Leadership
Linda Sue Warner, University of Missouri-Columbia
This presentation is designed for the beginning grant writer and will provide a general overview of funding opportunities. The primary focus will be federal agencies. Topics to be covered include the following: IRB processes, university protocols, collaboration, proposal review, and budget preparation.

20.9, Pavilion Ballroom West
Invited Session: School Technology Leadership Initiative: Empowering Educational Leadership Preparation Programs
Scott McLeod, University of Minnesota
This session describes the University of Minnesota School Technology Leadership Initiative, the first academic program in the country based on the National Educational Technology Standards for Administrators, and provides information on how other educational leadership programs can receive free technology consultation, curricular material, and other resources to benefit their own pre-service students.

20.10, Parlor C
Symposium: An Overview Of School Leadership Research In England
Geoff Southworth, National College for School Leadership England; Katy Patrick, National College for School Leadership England
This session reports on the themes about school leadership which emerge from the National College for School Leadership (in England) annual review of leadership research. The review provides a meta-analysis in order to develop critical feedback.

Post-Convention: Sunday, 12:30 PM – 6:30 PM
Pavilion Ballroom East
Workshop: Post-Convention Workshop on NCATE/ELCC Program Reviews
Facilitator:
Honor Fede, ELCC
This four hour workshop will focus on the NCATE/ELCC review of Educational Leadership programs. The workshop will feature Honor Fede and faculty from several UCEA Institutions that have recently successful reviews under the ELCC’s new standards. As more states and institutions are subject to NCATE/ELCC reviews/standards, leadership faculty members are seeking information and strategies for ensuring successful reviews. This session will provide an overview of the new performance standards and the process used by the ELCC to review programs. University faculty will share strategies for obtaining and organizing necessary materials for the review and will share strategies for demonstrating student performance. Honor Fede will review common yet avoidable pitfalls in the review process and provide faculty with advice on portfolio development. The session will conclude with a discussion focused on how the ELCC review can be used at the UCEA registration page (www.ucea.org) or by calling UCEA Headquarters (573) 884-8300.
Deans, Department Chairs, and Faculty from doctoral degree granting non-UCEA member universities interested in pursuing membership are invited to contact:
Michelle D. Young, UCEA Executive Director
205 Hill Hall, Columbia, MO 65211
execuea@coe.missouri.edu
573-884-8300

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Lisa C. Wright
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Ethan Heinen
Graduate Assistant
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Graduate Assistant
Jumoke Sanusi
Graduate Assistant
Chad W. Sayre
Graduate Assistant
An Introduction to UCEA

History
In 1954, members of the Cooperative Program in Educational Administration (Middle Atlantic Region) proposed an organization that would be devoted to improving professional preparation of educational administrators. To help establish such an organization, a central office with part-time staff was established on the campus of Columbia University, financed by a grant from the W. K. Kellogg Foundation to Teachers College of Columbia University. Between 1956 and 1959, with help from the staff at the Teachers College office, UCEA’s constitution and by-laws were formulated, the organization’s purposes were defined, and additional financial support was obtained in the form of a five-year grant from the Kellogg Foundation. The organization was officially founded in 1957, and the UCEA central office moved to The Ohio State University where a small, full-time staff was hired. In 1984 the central office was moved to Arizona State University and then to The Pennsylvania State University in 1991. Since 1996 the central office has been located at the University of Missouri-Columbia. Since its inception, UCEA has worked to improve the professional preparation of administrative personnel in both continuing education and pre-service programs. UCEA has been a major contributor to:

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

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

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

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

**UCEA Member Institutions**

Arizona State University  
Auburn University  
Brigham Young University  
College of William and Mary  
Fordham University  
Georgia State University  
Hofstra University  
Illinois State University  
Indiana University  
Iowa State University  
Kansas State University  
Kent State University  
Lehigh University  
Louisiana State University  
Miami University  
New Mexico State University  
New York University  
Northern Illinois University  
Ohio State University  
Oklahoma State University  
Pennsylvania State University  
Rutgers University  
St. John’s University  
Sam Houston State University  
SUNY at Albany  
SUNY at Buffalo  
Temple University  
Texas A&M University  
University of Alabama  
University of Arkansas  
University of Cincinnati  
University of Connecticut  
University of Dayton  
University of Florida  
University of Georgia  
University of Houston  
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**University of Oregon**  
**University of Pittsburgh**  
**University of Tennessee**  
**University of Texas-Austin**  
**University of Toledo**  
**University of Utah**  
**University of Virginia**  
**University of Washington**  
**University of Wisconsin-Madison**  
**University of Wisconsin-Milwaukee**  
**Washington State University**  
**Wayne State University**

**Partner Member Institutions**

Bowling Green State University  
Portland State University  
Southwest Texas State University  
Tennessee State University  
University of British Columbia  
University of Texas-Pan American  
University of Texas-San Antonio
Previous UCEA Conventions:
1987......Omni Charlottesville Hotel, Charlottesville, VA
1988......Omni Netherland Plaza Hotel, Cincinnati, OH
1989......Red Lion’s La Posada Resort, Scottsdale, AZ
1990......Pittsburgh Hilton and Towers, Pittsburgh, PA
1991......Omni Inner Harbor, Baltimore, MD
1992......Minneapolis Marriott City Center, Minneapolis, MN
1993......Houston Doubletree at Post Park, Houston, TX
1994......Philadelphia Doubletree, Philadelphia, PA
1995......Red Lion Hotel, Salt Lake City, UT
1996......The Galt House, Louisville, KY
1997......Orlando Marriott, Orlando, FL
1998......St. Louis Marriott, St. Louis, MO
1999......Hyatt Regency, Minneapolis, MN
2000......Albuquerque Hilton, Albuquerque, NM
2001......Omni Netherland Plaza Hotel, Cincinnati, OH
2002......Hilton Pittsburgh and Towers, Pittsburgh, PA

Visit UCEA’s website!
A great deal of information can be obtained about UCEA at its webiste, www.acea.org
Visit UCEA’s website for the Journal of Cases in Educational Leadership, a review of
UCEA history, a sense of it’s future, and the latest UCEA activities. One can browse our
membership directory, convention highlights, events schedule, or publications catalog.
One can download forms for convention registration, hotel reservation, and proposal
submission. The UCEA Website is constantly changing. If you have any comments or
suggestions please feel free to e-mail admnacea@coe.missouri.edu.

The Roald F. Campbell Lifetime Achievement Award
The Campbell Award was established in 1992 to recognize senior professors in the field of
educational administration whose professional lives have been characterized by
extraordinary commitment, excellence, leadership, productivity, generosity and service.
1992 ................................................. Daniel E. Griffiths, New York University
1993 ................................................. Jack A. Culbertson, Ohio State University
1994 ................................................. David L. Clark, University North Carolina-Chapel Hill
1995 ................................................. Richard A. Schmuck, University of Oregon
1996 ................................................. Edwin M. Bridges, Stanford University
1997 ................................................. Donald J. Willower, Pennsylvania State University
1998 ................................................. Norman Boyan, University of California-Santa Barbara
1999 ................................................. No Award
2000 ................................................. Luvern Cunningham, University of Akron
2001 ................................................. Barbara L. Jackson, Fordham University
2002 ................................................. William L. Boyd, Pennsylvania State University

The Campbell Award for lifetime achievement is made at the discretion of the UCEA Executive Committee. Criteria used in selecting the recipient include: (a) longtime
distinguished service as teacher/researcher in the field of educational administration; (b)
superior contributions to the field’s body of knowledge; and (c) recognized leadership efforts to improve the field, especially with regards to the preparation of educational administrators and/or professors of educational administration.
The Jack A. Culbertson Award

The Jack A. Culbertson award was established in 1982 to recognize unique contributions of outstanding junior professors and to honor Jack A. Culbertson, who inspired many young professors during his tenure as UCEA Executive Director.

1983 .................................................. Patrick B. Forsyth, Oklahoma State University
1984 .................................................. L. Dean Webb, Arizona State University
1985 .................................................. Jeri Nowakowski, Northern Illinois University
1986 .................................................. Joseph Murphy, University of Illinois
1987 .................................................. Walter H. Gmelch, Washington State University
1988 .................................................. Charol Shakeshaft, Hofstra University
1989 .................................................. Carol A. Veir, University of Texas–Austin
1990 .................................................. Paul V. Bredeson, Pennsylvania State University
1991 .................................................. Kent D. Peterson, University of Wisconsin–Madison
1992 .................................................. Ann W. Hart, University of Utah
1993 .................................................. Paula M. Short, Pennsylvania State University
1994 .................................................. Stephen L. Jacobson, SUNY-Buffalo
1995 .................................................. Neil Theobald, Indiana University
1996 .................................................. Frances C. Fowler, Miami University-Ohio
1997 .................................................. Patsy E. Johnson, University of Kentucky
1998 .................................................. C. Cryss Bryner, University of Wisconsin-Madison
1999 .................................................. Carolyn Kelley, University of Wisconsin-Madison
2000 .................................................. Jeffrey Maiden, University of Oklahoma
2001 .................................................. Jay Paredes Scribner, University of Missouri-Columbia
.................................................. Linda Skrla, Texas A & M University
2002 .................................................. Julie Fisher Mead, University of Wisconsin-Madison
.................................................. Roger D. Goddard, University of Michigan-Ann Arbor

The Culbertson Award was organized by former associate directors of UCEA. Individuals who are nominated must have been professors for six years or fewer and currently serve in a UCEA university. Contributions for which an individual may be nominated include: (a) innovation in administrator preparation; (b) a published book; (c) instructional materials; (d) development of a new course or program; and (e) a completed research project or related product.

Donations to the Culbertson Award Fund are welcome and may be made by check, payable to UCEA Culbertson Award Program, University Council for Educational Administration, 205 Hill Hall, Columbia, Missouri 65211.

The Paula Silver Case Award

1999 .................................................. James S. Rinehart, University of Kentucky
2000 .................................................. Karen Seashore, University of Minnesota
.................................................. BetsAnn Smith, Michigan State University
2001 .................................................. Stephen Davis, University of the Pacific
2002 .................................................. George White, Lehigh University
.................................................. Thomas Mayes, Lehigh University

The Paula Silver Case Award was instituted by UCEA in 1999 to memorialize the life and work of Paula Silver, a UCEA Associate Director and President-Elect, who made significant contributions to our program through excellence in scholarship, advocacy of women, and an inspired understanding of praxis. This award is given annually to the author(s) of the most outstanding case published during the last volume of the UCEA’s Journal of Cases in Educational Leadership.
UCEA Program Centers:

UCEA Center for the Study of Patterns of Professional Preparation in Administration
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(480) 965-7483

UCEA Center for the Study of Academic Leadership
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UCEA Center for the Study of Educational Finance
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UCEA Center for the Study of Leadership and Field Practices, Special Education Leadership, & Policy Studies
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Carl Lashley, University of North Carolina-Greensboro
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Lauren P. Hoffman, Lewis University
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HOTEL FLOOR PLANS

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