UCEA Convention Session Highlights

UCEA Convention participants are encouraged to participate actively in all UCEA social events, workshops, meetings, general sessions, regular sessions, and special sessions. Each of our sessions features topics key to our convention theme. Highlights of our convention program include the following special UCEA sessions:

**Thursday, November 11**
Session 1: *Presidential Address*
Basie Ballroom AA1/BB1, 5:15 pm – 6:30 pm

**Friday, November 12**
Session 2.6: *Voices III* (See also Session 7.7)
Big Joe Turner A, 7:00 am – 8:00 am
Session 4: Featured UCEA Lecture: *The Struggle for Civil Rights in American Education*
Basie Ballroom AA1/BB1, 9:30 am – 11:00 am
Session 5.1: *Graduate Student Seminar I – Landing the Perfect Academic Job*
Andy Kirk A, 11:10 am – 12:30 pm
Session 6.11: *Developing a Knowledge Base on Educational Leadership Preparation: A New Research Taskforce*
Andy Kirk A, 12:40 pm – 2:00 pm
Session 9: Kansas State Host Lecture: *Out of the Shadows: The Journey of Buck O’Neil*
Negro Leagues’ Baseball Museum, 6:00 pm – 9:00 pm

**Saturday, November 13**
Session 12: Pennsylvania State University Mitsifier Lecture: *Silent Covenants: Brown v. Board of Education and the Unfulfilled Hopes for Racial Reform*
Basie Ballroom AA1/BB1, 9:30 am – 11:00 am
Session 13.9: *Julie Laible Memorial Session for Junior Professors*
Jay McShan A, 11:10 am – 12:30 pm
Session 13.12: *Signature Pedagogy in Educational Leadership Preparation*
Andy Kirk A, 11:10 am – 12:30 pm
Session 15: *Reflections on UCEA and the Field of Educational Leadership*
Basie Ballroom AA1/BB1, 2:10 pm – 3:30 pm
Session 16.12: *Initiatives to Evaluate the Impact of Educational Leadership Preparation*
Andy Kirk A, 3:30 pm – 5:00 pm
Session 17.12: *Graduate Student Seminar II – Small Table Interactions with Journal Editors*
Andy Kirk A, 5:00 pm – 6:20 pm

**Sunday, November 14**
Session 18.11: *Graduate Student Seminar III – Mentoring Session for Graduate Students of Color*
Andy Kirk A, 7:30 am – 8:50 am
Session 19: *Mixed Blessing: Living Black in North America*
Basie Ballroom AA1/BB1, 9:00 am – 10:50 am

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**1000 Voices Sessions**

**Session 2.6, Big Joe Turner A**
This session will involve reviewing the protocol standardizing focus groups.

**Session 7.7, Andy Kirk A**
This is an opportunity to participate in a UCEA collaboration to conduct focus groups and individual interviews with a national sample of 100 principals and 100 superintendents to elicit their understanding of educational leadership in a time of high-stakes accountability and rapid social change. Everyone is welcome.
## Thursday

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<td>4:00 PM - 7:00 PM</td>
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<td>1:00 PM - 5:00 PM</td>
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**Opening General Session: Presidential Address** 6:00 PM - 7:00 PM  
**Keynote Speaker:** MARGARET GROGAN  
Plenum Reception: 7:00 PM - 9:00 PM

## Friday

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<td>8:00 AM - 9:20 AM</td>
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<td>9:30 AM - 11:00 AM</td>
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**UCEA Featured Speaker:** NORMA CANTÚ  
Session 5: 11:00 AM - 12:30 PM  
Session 6: 12:40 PM - 2:00 PM  
Session 7: 2:10 PM - 3:30 PM  
Session 8: 3:40 PM - 5:00 PM

Shuttle Transportation to Negro Leagues’ Baseball Museum: 5:00 PM - 6:00 PM  
**Keynote Speaker:** BUCK O’NEIL  
Lecture and Past President’s Reception: 7:00 PM - 9:00 PM

## Saturday

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**Pennsylvania State University Mitsitfer Lecture:** DERRICK A. BELL  
Session 13: 11:10 AM - 12:30 PM  
Session 14: 12:40 PM - 2:00 PM

**Session 15 (General Session):** 2:10 PM - 3:30 PM  
**Keynote Speaker:** JACK A. CULBERTSON  
Session 16: 3:40 PM - 5:00 PM  
Session 17: 5:00 PM - 6:20 PM  
UCEA Annual Banquet: 6:30 PM - 9:00 PM  
Grupo Candela Salsa Band 6:30 PM - 9:00 PM

## Sunday

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<td>Session 18</td>
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<td>9:00 AM - 10:50 AM</td>
<td>Session 19 (General Session)</td>
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**Keynote Speaker:** MINNIJEAN BROWN-TRICKEY  
Session 20 (UCEA Workshops): 11:00 AM - 1:00 PM  
2004 Convention Closes 1:00 PM

## Pre-Session 1, Thursday 1:00 PM – 5:00 PM

Julia Lee AB  
Taskforce to Evaluate Educational Leadership Preparation Effectiveness Seminar, Planning, and Work Session  
Robert Kottkamp, Hofstra University; Terry Orr, Columbia University  
This pre-session is organized to continue the work of UCEA and TEA/SIG Taskforce members in planning and implementing studies of leadership preparation program effectiveness. Attendance by invitation only.

## Session 1, Thursday, 5:15 PM – 6:30 PM

**Basie Ballroom AA1/BB1**  
Opening General Session/Presidential Address  
Welcome and Introductions:  
Gary Crow, 2004-2005 UCEA President  
Trudy Salsberry, Kansas State University, Convention Co-host  
UCEA Presidential Address: Ethical Imperatives for Educational Leadership  
Fifty Years Beyond Brown  
Presidential Address: Margaret Grogan  
Margaret Grogan, currently Professor and Chair, Department of Educational Leadership and Policy Analysis, University of Missouri-Columbia, will deliver the keynote for this general session. She directs the Hook Center for Educational Leadership and District Renewal. Originally from Australia, she received a bachelor’s degree in Ancient History and Japanese Language from the University of Queensland. She taught high school in Australia, and was a teacher and an administrator at an international school in Japan where she lived for 17 years. During that time she received her Master’s degree in Curriculum and Instruction from Michigan State University. After graduating from Washington State University with a PhD in Educational Administration, she taught in Principal and Superintendent Preparation Programs at the University of Virginia for 8 years. She has published many articles and chapters and has authored, co-authored or edited three books. Her current research focuses on women in leadership, the superintendency, the moral and ethical dimensions of leadership, and leadership for social justice. She also edits a series on Women in Leadership for SUNY Press.

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

2.1. **Lester Young B**  
SIG Meeting: Educational Law  
Charles Russo, University of Dayton

2.2. **Bennie Moten AB**  
SIG Meeting: Politics Of Education  
Lance Fusarelli, North Carolina State University

2.3. **Mary Lou Williams A**  
SIG Meeting: Organizational Theory  
C. John Tarter, St. John’s University

2.4. **Jay McShann A**  
SIG Meeting: Women In Educational Leadership  
Norma Mertz, University of Tennessee
2.5, Jay McShann B
UCEA Program Centers Advisory Board Meeting
George J. Petersen, Cal Poly San Luis Obispo & UCEA; Trudy Salsberry, Kansas State University; Donald L. Hackmann, University of Illinois Urbana-Champaign; Mimi Wolverton, University of Nevada-Las Vegas; Leonard Barrello, Indiana University; Gary Crow, University of Utah; Jite O. Elfarakorho, UCEA

2.6, Big Joe Turner A
SIG Meeting: Voices III
Michele Acker-Hoevar, Florida Atlantic University; Gary Ivory, New Mexico State University

2.8, Big Joe Turner B
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, Julia Lee AB
SIG Meeting: Leaders for Social Justice
Catherine Marshall, University of North Carolina at Chapel Hill

2.11, Andy Kirk A
JCEL Editorial Board Meeting
Michael Dantley, Miami University, and members of the JCEL Editorial Board

2.12, Basie Ballroom C
International Scholarship Breakfast Conversation
Betty Merchant, University of Texas at San Antonio

The purpose of the Conversation session is to provide a forum for individuals who conduct research outside North America. Participants will include individuals from: England, Canada, Australia, Israel, United States, Sweden, and Mexico. The conversation will be guided by two broad questions: 1) to what extent is our knowledge base effective in adequately addressing the changing political and social landscape in which school leaders function today? and 2) what should be the role of educational leadership in addressing issues of equity and social justice?

Session 3, Friday, 8:00 AM – 9:20 AM

3.1, Julia Lee AB
Symposium: The Changing Faces of Leadership: Teachers Leading for Reform
Audrey Dentith, University of Wisconsin-Milwaukee; Floyd Beachum, University of Wisconsin-Milwaukee; Karen Mayo, Stephen F. Austin State University; Elise Frattura, University of Wisconsin-Milwaukee; and University of Northern Iowa: John Henning, Dianna Englebrecht, Robert Decker, Greg A. Reed, Victoria Robinson, Vicki Trent, Beverly Smith

This symposium highlights the work of several researchers who are investigating the phenomenon and promise of teacher leadership in the reform of public schooling. Panelists call for advancement of the concept, theories and practices of teacher leadership through research on principals’ skills in facilitating teacher leadership, teachers’ notions of leadership, university programs initiatives and teachers’ leading reforms in special education practices.

3.2, Bennie Moten AB
Conversation: Brown at Fifty: Implications for Public Education in the United States
Joseph Beckham, Florida State University; Preston Green, The Pennsylvania State University; Charles Russo, University of Dayton; and Indiana University: Martha McCarthy, Gerardo Lopez, Suzanne Ecke

This conversation session symposium will address questions regarding the path from Brown to the present. After a cursory introduction that suggests salient issues and themes, the moderator will pose a set of questions for panelists and the floor will be opened for discussion. The panel will scan the half-century since Brown was handed down, and discuss the implications of the decision for today’s schools.

3.3, Mary Lou Williams A
Symposium: Cohort Program Delivery and the Challenge of Organizational Learning
Paul Goldman, Washington State University; Bruce Barnett, University of Texas at San Antonio; Ramon Dominguez, New Mexico State University; Grayson Noley, University of Oklahoma; Clay Starlin, University of Oregon

This symposium discusses what three organizational leadership departments have learned from off-site cohort programs, and how an organizational learning framework has helped them refine and reframe successive programs over time.

3.4, Mary Lou Williams B
Symposium: Transitioning from Large to Small: High School Conversions and Their Impact on Instruction, Leadership, and Personal Relationship
Beth Boytrot, University of Washington; Michael A. Copland, University of Washington; Mary Beth Lambert, Small Schools Project

Many school administrators today in large comprehensive high schools are considering restructuring their schools into new designs that they believe will better support their students’ learning and professional communities. This symposium focuses on how the conversion of comprehensive high schools to smaller learning communities can prompt changes in the academic and professional lives of students and teachers.

3.5, Big Joe Turner A
Conversation: Organizational Justice in Educational Leadership: An Update
Patsy Johnson, University of Connecticut; Paula Short, Tennessee Board of Regents; James Rinehart, University of Kentucky; Wendy Poole, University of British Columbia

The discussion will focus on efforts to establish organizational justice as a research agenda in educational leadership. The research community will be challenged to recognize that fairness in the organization is a primary basis for determining leader accountability.

3.6, Big Joe Turner B
Symposium: Beginning with the End in Mind: Developing Principals Who Will Lead Learners and Learning
Duquesne University: Connie Moss, Robert L. Furman, David C. Goldbach

A 4-year old program for preparing school administrators is yielding critical insights into the types of experiences, processes, and structures that promote the development and support of contemporary principals who can lead learning organizations. The chief architects of the program will facilitate an interactive symposium to examine key issues.

3.7, Lester Young A
Paper Session: Evaluating the Preparation of Educational Leaders
Discussion Leader: Naftaly Glasman, University of California, Santa Barbara
Chair: John Taylor, University of Arizona

Content Validity of the Interstate School Leaders Licensure Consortium’s (ISLLC)
Jane Lindle, Clemson University; Nancy Stalion, University of Kentucky; La Young, Jessamine County School District of Kentucky
This study included self-report and observational data on principals’ use of time. ISLLC’s descriptions of instructional leadership were tested in content analysis with a related set of Kentucky’s Standards and Indicators for School Improvement (SISI) as well as across the observational job analyses of two sets of principals, five elementary and secondary principals in a typical rural district and five matched for school characteristics from high performing schools on Kentucky’s assessment system. Evaluating Educational Administrator Preparation Programs: A Value-Added Approach Tarleton State University: Jimmy Byrd and Don Beach The purpose of the study was to advance a model for evaluating educational administrator preparation programs at the individual course level in a regional Texas university. The results of the model indicate that of the two preprogram and seven program core principal preparation courses examined, only two had a significant impact on the pass rate on the TEXES principal certification exam. The findings revealed that Programs and Procedures in Supervision and Public School Laws were significant predictors of student success on the state-mandated exam. Preparing School Leaders to Ensure Equity and Work Toward Social Justice: A Study of Leadership Dispositions Madeline Hafner, University of Utah This paper reports the findings from a study conducted to respond to the question of leadership preparation program “effectiveness,” particularly in terms of how leadership preparation programs influence leaders’ dispositions regarding equity and social justice. The results of this study expand the limited research base currently available regarding leadership preparation program design and effectiveness. Documenting and Evaluating Leadership Development via Action-oriented and Self-reflective Capstone Experiences Arizona State University: Anne-Marie Read and James Jurs Describes, compares, and analyzes the processes and outcomes of capstone experiences in two educational leadership programs’ one in the Northeast, the other in the Southwest. Serving as a culminating experience in both leadership preparation programs, each capstone course involved graduate students in an action-oriented and critically self-reflective investigation of their leadership development. 3.8, Lester Young B Paper Session: Theories and Conceptions of Educational Leadership Discussion Leader: Jeffery Brooks, Florida State University Chair: Kathleen Brown, University of North Carolina-Chapel Hill Relational, Linear, Organic, and Prophetic Conceptions of Instructional Leadership Ulrich Reitzeg, University of North Carolina at Greensboro Instructional leadership has in the past been treated as a unitary concept. Grounded in the narratives of three principals, multiple conceptions of instructional leadership are proposed: relational, linear, organic, and prophetic. Conceptions are subsequently anchored to existing literatures and described in expanded fashion. Theory of Responsiveness and Implications for Moral Leadership JoAnn Klinker, Texas Tech University Practicing principals have an ethical dilemma: be responsive to cultural values, a theme within the principalship for at least a century, or listen to the “still small voice within” that says the current cultural climate is unfair to children. One action goes to self interest; the other to moral leadership. Educational Leadership Frameworks: Looking to Ancient Archetypal Images for Twenty-first Century Wisdom Roma Angel, Appalachian State University As twenty-first century leadership becomes more complex, school administrators search for solid frameworks upon which to build their work. This paper offers three frameworks from archetypal images emerging from ancient stories. An analysis of leadership lessons from narratives about the mentor, hero and prophet offers frameworks for present-day school leaders. Creating a Shared Spiritual Vision in an Age of Accountability: Building upon Call, Connectedness, and Caring Joanne Marshall, Iowa State University Based on findings from research on preservice teachers’ conceptions of spirituality, this paper argues that educational leaders can create a shared vision of accountability by building upon teachers’ conceptions of spiritual constructs such as call, connectedness, and caring. 3.9, Jay McShann A Paper Session: Collaborations, Partnerships and Community Discussion Leader: Mary Driscoll, New York University Chair: William Place, University of Dayton Domestic Practices in Foreign Lands: Lessons on Leadership for Diversity in American International Schools Elizabeth Murakami-Ramalho, Michigan State University Events like Brown vs. Board of Education, Civil Rights and Affirmative Action represented a turning point in post-structural times. It recontextured and honored the knowledge that has been in the margins, especially since issues of societal racism and an unreceptive social order in practice and theory have hindered the development of educational leaders’ competencies to create all-inclusive societies. This study focuses on three case studies reflect the experiences of leaders and teacher leaders in foreign lands providing us with examples of what it means to develop competencies in teaching and leading toward all-inclusive practices. Is Community University? Deconstructing Connotation and Finding Meaning Lehigh University: Lisa Follman and Karen Evans Stout This thought-piece explores contemporary educational literature in order to decode and generate understanding of our perception and employment of the word “community.” This paper examines the salient points made about community in order to add to the discourse and inform administrators who are charged with the task of implementing community. Universities and Schools Working Together: Collaboration as Dialogue Peter Miller, University of Utah This study examined a collaboration between a major state university and some neighboring public schools that sought to pool their unique resources for reciprocal benefit. Because many similar initiatives have been dominated by universities, this study attempted to learn more about the experiences of public school students, administrators, and teachers who participated in the partnership. Using tenets from Paulo Freire’s (1970) dialogical framework, the study sought to examine the ways that this partnership embodied notions of humility, faith, hope, and critical thinking. School - University Partnership: Action Research for School Improvement Texas State University: Stephen Gordon, Julie N. Diehl, and Suzanne Stiegelbauer This study focused on a school-university partnership in which the university facilitated the first year of long-term school improvement projects initiated by nine schools. The overall study consisted of separate case studies and a cross-case comparison. Problems and successes with initial planning and implementation are described. 3.10, Andy Kirk A JCEL Editorial Board Meeting continued Michael Danley, Miami University, Editor and members of the JCEL Editorial Board 3.11, Andy Kirk B Conversation: Million-Dollar Verdicts: New School Negligence Cases that Impact Administrative Practice—What Should Principals Do?
3.12, Basie Ballroom C

International Scholarship Interactive Roundtable Symposium

Betty Merchant, University of Texas at San Antonio

Interactive round table (each representing a different country) discussions will provide an important opportunity for exploring the themes that emerge from the breakfast conversation (Session 2.12) which focused on local and national events that have prompted us to assume a more active role with respect to the economic, social, and political struggles of marginalized peoples and to become involved in and to use our positions as professors and researchers of educational leadership to examine the nature and adequacy of our contributions to the changing political and social landscapes in which we live and work. At the conclusion of the Round Table Sessions, presenters will be invited to collaborate on a manuscript that focuses on the discussions that took place in both the Conversation and Round Table formats.

3.13, Jay McShann B

Paper Session: Promises and Challenges in School Reform

Discussion Leader: Betty Alford, Stephen F. Austin State University

Chair: Corrie Giles, SUNY Buffalo

Fifty Years After Brown: Issues Facing School Leaders in an Era of Choice and Accountability
University of Northern Colorado: Lind Vogel, Richard King, and Kathryn Whitaker

This paper discusses the impact of major policies that have emerged since the Brown decision, including state and federal accountability and school choice, on the racial composition of schools and outlines issues about which school leaders must be knowledgeable in order to promote student learning and diversity.

Leadership, Scaling and Succession in School Reform Efforts
Iowa State University: Thomas Alsbury, Nanci Shaw, and Brian Hand

This paper presents the findings of a study of one school district’s implementation of a reform program. The results of the study indicated that even though leadership was directed from the central office in a non-transformational leadership style and lacked collaboration, organizational learning, or cultural transformation, the reform effort proved successful in significantly raising the achievement of marginal students overall.

Charter School Leadership: An Examination of School-Level Autonomy in Action
Merrie Clark, Vanderbilt University

Through a careful review of empirical evidence, this paper examines the charter school concept of autonomous school-level leadership, focusing on how charter leaders use their autonomy in the areas of teacher hiring, budgetary control, instruction and curriculum, and organizational design to develop schools that are different from conventional public schools.

The Same Stuff in Different Packages: Questions to Consider Before Assessing the State Takeover of School Districts
Joseph Flessa, St. Mary's College of California

In this paper, I use the Oakland Unified School District as a case study to examine and critique the assumptions that underlie the increasingly popular policy of state takeover. In the paper, I compare reform reports issued twenty years apart, and I provide contemporary, exploratory interview data from principals regarding whether the appointment of a state administrator has altered school site routines in any demonstrable way.

Session 4, Friday, 9:30 AM – 11:00 AM

Friday General Session

Welcomes: Richard Andrews, UCEA Headquarters Host
Michelle Young, UCEA Executive Director

Introduction: Gerardo Lopez, Indiana University

Presentation of the Paula Silver Case Award
Michael Dantley, JCEL Editor

The Struggle for Civil Rights in American Education
UCEA Featured Speaker: Norma Cantú

Norma Cantú currently holds a dual faculty appointment at the Education and Law Schools at University of Texas at Austin. She served as the Assistant Secretary of Education for Civil Rights in the Clinton Administration where she and a staff of 850 implemented policies to further civil rights in American schools. Her success in pursuing and disposing of civil rights cases has been phenomenal. By the time Professor Cantú left her position, she had resolved over 30% of the illegal discrimination cases brought to her office. Prior to Professor Cantú’s position in the Clinton Administration, she was a regional counsel and education director of the Mexican-American Legal Defense and Educational Fund for fourteen years. Professor Cantú graduated summa cum laude from the University of Texas-Pan American at the age of 19, taught high school English, and graduated from Harvard Law School at the age of 22.

Session 5, Friday, 11:00 AM – 12:30 PM

5.1, Andy Kirk A

Graduate Student Symposium I: Landing the Perfect Academic Job: An Insider’s View of the Job Search Process

Alan Shoho, University of Texas at San Antonio; Scott McLeod, University of Minnesota

The academic job search process is typically a mystery to most educational leadership graduate students. Come find out the ins and outs, and the dos and don’ts, of the process. Also, learn how to stay sane while juggling a job search with other commitments. Faculty candidates are encouraged to visit the Job Search Handbook at www.ucea.org before attending this session.

5.2, Andy Kirk B

International Collaboration Meeting

Chairs: Gary Crow, University of Utah and Paula Cordeiro, University of San Diego

This session focuses on the issue of international collaboration and how such collaboration can facilitate efforts to improve our understanding of effective leadership and preparation. Scholars engaged/interested in international collaboration are welcome. Conversation participants include but are not limited to Paul Bredeson, University of Wisconsin-Madison; Stephen Jacobson, SUNY-Buffalo; Betty Merchant, University of Texas at San Antonio; Margaret Grogan, University of Missouri-Columbia; Jenny Lewis, Australian Council for Educational Leaders; Olof Johannson, Umea University; Fergus O’Sullivan, University of Lincoln; Michelle Young, UCEA; Paul Begley, Penn State; Khaula Murtadha, IUPUI; María Luisa González, NMSU; Galya Hristozova, Bourgas Free University; Diana, Popova, Bourgas Free University.
This interactive symposium will provide findings on a study that examined African American, Hispanic and European American school administrators’ leadership practices in diverse high-achieving urban schools. The session will also explore a theoretical framework for leading in diverse contexts and facilitate an interactive dialogue between urban school leaders who participated in the study and the researchers’ interpretation of the leadership data with the audience participants.

5.5, Mary Lou Williams A
Symposium: Presenting the 2004 Handbook of Educational Leadership
Fenwick English, University of North Carolina-Chapel Hill; Theodore Kowalski, University of Dayton; Cynthia Reed, Auburn University; Kathleen Brown, University of North Carolina-Chapel Hill; Charles Russo, University of Dayton; C. Cryss Brunner, University of Minnesota; Michael Dantley, Miami University
This is a presentation by key authors and researchers involved with releasing the 2004 SAGE Handbook of Educational Leadership. This project involved over 40 national and international scholars.

5.6, Mary Lou Williams B
Symposium: Developing Effective Leadership Preparation: The Potential of Learning Communities
Rowan University: Gini Doolittle and Mark Stanwood; Bruce Barnett, University of Texas at San Antonio; Cynthia Norris, University of Tennessee, Knoxville; Herb Simmerman; San Diego State University: Peg Basom and Diane Yerkes
This interactive symposium explores the potential of learning communities in both cohort and traditional preparation programs. Four papers consider how theoretical concepts can be effectively transferred to the workplace by exploring transfer of learning, developing self-awareness, instructional activities, and unintended outcomes. A critique of learning communities will conclude the symposium.

5.7, Big Joe Turner A
Conversation: Some Children Left Behind: An Illusion of Equity
Radford University: Debora A. Bays and William Flora; Eleanor Smalley, Clarke County Virginia School District; John Robinson, Loudoun County Virginia School District
High-stakes testing, NCLB, and state accountability models are founded on assumptions of increasing students’ achievement. Demands on schools to meet high standards have promoted alternative education programs that have lowered expectations for achievement and frequently remove the student from the radar of state and national accountability programs.

5.8, Big Joe Turner B
Innovative Session: The Road Less Traveled: Women Leaders at the Crossroads
Dawn Wallin, University of Manitoba; Ellen Eckman, Marquette University; Norma Mertz, University of Tennessee, Knoxville
This interactive session will discuss research and scholarship on women in educational administration over the past 50 years as well as the current leadership context that has significantly changed the culture of administration. Using the theme of the crossroads with its implications for building on the past to meet the needs of the future, this session will invite participants to critically examine research and scholarship on women in educational administration.

5.9, Lester Young A
Paper Session: Preparing Leaders for Social Justice
Discussion Leader: Andrea Rorrer, University of Utah
Chair: Mary Snyder, University of Alaska, Anchorage
Proving Cognitive Dissonance: Making Social Justice Real
Texas Tech University: JoAnn Klinker and Sylvia Mendez-Morse
Effective teaching strategies that tap into emotions and the senses can make abstract theory like leadership for social justice tangible. Such experiments close the gap between theory and practice.
Professional Development for Social Justice: A Multi-Case Study of the Role of School Principals
Brad Kose, University of Wisconsin-Madison
The primary intent of this study is to examine how principals for social justice foster and enhance social justice through professional development in their schools.
The Rough Road to Justice: A Meta-analysis of the Barriers to Teaching and Leading for Social Justice
George Theoharis, University of Wisconsin-Madison
This paper will report the results of a meta-analysis of the literature on barriers to social justice in public schools. From a critical theoretical perspective, an understanding of the barriers teachers and administrators face as they pursue social justice for marginalized students will be presented in thematic detail.
Statistics and Social Justice: Fighting Fire with Fire
Cheryl Shakeshaft, Hofstra University
This presentation examines ways in which statistics courses can become leadership courses which teach students to use numbers to advocate for social justice. The equity audit, a series of activities which both teach statistical procedures and document inequitable practice in students’ schools and districts, will be shared.

5.10, Lester Young B
Paper Session: Instructional Leadership
Discussion Leader: Megan Tshannen-Moran, College of William and Mary
Chair: Sherry L. Lageney, Dunan Public Schools
An Examination of the District Superintendent in the Development and Maintenance of a School District’s Instructional Capacity
George Petersen, California Polytechnic State University; Chad W. Sayre, University of Missouri-Columbia
The current climate and emphasis on the reform and restructuring of the American educational system has placed an enormous amount of political pressure on schools to demonstrate effective leadership at the district level. This study sheds light on the interaction among elements of the instructional unit (e.g., the school district) and their influence on classroom instruction.
Instructional Leadership at the Crossroads: Unintended Outcomes of Current Reading Policies
Rose Ylimaki, University at Buffalo, State University of New York; Leslie McClain-Ruelle, University of Wisconsin-Stevens Point
This paper examines, through findings from empirical research and literature, the impact of current reading policies and mandates on instructional leaders’ beliefs and practices about effective reading instruction.
The Role of Distributed Instructional Leadership in Literacy
Florida State University: Pamela Flood, Judith Irvin, Delmae Darling, Melinda Dukes
This study examines the ways in which instructional literacy leadership was distributed among all stakeholders in schools that have significantly improved literacy scores among all students.

Instrumental Leadership is a Fundamental Ingredient For Improving Student Learning
Frances Kayona, St. Cloud State University; Iowa State University: Nancy Clarke, Chuck Ruebling, and Shirley Stow
This research suggests that the behavior of school leaders is not effective in accomplishing four critical outcomes of curriculum development: (1) the creation of well-written documents that use a common framework; (2) curriculum that is aligned with state and national standards; (3) an understanding and teaching of the curriculum by teachers; and (4) all students successfully learning the curriculum.

Collaborative Instructional Leadership in the Current Political Context
Rose Ylimaki, SUNY-Buffalo
This paper reports on findings from a national study of curriculum directors that examined many issues related to collaboration and instructional leadership. Findings suggest that current ideological mandates and policies (e.g. No Child Left Behind Act, 2002) have had an impact on some collaborative processes used by the district instructional leaders.

5.11, Jay McShann A
Paper Session: Leadership for Teaching and Learning
Discussion Leader: Catherine Lugg, Rutgers University
Chair: Andrea Evans, Northern Illinois University
This paper reviews the findings of a multi-site case study examining how and why several suburban high schools respond to significant demographic change. The salience of organizational and institutional contexts, including race, on the beliefs and strategies of each school are explored.

Vision for Leadership: Research Implications for Improved Teaching and Learning
University of Oklahoma: Jean Cate, Mary John O’Hair, Randy Averso
This research examines successful school improvement in schools embracing learning community structures, including collaboratively developed shared visions. These essential foundations for school vision bring a cohesive focus to the work of a school community, particularly teacher practice.

What Are We Looking At? Differences in Students’, Parents’, Administrators’, 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 students’, parents’, administrators’ and award-winning teachers’ perceptions of “good” teaching, and to explore implications for the preparation and professional development of school leaders.

Leadership for Human Capital Development in High Schools: Three Case Studies
Shelby Cosner, University of Wisconsin-Madison
This paper presents case studies of three high schools to provide an in-depth description of the ways that principal leadership addresses human capital development. This paper presents five major site-based initiatives that these principals shaped within their unique local contexts to support human capital development and further connects these initiatives to research and scholarship on teacher learning.

5.12, Jay McShann B
Paper Session: Promises and Challenges in Special Education
Discussion Leader: Madeline Hafner, University of Utah
Chair: Stacey L. Edmonson, Sam Houston State University
Pushing Pills Instead of Pedagogy
Kelly McKerrow, Southern Illinois University at Carbondale
The purpose of this paper is to discuss longitudinal data from one rural school district in the Midwest that exposes a dramatic increase in the use and potential abuse of psychostimulant drugs among school aged populations. Prevalence rates and national production levels of psychostimulants are discussed. Prevalence rates of attention deficit hyperactivity disorder, the problem most often treated with these drugs, are also examined.

Promoting Collaboration, Critique, and Dialogue among Educational Stakeholders on Special Education Issues through an Analysis of Valuation Processes
Lindy Zaretsky, York Region District School Board
In this paper, the author argues the need for the critique and dialogue of practice and policy in special education and leadership, and proposes a more inclusive notion of disability that allows for the necessary contestation and deliberation about what we value in education for all students. A more powerful and coherent alternative account of special education can be advanced that recognizes, appreciates and incorporates both the philosophy and physiology of the mind together - something the field has failed to do.

A Teacher for Every Classroom: An Examination of Effective Administrative Practices Designed to Retain Special Educators
Karen Waters, The Pennsylvania State University
The purpose of this study is to examine the exceptionally high attrition rate of bachelor degree level, newly minted special education teachers. Identifying the variables that contribute to a teacher’s decision to abandon the classroom provides a key ingredient necessary to assist administrators and policymakers in retention efforts.

Implementing Integrated Comprehensive Services for All Learners in Urban Schools: Challenges and Opportunities
University of Wisconsin-Milwaukee: Elise Frattura and Audrey Dentith
The purpose of this research was to examine how principals in an urban school district implemented integrated comprehensive services for students with disabilities, low income students, students of color, and English language learners in their schools. Qualitative data were collected over a two-year period in nine urban elementary, middle and high schools. The data suggested four key barriers to implementation: district policies, school leadership, shortage of model teachers, and limited process and planning time for teachers to better meet the range of learners.

5.13, Basie Ballroom C
Roundtable Symposium: Social Justice Books for Your Courses: An Interactive Roundtable Session
Jim Scheurich, Texas A & M University; Michelle Young, UCEA; Colleen Larson, New York University; Colleen Capper, University of Wisconsin-Madison; Catherine Marshall, University of North Carolina-Chapel Hill; Cynthia Gerstl-Pepin, University of Vermont; Elise Frattura, University of Wisconsin-Milwaukee; Linda Lyman, Illinois State University; Gerardo Lopez, Indiana University; Linda Skrla, Texas A & M University; Nelda Cambron-McCabe, Miami University; Sandra Harris, Stephen F. Austin State University
This session provides separate, author-led roundtables for 11 social justice-oriented books that can be used in leadership courses. The session is organized so that an audience member can choose to attend six 10-minute discussions of six books. After each 10-minute discussion, audience members move to a new roundtable.

Session 6, Friday, 12:40 PM – 2:00 PM

6.1, Julia Lee AB
Symposium: Brown v. Board of Education at 50: UCEA and Education Law at the Crossroads
Charles Russo, University of Dayton; Nelda Cambron McCabe, Miami University; J. John Harris, University of Kentucky; Joseph C. Beckham, Florida State University; Frank Brown, University of North Carolina-Chapel Hill; A. Reynaldo Contreras, San Francisco State University; Martha M. McCarthy, Indiana University
Aware of the fact that educational leaders who chart the future of public education are at a crossroads as they have a variety of options available, this session is designed for professors of educational leadership, practitioners, and others who are interested in educational policy and practice.

6.2, Bennie Moten AB
Symposium: The Knowledge Base and Practice: Do We Know Enough?
University of Colorado at Denver; Rodney Muth, G. Thomas Bellamy, and Connie Fulmer
The knowledge base is of significant concern to the field of educational administration, as it provides the foundations for practice and preparation as well as bases for claims of professional status. This symposium focuses on multiple ways of approaching the knowledge base, and involves a distinguished panel in raising questions about the knowledge base and the status of the field.

6.3, Mary Lou Williams A
Symposium: UCEA Center for the Study of School-Site Leadership Symposium — Successful School Leadership: An International Research Project (ISSLP)
Stephen Jacobson, Lauri Johnson, Rose Yilmaki, Corrie Giles, Sharon Brooks, SUNY-Buffalo; Kenneth Leithwood, OISE of the University of Toronto; Leif Moos, Denmark; Olof Johansson, Sweden.
This symposium reports the third year findings from a unique five-year “multi-perspective” international research project designed to identify the qualities, characteristics and competencies of successful school leadership in primary and secondary schools from different socio-economic circumstances in eight participating countries: Australia, Canada, China, Denmark, England, Sweden, Norway, and the United States.

6.4, Mary Lou Williams B
Symposium: The Changing Faces of Leadership in Diverse and Urban Regions: Principal Preparation for Changing Times
Augustina Reyes, University of Houston-Central; Maria Luisa Gonzalez, New Mexico State University
Murphy (2002) challenges the profession to reculture leadership by using three new metaphors to sketch a portrait of leadership: moral steward, educator, and community builder. The purpose of this symposium is to discuss how four different preparation programs in the U.S. have redesigned preparation to change the faces of leadership.

6.5, Big Joe Turner A
Innovative Session: CounterPoint Trio: Leading, Learning, and Loving
Kelly McKerrrow, Southern Illinois University at Carbondale; Sharon Shockley Lee, Southern Illinois University-Edwardsville; Sharon Hayden, Perryville, Missouri School District
From our ethnographic study, we offer three perspectives on a day in the life of a female principal, presented as they were conceived, around a kitchen table. We engage the audience in the relaxed intimacy of the kitchen table, where we grapple with fundamental epistemological and ethical issues; bake bread; edit drafts; commiserate; formulate outlines; laugh; offer critical and analytical feedback; check in with husbands and children; pose challenging questions; tell stories; enjoy camaraderie; make discoveries; drink coffee; construct new theories; generate new possibilities; confront one another; respect each other; support each other; care for each other; and try to develop a “loving epistemology”.

6.6, Big Joe Turner B
Conversation: What Does It Take To Prepare Successful Urban School Principals?
Kathryn Bell McKenzie, Texas A & M University; Sarah W. Nelson, Texas State University-San Marcos; Encarnacion Garza, University of Texas at San Antonio; Juanita Simmons, University of Missouri-Columbia; Linda Tillman, Wayne State University
This session is a conversation with a racially diverse panel of former urban principals who recently left the principalship and have taken positions as professors of educational leadership. The panelists offer the audience a rearview mirror perspective of the urban principalship and how their experiences have informed their current practice.

6.7, Lester Young A
Paper Session: Leading for Success in the Era of Resegregation
Discussion Leader: Eric Freeman, Georgia State University
Chair: Stephen Staples, College of William and Mary
Brown Plus 50 Commentary: The Influences of My Personal Experiences on the Implementation of the Bronson Settlement Agreement on CPS
Lionel Brown, Brown University of Cincinnati
This manuscript recounts my involvement in the segregation, desegregation and disintegration of Cincinnati Public Schools and applies Crow and Slater’s theory of democratic systemic leadership to these events. Included are observations on the Bronson Settlement Agreement, the civil unrest in Cincinnati and steps to address the issue of educational injustice.

Jim Crow in New Jersey: The Black/White Achievement Gap in One State
Andy Pomero, Rutgers University
This article examines data from the three different state achievement tests given in New Jersey. Passing percentages for the past four years are compared based on socioeconomic status totals as well as race/ethnicity within various SES groupings. Implications of the findings are also discussed.

Resegregation and Achievement in Metropolitan Nashville Public Schools
Sharon Williams, Tennessee State University
The return to neighborhood schools in Metropolitan Nashville Public Schools has caused several schools to become segregated, either majority African American or White throughout the system. The schools within the system that are segregated and racially identifiable African American often have the added distinction as a high poverty school.

Social Capital, Desegregation and Education in Alabama’s Black Belt
Joshua P. Adams, Auburn University; Cynthia Reed, Auburn University
This study explores the phenomenon of school segregation in Alabama’s Black Belt region. Preliminary findings indicate the 19 counties constituting the Black Belt region are characterized by persistent poverty, poorly funded education systems, and intense racial stratification.

Varying theories of social capital serve as a theoretical basis for this research.

6.8, Lester Young B
Paper Session: Democratic and Moral Leadership
Discussion Leader: Catherine Lugg, Rutgers University
Chair: Nancy Griffin Mims, Western Carolina University
Democratic School Leadership: A Matter of Professional Values and Social Ethics
Paul Begley, Pennsylvania State University; Olof Johansson, Umea University
Democratic leadership processes are critical to the educational process in schools. They can be justified as a professionally necessary as well as an appropriate approach to leading schools effectively in our increasingly culturally diverse communities and a world transformed by the effects of technology and the forces of globalization. Our rational professional justifications for democratic leadership in schools are grounded in accumulated research
findings on the nature of the school leadership role, the social contexts of our communities, as well as ideological social mandates.

**Moral Leadership of Principals Who Have Initiated an Innovative Setting for Students At-risk of Dropping-out**

Lyse Langlois, University of Laval

This Social Sciences and Humanities Research Council of Canada funded study sheds light on the moral leadership of five secondary school principals. The choice of these five individuals was based on the fact that with the help of a group of teachers they implemented an atypical organization for students at-risk of dropping-out. This new organization managed to restore the zest for learning among these young people in trouble. Besides setting up an innovative organization (Alter, 2000), the results show moral leadership which is illustrative of research conducted by researchers such as Starratt (1991), Sergiovanni, (1991), Langlois (2004) and Shapiro and Gross (2004).

**The Ethics of Accountability: Moral Purpose, Student Achievement, and the Differential Implementation of No Child Left Behind**

University of Missouri-Columbia: Sheldon T. Watson and Vicki L. Myers

Differing leadership outcomes associated with NCLB are examined using the conceptual framework of Starratt’s (1994) multidimensional ethic model, and Fullan’s (2002) concept of moral purpose. The authors find that leadership guided by moral purpose results in a focus on student learning. Leadership emphasizing accountability results in greater system management.

**An Examination of a Holistic, Spiritual Model for School Leadership**

Roma Angel, Appalachian State University

This paper presents a holistic, spiritual framework for school leadership that combats alienation among students. The importance of providing essential connections for students to oneself, others, the environment, and an ultimate entity is explored.

6.9, Jay McShann A

Paper Session: Research in the Superintendency

Discussion Leader: Timothy Ilg, University of Dayton

Chair: Larry L. Dlugosh, University of Nebraska-Lincoln

**Public School Superintendents of the Twentieth Century: A Review of Eighty Years of Survey Research Conducted by AASA**

Howard Ebmeir, University of Kansas; Barbara Eddins, Texas Principals Leadership Initiative

A review of the last eighty years of survey research conducted on the superintendency by the American Association of School Administrators, **Are the Norms for Superintendents Primarily “Male”?**

Rose Mary Newton, University of Alabama; Mike Nataralla, University of Alabama

Experienced principals (male, female) rated position announcements emphasizing a leadership role of the superintendency (instructional, managerial, political) in hypothetical districts serving either 1,500, 3000, or 12,000 students. Contrary to expectations as derived from the literature, both the participating men and women reported being more attracted to position vacancies providing them the opportunity to engage in instructional leadership.

**The Changing Role of Superintendents: A Study of Twenty PA and NJ Superintendents**

Saul Grossman, Temple University; Robin Laysear-Smith; Patricia Thomas, Central York, Pennsylvania School District; Kelly Harbaugh, Palmyra Area, Pennsylvania School District; Stacey Aronow, Mark DeLese, Temple University

Six investigators in a course in the Superintendency interviewed twenty superintendents in Pennsylvania and New Jersey to assess changes in their role over the past decade and to discover the major issues that affect performance. No Child Left Behind, budget shortfalls, social justice and equity, changing demographics and politics emerged.

**First-Year Superintendents: Mentoring the Next Generation of District Leaders**

Gregg Garr, University of Oklahoma; Casey Cobb, University of Connecticut; Casey Graham Brown, Texas A & M University-Commerce

This research project presents information about the demographic, political, educational, and professional characteristics of Oklahoma school superintendents in the first year on the job. Using an online survey and in-depth interviews, we explore the challenges of district leadership for new superintendents with a particular focus on mentoring.

6.10, Jay McShann B

Paper Session: Technology Matters

Discussion Leader: Scott McLeod, University of Minnesota

Chair: Maenette Benham, Michigan State University

**An Analysis of ePortfolio Implementation Issues in Principal Preparation Programs**

Arizona State University West: Suzanne Painter, Karla Gable, William Ruff

Web-based electronic portfolios offer opportunities to connect student work systematically to standards, collect data for program evaluation, and develop technology leadership. This paper reports on the planning for ePortfolios in a principal preparation program analyzes implementation issues and makes recommendations for other programs considering ePortfolios.

**Instructional Leadership in the Connected World: Automated Essay Scoring and the ESL Classroom**

University of Saskatchewan: Scott Tunison and Brian Noonan

The purpose of this study was to explore what AES can contribute to high school students’ efficacy with respect to their written work. In particular, it examined the impact of AES software on teacher and student efficacy and practice in high school ESL instruction since it examined both teacher and student attitudes toward the use of the software.

**An Examination of the Mental Models of Principals and their Teachers Related to the Use of Technology to Improve Teaching and Learning for All Students**

Kristina Heshob, University of Illinois Urbana-Champaign

This project is an investigation of the mental models of principals and their classroom teachers during a two-year study of the implementation of technology as a teaching tool to affect improved teaching and learning in their building. Principals from four schools, both elementary and high schools, were selected to participate in a school-university collaboration. Leaders who model learning are central to the development of a learning organization.

**Digital Equity in Education: A Multilevel Examination of Differences in and Relationships Between Computer Access and Computer Use**

Jonathan Becker, Hofstra University

Combining rich datasets (including NAEP) and using advanced, multilevel modeling techniques, this study examines whether advanced learning technologies are distributed and used differentially across different student and school demographic categories and the degree to which state-level learning technology policies are related to patterns of digital equity in education.

6.11, Andy Kirk A

Conversation: Developing a Knowledge Base on Educational Leadership Preparation: A UCEA/ AERA/TEA/NCPEA Joint Research Project

Terry Orr, Columbia University; Rodney Ogawa, University of California-Santa Cruz; Ted Creighton, Sam Houston State University; Michelle Young, UCEA

All are invited to participate in this session which focuses on the development of a knowledge base on educational leadership preparation. Representatives from UCEA, ASERA-A, TEA and NCPEA will lead the conversation on the development of a research taskforce to undertake the important work. Your ideas and involvement are welcome and encouraged.

6.12, Andy Kirk B

Conversation: The Great Juggling Act: Administering Rowley in our Time

Loyola University Chicago: Vivian Gordon, Bev Kasper, Marla Israel, Janis Fine
6.13, Basie Ballroom C
Roundtable Session
Table A: Leadership Programs: Are They Preparing Leaders Regarding Diversity and Equity?
Barbara Martin, Southwest Missouri State University; Linda Meador, Humansville, Missouri School District; Traci Pattison, Camdenton, Missouri School District; Lori Sechler, Bolivar, Missouri School District; William Agnew, Southwest Missouri State University
The purpose of this study was to investigate the perceptions of teachers, administrators, and professors regarding equity/diversity issues. Evidence supported differences in stakeholders’ perceptions regarding effectiveness of leadership preparation and teacher preservice in implementing multicultural and equity issues.

Table B: Playing Tug-of-War in the Teaching and Learning Process: The Struggle Between Access and Excellence
University of Texas at El Paso: Philip Kramer, James Satterfield, Jr., Richard Sorenson, and Rudolfo Rincones
The participants will discuss their experiences as junior faculty members in an educational leadership graduate program at a Hispanic-serving research university. Specifically, the participants will discuss the difficulties they face as the university continues to demand both broad student access to graduate programs and increased academic rigor in those same programs and how those problems affect the teaching and learning process.

Table C: The Dark Side of School Leadership: The Case for Professional Training
Joseph Blase, University of Georgia
The proposed interactive round table session will include a conversation with the authors of Breaking the Silence: Overcoming the Problem of Principal Mistreatment of Teachers. This groundbreaking, provocative new book has received considerable public attention since its publication in 2003. Participants will discuss implications for professional training of principals.

Table D: Getting to Know Robin Hood: A Profile of Property Wealthy Districts in Texas
Mike Boone, Texas State University-San Marcos
This Round Table discussion presents a profile of the 134 property wealthy school districts in Texas and compares to one another and to non-property wealthy districts across several indicators of quality.

Table E: Urban School Leaders and the Development of a Strategic Process for Addressing Cultural, Ethnic, Racial Differences in Schools
Jean Madsen, Texas A&M University; James Earl Davis, Temple University; The Houston ISD
Urban Leadership Cohort
Schools are undergoing momentous challenges as they evolve from monocultural nondiverse contexts to ones that contain ethnically diverse, multilingual, and economically poorer children. In addressing diverse contexts, schools need to design their own strategies to respond to differences in their schools. By having a strategic process that focuses on redesigning the organizational structure and system of schools, we can better address issues of equity, student outcomes and organizational effectiveness.

Table F: Critical Conversation on Moral Ethical Leadership
Ernestine Enomoto, University of Hawaii Manoa; Bruce Kramer, University of St. Thomas
Given the importance of moral leadership, the established standard of ethics, and more course offerings addressing ethical concerns, it is appropriate to critically examine what moral-ethical leadership means. As faculty, we have developed in inquiry-based approach to teach ethical deliberation and decision-making to prepare educational leaders. In this roundtable session, we provide the philosophical grounding and practical application in fostering moral leadership.

Table G: The Legal Knowledge of Educational Administrators: A Roundtable Discussion
Patrick Pauken, Bowling Green State University; Brenda Kalio, Texas A & M University-Commerce
The purpose of this roundtable session is to present the results of a content validation study for an instrument that defines the legal knowledge base for school administrators and to engage participants in a discussion of the teaching and learning of school law.

Table H: Education Vouchers in Colorado and Pennsylvania: A Comparative Political Analysis of Successful and Unsuccessful Initiatives
Jillian Reese, The Pennsylvania State University
With the debate over vouchers continuing across the United States, this study compares a successful voucher initiative in Colorado with unsuccessful initiatives in Colorado and Pennsylvania. Using John Kingdon’s (1984, 2003) framework for analyzing the policy-making process, the study focuses on four central questions: 1) What was the political climate at the time of the initiative?; 2) How were equity issues represented in the process?; 3) Overall, what factors contributed to the success of the Colorado voucher bill?; and, 4) How were these factors present or absent in unsuccessful initiatives in Colorado and Pennsylvania?

Table I: Leading for Inclusion in a Context of School Improvement
Lynn Doyle, Old Dominion University; Patrick M. Doyle, Lincoln Center for the Arts, Milwaukee Public Schools.
While the spirit of the Brown decision broadly defines inclusiveness, practices continue to exclude many students. Participants in this session will compare leadership for two major reform efforts, inclusion of students with diverse abilities and school improvement, and contrast results with UCEA current activities to suggest future needs and directions.

Table J: An Examination of Teacher Evaluation Practices and Their Relationship to Student Achievement
LindaBigby, Central Missouri State University; Barbara Bancroft, Pilot Grove, Missouri School District
Teacher quality affects student achievement more than any other school variable. Principals are bound by law to provide documentation of accountability. While structured classroom observations remain the standard process for collecting formal data about teacher performance, other forms of teacher evaluation and professional development are becoming increasingly popular.

Table K: Urban Principal Perspectives on New Teacher Learning Needs
Cynthia Carver, Western Michigan University
Drawing on interviews with principals in a mid-sized urban district, this exploratory case study examines principal perspectives on what new teachers need to learn and how they best learn that. Study findings offer new understandings for principals’ role in the design and implementation of effective urban induction programs.

Table L: The Effect of Leadership on the Rise and Fall of Education Action Zones in the UK
Valerie Storey, Vanderbilt University
Innovative education initiatives introduced with the best of intentions can fall at surprising hurdles not because of the initiative itself but because of the inability of the leader to adapt to an evolving organization which requires different behaviour and skills at different developmental stages.

Table M: School Leader Knowledge for After-school Support Programs
BetsAnn Smith, Michigan State University
This roundtable discussion describes and examines a knowledge base developing among principals and teacher leaders concerning the theory and design of after-school academic
support programs and their connections to other capacity building efforts in the school organization.

Table N: The Desegregation of Schools: An Alternative to Bussing in the Face of Resegregation
Bowling Green State University: Andrew Smith and Patrick Pauken
This interactive roundtable discussion is focused on the desegregation of schools and the Toledo (OH) Public Schools response to Brown v. Board of Education of Topeka (1954). Essentially the Toledo plan was one of voluntary school choice and the restructuring of some educational programs. Also included in the discussion is insight into the origination of the plan and a look at several contemporary integration issues through a lens of 50 years of experience.

Table O: Imagining the Possibilities: How Educational Leaders Think Outside the Box
Joy Phillips, University of Houston
This paper presents a new perspective on leadership. The argument is consistent with the leadership literature but inconsistent with narrow interpretations of current educational policy. I suggest educational leaders can address concerns of both groups by thinking outside the box. Implications of this research include the need to expand our current leadership preparation courses to expose developing leaders to thinking outside the box.

Session 7, Friday, 2:10 PM – 3:30 PM

7.1, Julia Lee AB
Symposium: “Scientific” Research and Educational Leadership: Possibilities, Paradoxes, and Practicalities
Fenwick English, University of North Carolina-Chapel Hill; Gail Furman, Washington State University; Michelle Young, UCEA; Catherine Lugg, Rutgers University; Gerardo Lopez, Indiana University
The purposes of the symposium are (a) to analyze and critique the recent federal guidelines for “scientific” research in education in terms of appropriateness and applicability to the field of educational leadership; and (b) to generate potential “responses” to the federal guidelines, which might be useful in “white papers” addressed to policy-makers.

7.2, Bennie Moten AB
Symposium: The Preparation of Educational Leaders for Inclusive Education
Susan Bon, Ashland University; Suzanne Ecks, Indiana University; Kevin Gorman, Bowling Green State University; Susan Faircloth, The Pennsylvania State University; Patrick Pauken, Bowling Green State University; Charles Russo, University of Dayton
Participants will dialogue about the inclusion of special education coursework in administrator preparation programs. Given the increasing number of students in special education, and the movement towards more inclusive education for all students, it is imperative that administrator preparation programs be reviewed and revised in order to ensure that school leaders are prepared to assume responsibility for special education programs and services.

7.3, Mary Lou Williams A
Symposium: Leading from the Middle. A Contribution from the National College for School Leadership in England
National College for School Leadership: Colin Conner and Anne McCormick
The National College for School Leadership in England has developed a ‘leadership framework’ that provides leadership learning opportunities for all of the leaders in our schools. This session will provide an overview of the organisation and structure of the College’s leadership programmes with a particular focus on one of the most recent innovations ‘Leading from the Middle’ which aims to develop the leadership capacities of those in a middle leadership position.

7.4, Mary Lou Williams B
Symposium: Using Reflexive Writing to Develop Leaders
University of San Diego: Daniel M. Miller, Robert Donmoyer, Mary Scherr, Maggie Barber; Kathy Sernak, Rowan University; Edith Rusch, University of Nevada, Las Vegas.
The purpose of this symposium is to generate discussion and analysis of the role of reflexive writing in leadership development. The goal is to reexamine reflexive writing as a tool, and uncover subtle, but impactful, outcomes in leadership development. A five-person panel will present and discuss how reflexive writing is used in their educational leadership programs and its impact on leadership development. The presence of writing in professional development and training programs has expanded over the past decade.

7.5, Big Joe Turner A
Symposium: Let Them Eat Cake: An Analysis of No Child Left Behind Considering Perspectives of School Leaders and Organizational Change Theorists
Teresa Wasonga, Northwest Missouri State University and Northern Illinois University; Donald Hunt, Linda O’Neill, and John Murphy
This session is intended as an interactive roundtable. Participants will be exploring policy considerations for improving NCLB ("No Child Left Behind of 2001" law) based on 1) in-depth interviews with school superintendents and principals and 2) insights from change theorists, as well as organizational and managerial theories. Contradictions between current NCLB policy and previous federal evaluation policy are also explored.

7.6, Big Joe Turner B
Conversation: Some Life Experience of a First Year Openly Gay Principal in the Chicago Public Schools
Donald Fraynd, University of Wisconsin-Madison
This conversation will relay some of the most significant experiences of a first year openly gay principal in the Chicago Public Schools. After serving in a Chicago school for nearly one year, no other openly gay principals in this system of 600+ schools has been found. This session will discuss major experiences from hiring to the end of the first year.

7.7, Andy Kirk A
SIG Meeting: Voices III
Michele Acker-Hoevener, Florida Atlantic University; Gary Ivory, New Mexico State University
This is an opportunity to participate in a UCEA collaboration to conduct focus groups and individual interviews with a national sample of 100 principals and 100 superintendents to elicit their understanding of educational leadership in a time of high-stakes accountability and rapid social change. Everyone welcome.

7.8, Andy Kirk B
Information Session: Membership in UCEA
Margaret Grogan, UCEA President, University of Missouri-Columbia; Jay D. Scribner, University of Texas at Austin; Stephen Jacobson, SUNY-Buffalo
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 Margaret Grogan and Executive Committee members, Jay D. Scribner and Stephen Jacobson, will provide information and answer questions about membership in UCEA. All UCEA convention attendees are welcome.

7.9, Lester Young A
Paper Session: Increasing the Educational Pipeline for Marginalized Students
Fengning Du, University of Georgia
College Access and Social Justice: A Case Study of African American and Latino Males in an Urban College Preparation Program
Noel Anderson, Brooklyn College
The purpose of this study is to examine the assumptions about equity underpinning the design of a college preparation program that is grappling with a high attrition rate of young men of color. A second purpose is to understand how this approach to increasing educational opportunity plays out in the lived experience of the students served. Using the framework of interpretive interactionism developed by Norman Denzin, this case study reveals the underlying belief systems that inform the program design and intended outcomes.
A Community Study of Rural Poverty and Education
Angela Kirby, Michigan State University
Wherever students live or go to school, those that come from low-income circumstances have lower educational aspirations than do their more economically advantaged peers. Poverty reduces children’s opportunity to learn, and compared to the educational research on urban poor students information on their rural counterparts is meager. Researchers found that rural poor students have lower educational aspirations and outcomes than both their more economically advantaged peers and urban counterparts.
Time Off Task: How Test Preparation is Siphoning Instructional Time for Students of Color and Poor Students
Texas State University-San Marcos: Sarah W. Nelson and Marla W. McGhee
This mixed methods study examines test preparation practices in school districts with high poverty and high test preparation.

7.10, Lester Young B
Paper Session: Supporting and Developing Teacher Leaders
Discussion Leader: Karen Evans Stout, Lehigh University
Chair: Susan Printy, Michigan State University
Perceptions of Teacher Leaders in Improving Instruction in Math and Science
Christopher Manno
This paper discusses a descriptive case study of a school-university partnership to improve math and science instruction through the application of teacher leadership. The study focused on deepening understanding of teacher leaders regarding their role in improving instructional practice in schools. The study examined the perceptions of teacher leaders through a conceptual framework of common teacher leader tasks.
The Micro-Political Perspectives of Teacher Leaders in an Elementary School
Fengning Du, University of Georgia
The purpose of the study is to describe teacher leaders’ experiences of school organizational politics in an elementary school. This study is guided by a symbolic interactionist frame-work and grounded theory design. Preliminary findings from this study suggest that teacher leaders mainly use interpersonal group-building to influence fellow teachers and principals.
Exploring Distributed Leadership: How Principals Understand and Support the Work of Teacher Leaders
Melinda Mangin, Rutgers University
This study examines how 15 principals from five districts interact with and support the work of 12 teacher leaders. The findings suggest that principals varied in their understanding of the teacher leadership role and that a lack of understanding contributed to diminished support, poor implementation, and the exacerbation existing barriers.
Teacher Leadership: New Applications for Distributive Leadership Theory in Administrator Preparation Programs
Susan Garton, Iowa State University
Distributive leadership is defined and presented as a critical element in training future administrators. Through applications of distributive leadership theory, school principals can foster teacher leaders who become powerful forces in promoting positive changes in schools.
Teacher leadership can improve student learning and sustain school reform efforts. Principals require training to empower teachers and develop teacher leadership.

7.11, Jay McShann A
Paper Session: Research on Effective Leadership
Discussion Leader: Alan Shoho, University of Texas at San Antonio
Chair: Julie M. Hite, Brigham Young University
Overcoming Pedagogical Paralysis: An Investigatory Study of Doctoral Dissertations Related to the Promotion of Learning and Success for All Children
Sam Houston State University: Ted Crichton, Stacey Edmonson, Joy Tsai, and Linda Edgar
This presentation focuses on the evidenced-based position that the majority of doctoral dissertations from a wide variety of research institutions have not adequately addressed the underlying problems related to Brown v. Board of Education (1954). The authors will report the findings of a recently completed meta-analysis of doctoral dissertations completed at research institutions across the nation.
Transformational Leadership: Factor Structure of Bass and Avolio’s MLQ and Its Relationship to Selected Student Performance Factors
Fred Lunenburg, Sam Houston State University
This study examined the factor structure of Bass and Avolio’s MLQ at both the district and building levels and its relationship to student performance factors. Two studies were conducted using the MLQ. In Study 1, a content adequacy assessment of the MLQ was conducted using a sample of 207 superintendents and 464 principals. In Study 2, a series of confirmatory factor analyses, internal consistency estimates, and correlations were conducted using a sample of 170 principals and 277 teachers, based on Study 1. None of the MLQ factors (transformational leadership) was related to any of the student performance factors in the superintendent sample (Study 1).
Characteristics of Effective Principals in Texas
Texas Education Agency: Michelle Cruz and Anissa Rodriguez and University of Texas at Austin: Edward Fuller and Pedro Reyes
Researchers disagree on the effectiveness of school leaders on student performance. This paper aims to contribute to the existing scholarly debate on the question of whether school leadership matters with respect to student achievement. Specifically, we examine newly hired principals and attempt to identify common characteristics of effective principals.
The Impact of Grade Weighting Policies on Male and Female Student Participation in Rigorous High School Courses
University of Wisconsin-Milwaukee: Patricia Herdrich and Audrey Dentini
This four-year investigation studied the impact of grading policy initiated as an incentive system for participation in Advanced Placement and district advanced courses. The impact
of weighting grades on student participation in Advanced Placement Courses is examined as are perceptions of male and female students with respect to course selection.

7.12, Jay McShann B
Paper Session: Interrogating Organizational Barriers that Mediate Student Success Discussion Leader: Faith E. Crampton, University of Wisconsin-Milwaukee
Chair: Barbara Y. LaCost, University of Nebraska-Lincoln
How Principals Perceptions Influence School Budget Planning and Implementation
Valerie Storey, Vanderbilt University
Principals, as leaders of their schools, act as gatekeepers to financial and budgetary policies and procedures and their translation, interpretation and support of these policies and processes can make a critical difference to successful implementation efforts. Perceptions of financial autonomy impacts capacity building mechanisms and organizational morale.

An Analysis of the Embeddedness of Effective School Correlates in Curriculum Management Audit Documents
Eustace Thompson, Hofstra University
This paper uses a qualitative content analysis method to explore the embeddedness of effective school correlates in curriculum management audit documents. It will provide insight for the improvement of the writing of curriculum audit recommendations and findings as instruments for the restructuring of school and district curriculum structures to maximize student achievement.

Leader Stability and Principal Reassignment
University of Texas-El Paso: Gary Brooks, Irma Brooks and Carman Gonzalez
This paper will present the results of a recently completed doctoral dissertation that focused on leader stability and principal realignment in 213 public elementary, middle and secondary schools in West Texas. The purpose of the study was: 1) to determine the incidence of principal realignment at public schools in West Texas, 2) to examine the relationship of principal realignment to school type, socio-economic status of the school, community type, and gender of the principal, and 3) determine the relationship between principal realignment and the attainment of district or state performance goals.

How Standards Based Reform is Mediated by the Institutional Environment of Schools: The Measurement of Institutional Constraints
John Sipple, Cornell University; Julie McDaniel, Oakland, Michigan School District; Kieran Killeen, University of Vermont; Michael A. Copland, University of Washington; Mary Beth Lambert, University of Washington
The purpose of this study is two-fold. First, we document the prevalence of organizational and programmatic responses by districts responding to the New York State education policy requirements. While the prevalence of local practice and change is of interest to policymakers and practitioners, we also hope to make a theoretical contribution in terms of identification and measurement of the variety of pressures felt by local decisionmakers, and how these pressures may differ by local school context (e.g., urbanicity, wealth, academic performance, level of district).

7.13, Basie Ballroom C
Conversation: Shifting Problems of Practice to Promises of Practice: Redesigning Preparation Programs to Meet the Challenge of Preparing Successful Principals for Equity Schools
University of Texas at Austin: Dru McGovern-Robinett, Juanita Garcia, Glenn Nolly; Miami University: Michael Dantley and Nelda Cambron-McCabe; and Fordham University: Matt Bromme, Bruce Cooper, and Patricia Ehrensau
While the Brown decision underscores persistent “problems of practice” in the field, it likewise challenges university preparation programs to develop promising practices for school leadership preparation that better ensure a pool of qualified individuals to lead schools for equity and excellence. This interactive conversation highlights three university-based programs pursuing such transformation.

Session 8, Friday, 3:30 PM – 5:00 PM

8.1, Julia Lee AB
Aspiring school leaders will share their impressions about how cohort learning influences their leadership vision and self-efficacy, commitment to social justice, and ability to see issues from multiple perspectives. Active audience participation will be encouraged.

8.2, Bennie Moten AB
Symposium: UCEA Center for the Study of Leadership and Ethics
Paul Begley, Pennsylvania State University; R.J. Starratt, Boston College; Olof Johansson, Umea University; Denise Armstrong, OISE of the University of Toronto; Robert Griggs, The Pennsylvania State University; Paul Redesden, University of Wisconsin-Madison; Lyse Langloss, University of Laval
This UCEA Program Center session will report on research currently being conducted by center associates. There are essentially two ways in which valuation processes relate to leadership. The first is as an influence on the cognitive processes of individuals and groups of individuals. Understanding how values reflect underlying human motivations and shape subsequent attitudes, speech and actions is essential knowledge for any person in a leadership role. The second way in which valuation processes relate to leadership practices is as a guide to action, particularly as supports to resolving ethical dilemmas.

8.3, Mary Lou Williams A
Susan Eversn, Saint Louis University
This symposium describes the planning, implementation and initial assessment of a new, unique Ed.D. program offered at a major university that grants both Ph.D.s and Ed.D.s in educational leadership. Projects, work teams, problem-based learning, product development, policy analysis, and project management are the major ideas around which the program is built. The symposium will provide a comprehensive overview of the program’s development, theoretical framework, structures, practices and initial outcomes.

8.4, Mary Lou Williams B
Symposium: Teaching for Equity and Social Justice in Educational Leadership Programs: Presenting and Discussing Four Program Perspectives
Joanne Marshall, Iowa State University; Julie Causton-Theoharis, University of Wisconsin; Madeline Hafner, University of Utah; George Theoharis, University of Wisconsin
This symposium provides a forum for researchers, practitioners, and policymakers to engage the question of how to organize educational leadership programs around ideas of equity and social justice. Ideas from four program’s perspectives will be presented. Symposium attendees will be invited to respond in small and large group discussion.

8.5, Big Joe Turner A
8.6. Big Joe Turner B
Conversation: What Are We Doing to Increase Diversity in Educational Leadership and What Should We Be Doing?
Jeff Brooks, Florida State University
Over the past few years, UCEA has supported a conversation on increasing diversity in educational leadership. Ideas have been shared and gathered. In this session, those and new ideas will be presented and discussed within the larger question of “What should be doing as individuals and as programs, to increase diversity in educational leadership?”

8.7. Lester Young A
Invited Session: Evaluating Leadership Preparation Programs: Intermediary Investigations into Exemplary Programs and Initiatives
Terry Orr, Columbia University and Robert Kotkamp, Hofstra University; Kathy O’Neil, Southern Regional Educational Board; Russ French, University of Tennessee; Debra Moultry, Stanford University; Steve Davis, Stanford Graduate School of Business; Denise Quigley and Lyn Liao, The Broad Foundation; Todd Kern, News Leaders for New Schools; Laraine Roberts, Southern Regional Educational Board; Russ French, University of Tennessee; Debra Meyerson, Terry Orr, Columbia University and Robert Kotkamp, Hofstra University; Kathy O’Neil, Southern Regional Educational Board; Russ French, University of Tennessee; Debra Moultry, Stanford University; Steve Davis, Stanford Graduate School of Business; Denise Quigley and Lyn Liao, The Broad Foundation; Todd Kern, News Leaders for New Schools; Laraine Roberts, WestEd’s Innovative Approaches to Alternative Recruitment and Preparation of Educational Leaders Study
This symposium is designed to highlight the focus and priorities of each of multi-site initiatives, their evaluation objectives, and their progress to date. Significant attention will be given to how these initiatives are resolving various evaluation challenges and the measures of leadership and leadership impacts they are using for their follow up studies of graduates.

8.8. Lester Young B
Paper Session: Leadership for Equity and Social Justice
Discussion Leader: Michael Dantley, Miami University
Chair: Susan C. Faircloth, The Pennsylvania State University
Sleight of Hand: The Color Blinding of American Educational Policy
Eric Freeman, Georgia State University
Under No Child Left Behind, American education policy continues to veer toward the adoption of a colorblind approach to school change and improvement. Although on the surface, NCLB acknowledges the academic underperformance of specific racial, ethnic, and economic subgroups, at a deeper level it fails to systematically recognize the antecedents of school failure as originating in any institutions outside of school. Low-income and people of color lag behind whites in almost all social indicators, yet as reflected in current educational reform policy initiatives. Leadership is argued as spatial practice that must be mediated by concerns for equity, social justice, and democracy.

Race as a “Plus Factor” in School Finance Policy
Bruce Baker, University of Kansas; Preston C. Green, The Pennsylvania State University
This paper presents a new approach to remedies for race-based school funding disparities and for race-based student outcome disparities found in states like New York and Kansas.
appeared that community members forgot that they had a voice and a responsibility related
to their public schools.

8.10, Jay McShann B
Paper Session: Educational Leadership in International Contexts
Discussion Leader: Hanne Mawhinney, University of Maryland
Chair: Carolyn D. Herrington, Florida State University
Exploring School Principal’s Leadership Behaviors from Cross-Cultural Perspective
Young Ha Cho, Korean Educational Development Institute
This study was to delve into conceptual construction of leadership from theoretical
approach to cross-cultural comparison. Leadership theories were theoretically analyzed from
sociological perspectives through literature review to contribute to clear definition. Experi-
ment approach cross-culturally compared leadership behaviors of five international groups in
terms of structural, human resource, political, and symbolic leadership frames to figure out
how leadership is differently expressed in diverse cultural contexts.

Leadership and Secondary School Effectiveness in Alberta Initiative on School Improvement
(AISI) Schools
University of Alberta: Rosemary Foster and Bonnie Stelmach
Although arguments in the educational policy arena and academic journals claim leadership to
be a critical factor in the improvement of secondary schools, there is ambiguity surrounding the
sources and role of leadership, and little research that documents site-based school members’
educator, parent, student) perceptions and expectations. The proposed roundtable reports
on a study of educator, parent, and student perspectives of leadership in secondary schools
that are involved in a state/provincial government-sponsored “school improvement”
initiative.

Educational Reform in the Federal Republic of Germany: Effects of School Leadership on
Organizational Culture and the Implementation of Change
Nanci Shaw, Iowa State University
Amidst federal mandates, changing demographics, and fiscal austerity, school administrators
in German schools face demands similar to those in the US. This qualitative study explores
the effects of educational leadership in German schools on the implementation of reform and
on organizational culture in light of social, political, and economic influences.

Learning Opportunities for School Leaders Across National Boundaries: Lessons from an
International Collaboration of Middle Schools
Brady Pirtle, University of Washington
This paper explores early findings from an international project examining learning and
leadership connections in middle schools in seven nations. The paper argues that the
traditional models of “tourist exchanges” are inadequate to capitalize on the opportunities for
substantive inter-nation partnership. Given increasing international opportunities for school
partnerships, and arising from comparative policy analysis, the paper proposes an agenda
for building future leadership and learning exchanges between schools in other countries.

8.11, Andy Kirk A
Paper Session: Influences on the Preparation of Educational Leaders
Discussion Leader: Megan Tshannen-Moran, College of William and Mary
Chair: Juanita Simmons, University of Missouri-Columbia
Revamping Principal Preparation Programs in One State: A Content Analysis of the Program
Review Process
Carolyn Wanat, University of Iowa; Donald Hackmann, University of Illinois-Urbana-
Champaign
Leadership programs are challenged to provide field-based, performance assessment licenses.
This paper examines revision of one state’s principal licensure programs. Content analysis
of state mandates for change, guidelines for revision, and approved applications revealed
increased field-based activities, better integration of content between courses, and increase in
clinical faculty.

Rising Stars: A Standards Based Approach to Developing Emerging Leaders
Robert Michael, North Georgia College and State University; Georgia’s Leadership: JoAnn
Brown, Ann Duffy, and Gale Hulme
Workshop participants will explore content, context and process issues related to a stan-
dards-based approach for creating an alternative leader preparation program.

Whose Program is This? Educational Leadership Programs and the Challenge of NCATE/ELCC
Standards
Kathrine Gutierrez, Nona A. Prestine and Jillian Reese The Pennsylvania State University
An interactive roundtable to promote dialogue amongst practitioners/researchers interested in
the course of Educational Leadership programs to prepare practitioners/researchers to
function in a diverse educational environment, in light of meeting standards of the National
Council for Accreditation of Teacher Education (NCATE) and the Educational Leadership
Constituent Council (ELCC).

A Case Study: The Confluence of University-Based Knowledge and Practitioner - Based
Knowledge in a Graduate Degree Program - Opportunity or Tempest in a Teapot?
Lenore Foster, Washington State University
This paper recounts the dynamics, dispositions, and resolutions of tenure track faculty and
school leadership practitioners in delivering a collaborative field-based credential and degree
program in Educational Leadership. The dynamics recounted in this case study illustrate the
need for understanding by university-based faculty and by practitioners serving as faculty in
a field-based credential and degree program of the necessity in planning the deliberate
confluence of university-based and craft knowledge in the holistic education of graduate
students aspiring to leadership in P-12 schools.

8.12, Andy Kirk B
Information Meeting: Editing the Journal of Leadership Education
Michelle Young, UCEA and Catherine Lugg, Associate Director for Publication
Executive Director, Michelle Young, and Associate Director for Publications, Catherine Lugg,
will discuss the launch of a new UCEA-sponsored interdisciplinary journal focusing on key
issues affecting professionals in educational administration.

8.13, Basie Ballroom C
Innovative Session: Preparing Administrators To Be Technology Leaders
Scott McLeod, University of Minnesota; Joan Hughes, University of Minnesota; Jonathan
Becker, Hofstra University; Joyce Logan, University of Kentucky; David Quinn, University of
Arizona
This session describes the University of Minnesota School Technology Leadership Initiative
(STLI), the first academic program in the country based on the National Educational
Technology Standards for Administrators. Participants will utilize interactive student
response systems as part of the session and will receive information on how university
educational leadership programs can receive free assistance from the STLI with their
technology-related preparation practices for school administrators. Representatives from
universities currently participating Program will their experiences with participants.
Past Presidents’ Welcome Reception
Friday, 6:45 PM - 9:00 PM
Kansas City Marriott Downtown, Basie Ballroom B/B1

Margaret Grogan, Immediate Past President of UCEA, welcomes all UCEA participants to the 18th 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 43 past presidents, is hosted by UCEA 2003-2004 President, Margaret Grogan, the UCEA Executive Committee, and the UCEA Headquarters Staff. A special thanks should go to Kansas State University for sponsoring the reception and the session.

Kansas City Marriott Downtown, Basie Ballroom A/A1
Friday, 5:30 pm - 6:45 pm
Friday Evening General Session
Welcomes and Introductions:
Dean Michael Holen, Kansas State University
Out of the Shadows: The Journey of Buck O’Neil
Keynote: Buck O’Neil

John Jordan “Buck” O’Neil was born November 13, 1911 in Carrabelle, Florida. He was introduced to baseball at an early age by his father, who played for local teams. He was nicknamed “Buck” after the co-owner of the Miami Giants, Buck O’Neal. A segregated America denied O’Neil the chance to play Major League baseball so he showcased his skills with the Kansas City Monarchs of the Negro Leagues. O’Neil had a career batting average of .288. He played in three Negro American League All-Star games and in two Negro American League World Series. In addition to his career with the Monarchs, O’Neil teamed with the legendary Satchel Paige during the height of Negro League barn-storming in 1930’s and 40’s to play countless exhibition games. He was named the Major’s first black coach by the Cubs in 1962 and is credited with signing Hall of Fame baseball players Ernie Banks and Lou Brock to their first pro contracts. Through his tireless crusade, America is awakening to the incredible story of the Negro Leagues and the NLBM as the world’s only museum dedicated to preserving the Negro Leagues’ history.

Session 10, Saturday, 7:00 AM - 8:00 AM

10.1, Julia Lee AB
UCEA Program Centers Directors’ Meeting
George J. Petersen, Cal Poly San Luis Obispo, UCEA Center Directors, and the UCEA Executive Committee

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

11.1, Julia Lee AB
Innovative Session: The Faces Haven’t Changed: A Call to Capture the “Voice” of Women Educators Nationwide
Helen Sobehart, Duquesne University; Margaret Grogan, University of Missouri-Columbia; Norma Mertz, University of Tennessee-Knoxville; Sue Shepard, Southeast Missouri State University; Sharon Adams-Taylor, AASA; Shirley Kennedy Keller, AASA; Jane McDonald, George Mason University; C. Cryst Brunner, University of Minnesota; Marilyn Grady, University of Nebraska-Lincoln

This community building session intends to create a higher level energy around the compelling need to share the “voice” of women in educational leadership. The panel will use a provocative opening approach to emphasize the need for better accessibility to information and research about women, and to views written by them. Panelists will engage and capture conversation about how the community can more strongly support and disseminate the female experience in educational administration.

11.2, Bennie Moten AB
Michael Dantley, Craig Saddlere, Miami University; Linda Tillman, Richard Machesky, Wayne State University; Nkrumah Dixon, Texas A & M University

This conversation focuses on three questions all geared to seeing the implementation of the Brown decision in a more practical and purposeful manner in America’s public schools. These questions will guide this discussion as three African American graduate students assess the implementation of the Brown decision and the repercussions of its partial adoption as well as the strategies that have been used to buffer resistance to its full achievement. The issues of smaller learning communities, critical race theory, and identity orientation theory will provide the foundation for this timely conversation.

11.3, M. L. Williams A
Conversation: “Divertual” Learning: Implications of Teaching Cultural Diversity Online vs. Face to Face
University of Dayton: Llewellyn Simmons, Carolyn Ridenour, Timothy Ilg, and William Place

What is/should be the role of educational leadership in addressing issues of equity and social justice? The purpose of the paper is to explore the potential strengths and weaknesses of delivering a course in cultural diversity to future school administrators online as opposed to a traditional face-to-face classroom setting. The researchers explore the above question in addition to issues of cultural diversity in schools including race, gender, social class, ethnicity, religion, special needs, and sexual orientation.

11.4, M. L. Williams B
Symposium: Insiders and Outsiders: Two Perspectives on Coaching for School Change
University of Washington: Juli Swinnerton and Liz Marzolf

This interactive symposium focuses on the relationship between coaching and school change and the emerging insights regarding the tensions inherent in coaching as a model of reform. The symposium presents two studies that provide glimpses into the work and issues of coaching from two different perspectives. One study analyzes the journey of two district-based instructional coaches working to support school transformation in an urban school district. A second study focuses on connections between coaches’ theories-of-action and theories-in-use.

11.5, Big Joe Turner A
Conversation: Teaching, Research, and Scholarship in Education Law: A Reflection on the Past and Continuance for the Future
Patrick Pauken, Bowling Green State University; Philip T.K. Daniel, Ohio State University; Jacqueline A. Stelkovich, The Pennsylvania State University; David Dagley, University of Alabama

The purpose of this conversation session is to bring together expert panelists and attendees to share methods, approaches, materials, and philosophies of teaching, research, and scholarship in school law, particularly in light of fiftieth anniversary of Brown v. Board of Education and the necessary attention school law must receive for effective leadership preparation and leadership practice.
11.6. Big Joe Turner B
Point-Counterpoint: Commercialism and Education: Can the Two Fit Together?
Eric Anctil, Washington State University
In this session, participants will discuss whether private commercial interests and education can be balanced in a way that does not threaten the integrity of education. Is there a moral breach when students who are enrolled in a compulsory education system are forced to view and engage with sponsored products?

11.7. Lester Young A
Paper Session: Issues in Leadership Preparation
Discussion Leader: Carolyn L. Wanat, University of Iowa
Chair: Patricia Marcellino, Adelphi University

Theory into Practice: Preparing Campus Principals
Vera Wehring, Austin School Leadership Academy; Glenn Nolly, University of Texas at Austin
With the abundance of research and literature available on school leadership, leadership preparation programs’ innovative practices, particularly in regard to how the district/ university collaborative program and intensive field work designs influence graduate leadership outcomes, as compared to more conventional programs with less intensive field work and less emphasis on theory-practice links. A program-theory-based comparison of the two program models will highlight the unique influences of collaboratively designed (in contrast to conventionally designed) programs and their impact on leadership practice (Weiss, 1998).

Learning Outcomes of an Educational Leadership Cohort Program
Pamela Tucker, University of Virginia; Cheryl Henig, Warrensburg, Missouri School District; Michael Salomonowicz, 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.

Collaborative Leadership Preparation: A Comparative Study of Innovative Programs and Practices
Maggie Barber, University of San Diego; Terry Orr, Columbia University
This paper examines the comparative impact of two university leadership preparation programs’ innovative practices, particularly in regard to how the district/university collaborative program and intensive field work designs influence graduate leadership outcomes, as compared to more conventional programs with less intensive field work and less emphasis on theory-practice links. A program-theory-based comparison of the two program models will highlight the unique influences of collaboratively designed (in contrast to conventionally designed) programs and their impact on leadership practice (Weiss, 1998).

Teaching about Women’s Experiences in and Perspectives on Educational Leadership: Student Learning and Resistance
Meredith Mountford, University of Missouri-Columbia; Linda Skrla, Texas A & M University; Michelle Young, UCEA
A review of research on gender and educational leadership revealed a strong belief that educational leaders (both current and future) need to be exposed to literature on gender and educational leadership. This paper presents the results of a study focused on student’s perceptions of the relevancy and usefulness of such literature being included in their Ed.D. preparation program as well as their ability to make use of that literature throughout their program work.

11.8. Lester Young B
Paper Session: Non-Traditional Voices in Teacher Preparation and Development
Discussion Leader: Bob L. Johnson, University of Utah
Chair: Barbara Polnick, Sam Houston State University

Naturally-Occurring Facilitation among Teachers: Implications for School Leadership
Joseph Blase, University of Georgia
This study investigates teachers’ perspectives on naturally occurring teacher-to-teacher facilitation from the perspective of “assisted” teachers. Specifically, this study examines teachers’ actions that assisted teachers define as directly or indirectly influencing their teaching (i.e., helping them to teach more effectively) and the effects of such actions on assisted teachers’ reflection, teaching, and feelings. Implications for school leadership are explored.

11.9. Jay McShann A
Paper Session: Negotiating Identity and Leadership
Discussion Leader: Judy A. Alston, Bowling Green State University
Chair: Patrick M. Jenlink, Stephen F. Austin University
Creating Inclusive Urban Schools through an Identity Orientation Leadership
Jean Madsen, Texas A & M University; James Earl Davis, Temple University
Leaders striving to address issues of diversity in areas of organizational structure, task and reward structure, and organizational outcomes need to understand the implications of identity orientation and its relationship to school participants. The intent of this study was to examine how administrators of different ethnicities in successful urban schools establish a relational orientation to create successful urban schools.

Negotiating Whiteness: White Leaders’ Experience in Schools Serving Students of Color
Brynnen Ford, University of Wisconsin-Madison
This paper brings to light the professional and personal experiences of four white, K-12, urban, public school leaders as they lead schools with significant populations of students of color. What does it mean for them to be both white and a school leader? What difference does their whiteness make, if any, to their efforts to “close the achievement gap” between white students and students of color? The answers to these questions, and more, are discussed in this qualitative research paper based on revelatory case studies of four white school leaders.

Latinx K-12 Leaders on Leading: Racial identity and Its Impact of Leadership Practice
Frank Hernandez, University of Wisconsin-Madison
This study examines how teacher leaders negotiate access to classrooms and encourage instructional change in light of teacher resistance. Findings indicate that teacher leaders frequently compromise their instructional improvement objectives to help them gain access. Further evidence suggests that administrative support can help teacher leaders access classrooms and improve instruction.

Supporting Teacher Commitment in High-Poverty Schools: A New Challenge for District Policy and School Administration
Sue Muchler, University of Texas at Austin
Interviews with teachers who work in high-poverty schools reveal a powerful interplay between individual teachers and the school organization that influences the emergence and continuation of their commitment to the school. Findings point to promising policy and administrative actions toward retaining qualified teachers in schools serving children of poverty.

Changing the Face(s) of Education: Involving Students in Professional Development
Auburn University: Cynthia Reed, Marshall Winters, Charles Ledbetter
This paper offers insights about the impact of student involvement in professional development provided through an innovative, three-phase leadership academy on administrators, teacher leaders, and schools. Nontraditional and traditional student leaders were active participants in the leadership academy. Qualitative research approaches were used to explore the ways that students were involved, how adult perceptions about school reform were changed, and whether school-based practices have changed since involving students.
This critical qualitative study collected data from twelve Latina/o principals in the Upper Midwest to learn how their racial identity development impacted their decision to become a school leader and how it influenced their leadership practice. In so doing, I develop a theory of Latina/o leadership.

Emerging Non-Racist Educational Leaders: White Aspirants Constructing the “Other”
Sylvia Mendez-Morse, Texas Tech University

This study is an investigation of white students’ written reports of interviews they conducted with people of color. White identity development was used to examine the white educational leader aspirants’ self-reflection on the interview process and product as well as their reconsiderations of issues concerning equity and social justice.

Does Choice Increase Equitable Educational Opportunities for Disadvantaged Students?
John W. McHale, University of North Carolina

School Choice: Leadership Implications for Capacity Building
Sylvia Mendez-Morse, Texas Tech University

The paper analyzes a conflict in two southern school systems between No Child Left Behind and desegregation. Richmond County, Georgia and Pinellas County, Florida have each challenged the law’s transfer policy on the grounds that it might disrupt racial balances that were part of their current court order or stipulation.

Implications of District Responses to Competitive Conditions
Chris Lubinski, Iowa State University

Some argue that school choice is the new civil right, offering disadvantaged students access to quality educational opportunities. This study examines the distribution of choices through district open-enrollment policies. The findings suggest that competition increases options for more affluent students, not the communities identified as most in need of alternatives.

School Choice: Leadership Implications for Capacity Building
University of Alberta: Frank Peters and Jose L. Da Costa

Using Garms’ triangle (i.e., equality, efficiency, & liberty) as the point of departure, and by (a) drawing on empirical evidence gathered by researchers developing a school choice road map for Canada and (b) school achievement data from Alberta, this paper will develop a school choice accountability framework for school district, and government educational leaders.

Community Resistance to School Choice: Implications for Equity in the Post-Brown Era
Janelle Scott, New York University

Analyzing Parenti’s (1978) framework for examining power in social movements, this paper analyzes one recent movement of community resistance to educational choice and privatization. This movement resulted in the rejection of the plan to privatize five low performing schools in New York City through contracting with Edison Schools, a for-profit EMO. This case suggests that there is significant support for reforming public schools over private sector solutions.

Does Choice Increase Equitable Educational Opportunities for Disadvantaged Students?
Janelle Scott, New York University

In this interactive roundtable session, participants will learn about the characteristics, behaviors, and training of effective educational leadership department chairs. The purpose was to develop a profile of an effective chair and identify the training that made them effective. The data revealed that the chairs had prior administrative experience and a commitment to professional development. The subordinates identified visionary, ethical and moral leadership as important.

Parent Involvement in School Improvement: The Parents’ Perspective
Bonnie Stelmac, University of Alberta

Education increasingly emphasizes parent involvement. This paper seeks the informative voice of Alberta parents who participated in a provincial school improvement project to learn: (i) parents’ expectations for school-led improvement, (ii) parents’ definition of “meaningful involvement,” and (iii) how parents’ perspectives regarding school improvement parallel the intent of policy makers.

Fifty Years After Brown 1954: The Evolution of a “New Deal” or a “New (Or)Deal” for African-American Leadership in America’s Public Schools?
Collette Bloom, University of Houston; George J. McKenna, Pasadena Unified School District; Darlene Westbrook, University of Texas at Austin; Virginia Leiker, Spring Branch Independent School District

The roundtable examines how the Brown decision created new challenges for educational leaders administering federal programs as special education and compensatory funding. The programmatic intent was to “level the playing field”; however, unintended consequences occurred - disproportionately discriminating against African Americans. A discussion on how leaders maintain equity and social justice under these federal mandates will produce a qualitative study.

Does Choice Increase Equitable Educational Opportunities for Disadvantaged Students?
John W. McHale, University of North Carolina

The Pennsylvania State University: Jillian Reese, William Frick

The current, intense focus on educational improvement and change demands a reliable system of accountability. Most existing accountability systems depend on the use of cohort driven test results that provide a comparison of different groups of students from year to year. Unfortunately, the data assists little in providing a true and accurate gauge of what schools in fact contribute to academic achievement and identifying performance gains for individual students (Wiggins, 1993; Wilde, 2002). In this paper, we address the Tennessee Value-Added Assessment System (TVAAS), a longitudinal system of collecting and interpreting data on student achievement.

Intensification of One District’s Management Discourse in Response to Performance Monitoring in Texas: A critical discourse Analysis
Brendan Maxcy, University of Missouri-Columbia; Thu Suong Thi Nguyen, University of Texas at Austin

Employing critical discourse analysis, this study examines the intensification of the management discourse in an urban Texas school district responding to accountability pressures. The paper argues performance-monitoring pressures may reinforce and intensify command and control traditions in traditional administration, maintaining and possibly exacerbating longstanding achievement gaps among student groups.

Preparing Educational Leaders for Roles in Administrating Special Education
Jean Crockett, Virginia Tech

As an African-American educator, Dr. Kolb not only worked through some of the most important years of special education but he also lived through school desegregation. “I felt like I was walking through a history book of leadership in education.” (Words of an aspiring school leader, 2001) In this interactive roundtable session, participants will learn about the
changing faces of leadership through the Special Education Leadership Oral History Interview Project. This research-in-progress was designed to help aspiring leaders collect and analyze historical data, and make administrative decisions in the spirit of reflection and anticipation.

Table G: Partnerships Among Universities: Creating Increased Opportunities in Principal Preparation
San Diego State University: Diane Yerkes, Margaret R. Basom, Marge E. Dean Partnerships Among Universities: Creating Increased Opportunities in Principal Preparation. The session will describe a partnership among four universities that provides enhanced opportunities for students to experience the principal’s job through systematic mentoring by highly-skilled principals. Preliminary data will be presented, followed by structured conversation about possibilities for expanding such a program so that more students and universities might participate.

Table H: Evaluation of Student Learning Experiences and Outcomes in an Educational Administration Online Program through a Constructivist Perspective
Christina Hart, Vanderbilt University This paper outlines a research project that evaluates an online educational administration program. A case study utilizing interviews, groups and surveys explores the online learning process. The focus is on using a constructivist framework as the measure for evaluating the quality of the students’ learning experiences and learning outcomes.

Table I: Multicultural Education in the United States and Canada: The Importance of National Policies
Reva Joshee, OISE/University of Toronto; Lauri Johnson, SUNY-Buffalo Multicultural education in the United States and Canada is a narrative of contestation best understood by situating current local policies in the historical, political, social, and organizational webs of which they are a part. This paper describes multicultural policies in the U.S. and Canada, examining their historical development since the 1930s by using contextualized examples of New York City and Toronto.

Table J: Book Discussion
James Lyons, University of North Carolina-Charlotte In this session, the author proposes to moderate an interactive book discussion of James T. Patterson’s book, *Brown vs. Board of Education: A Civil Rights Milestone and Its Troubled Legacy*. While the roles of key actors involved in the Brown vs. Board of Education decision will be briefly addressed, the primary focus will be on fostering an active, engaging discussion on the legacy of the Brown decision for schools in particular and society in general. The goal is to have participants reach their own conclusions regarding whether the noble intentions of the U. S. Supreme Court have been or are yet to be realized.

Table K: Incorporating SREB Instructional Modules Into Leader Preparation Activities
Central Missouri State University: James Machell, Cliff Mohn, Gene Vinson, Randy Dewar, Carl Grigsby, Mary Coker, Julie Blaine, Sandy Hutchinson and Chris Belcher, Warrensburg, Missouri School District This session focuses on how faculty members in one school leader preparation program engaged in an initiative designed to incorporate course content and learning activities gained through training in the Southern Regional Education Board’s recently developed instructional modules.

Table L: Preliminary Results from a University/State Department Collaboration in the Preparation of Alabama Superintendents
University of Alabama: John Freeman, Harold Bishop, Jeff Scott, Rose Mary Newton, Richard Rice and Feagain Johnson, Alabama State Department of Education Preliminary results of the University of Alabama Superintendents’ Academy will be presented. Each year 25 applicants are selected to participate in six seminars designed to prepare them for the superintendency. The results include seven graduates becoming superintendents, with six women and two African Americans making up the group.

Table M: Lessons Learned from Teaching Teacher Leadership and School Improvement in an On-line Environment
Appalachian State University: Kenneth Jenkins, Sara O. Zimmerman, and Doris M. Jenkins This presentation discusses the results of some research acquired from teaching a course in Teacher Leadership and School Improvement in an on-line environment. While the content focus of the course was on Distributed Leadership, both students and professors found their greatest learning came from interacting in this virtual environment, where electronic interaction became a proxy for face-to-face interactions.

11.12, Andy Kirk A
Conversation: UCEA Center on Academic Leadership: Preparing for the Future
Mimi Wolverton, University of Nevada-Las Vegas; Walter H. Gmelch, Iowa State University Department chairs often come to the position reluctantly with little interest and little preparation. One of the goals of the Center is to promote effective academic leadership through ongoing professional development. Session conveners will discuss recent Center efforts to prepare academic leaders who work at the department level.

11.13, Andy Kirk B
Informational Meeting: Hosting UCEA Headquarters
Gary Crow, 2004-2005 UCEA President and Michelle Young, UCEA
UCEA has issued an RFP for a new hosting institution, effective 2006. Gary Crow and Michelle Young will discuss the benefits of hosting the UCEA headquarters and will answer questions regarding hosting UCEA.

Session 12, Saturday, 9:30 AM – 11:00 AM

Basic Ballroom AA1/BB1
The Pennsylvania State University Misfiter Lecture
Welcomes and Introductions:
William Boyd, The Pennsylvania State University
Presentation of the Roald F. Campbell Award
Fran Kochan, Auburn University
Joseph Beckham, Florida State University
Silent Covenants: Brown v. Board of Education and the Unfulfilled Hopes for Racial Reform
Mary Beth Lambert, Small Schools Project

Keynote: Derrick A. Bell, Jr.
During his 40-year career, Derrick Bell has served as a lawyer, activist, teacher, and writer. Professor Bell became the first tenured black professor at the Harvard Law School in 1971. He relinquished it in 1992 to protest the lack of women of color on the faculty. Professor Bell left his position of dean of the Oregon Law School after the school refused to offer an Asian-American woman the faculty position. Professor Bell has also served as Executive Director of the Western Center on Law and Poverty at the University of Southern California Law School, Counsel for the NAACP Legal Defense Fund and Deputy Director of the Office for Civil Rights in the Department of Health, Education and Welfare. Bell has been widely published in professional journals, national magazines, and newspapers. Professor Bell is also the author of two books, *Race, Racism, and American Law*, published initially in 1973 and *Constitutional Conflicts*, published in 1997. Professor Bell also penned his own autobiographical works, *Confronting Authority: Reflections of an Ardent Protester* exploring his experiences as an educator in a world still plagued by racism.
Sincere Thanks to Our Convention Co-host and Sponsors

Each year, the UCEA Annual Convention is hosted by one or more member universities. In the past 17 years that UCEA has held the convention, approximately twenty-two of our member institutions have served as generous co-hosts. In all cases, these cooperative endeavors served to showcase the co-host’s College of Education and faculty and create a more dynamic relationship between UCEA and the co-host institutions.

UCEA greatly appreciates the substantive contributions that co-hosts make to the Annual Convention. This year, the Convention co-host, Kansas State University, has provided invaluable assistance.

Kansas State University Dean Michael Holen of the College of Education will welcome UCEA attendees on Friday evening at the Past President Reception. Faculty members from Kansas State participated on the convention planning committee, coordinated and hosted the keynote speech and reception at the Negro Leagues’ Baseball Museum with Buck O’Neil, arranged several key sessions including a session on fiscal equity in educational finance and a workshop on international opportunities for faculty to teach and travel overseas. Please take a moment to help us thank Kansas State University for their generous contribution to the 2004 Convention.

UCEA would also like to extend a sincere thank you to the University of Missouri’s ongoing support as the host of UCEA’s headquarters and their special contribution to co-host the Annual Banquet. Dean Richard Andrews of University of Missouri-Columbia’s College of Education will welcome UCEA attendees at the Friday morning General Session. Also, a special thanks to the Ohio State University for supporting the Video Interview of Jack A. Culbertson, and the University of Utah for co-sponsoring the Sunday morning breakfast with UCEA. Finally, each year The Pennsylvania State University and the University of Texas at Austin has provided invaluable assistance.

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@missouri.edu.

Session 13, Saturday, 11:10 AM – 12:30 PM

13.1, Julia Lee AB
Symposium: Responsible and Responsive Academia
Kathryn Bell McKenzie, Texas A & M University; Encarnacion Garza, University of Texas at San Antonio; Sarah W. Nelson, Texas State University-San Marcos; James Joseph Scheurich, University of Texas at Austin; Leticia Romero Grimaldo
These papers are examples of professors of educational leadership who accept the responsibility for and are responsive to the needs of students. By working alongside their students to improve schools, these professors have learned the complexities of leading diverse schools and are using this knowledge to inform their practice.

13.2, Bennie Moten AB
Innovative Session: Interactive Research Symposium: Opening the Black Box on Our Theories of Leadership Preparation
Terry Orr, Columbia University; Maggie Barber, University of San Diego; Bruce Barnett, University of Texas at San Antonio; Tricia Browne-Ferrigno, University of Kentucky; Naftaly Chaman, University of California-Santa Barbara; Elaine Wilmore, University of Texas-Arlington; Robert Kottkamp, Hofstra University; Miles Bryant, University of Nebraska-Lincoln; Kathleen O’Neill, Southern Regional Education Board
This interactive symposium is designed to co-create knowledge useful for research and evaluation on the program theories and field application outcomes of leadership preparation programs. Its aim is to identify and assess measures of leadership and learning theories that underpin preparation programs and show, through available research evidence, their relationship to program outcomes.

13.3, Mary Lou Williams A
Symposium: Transforming Large Urban High Schools into Small Learning Communities
University of Texas at Austin: Edward Fuller, Pedro Reyes, Debbie Blue, and Thu Syong Nguyen; and University of Houston: Joy Phillips, Pat Holland, and Joseph Kotarba
There is growing consensus that high schools are ineffective for large numbers of students. This symposium examines efforts to restructure 25 large, urban high schools into small learning communities. The five papers examine the reform effort, student outcome results, and the role of leadership within three of the restructuring schools.

13.4, Mary Lou Williams B
Symposium: Preparing and Retaining School Leaders
Judith Toure, University of Pittsburgh; University of California, San Diego: Lea Hubbard and Maggie Barber; Mary Kay Stein, University of Pittsburgh
The goal of this symposium is to expose the complexity of school leadership programs in their struggle to connect academic curriculum with real world practice. It marks a shift away from merely identifying the problem, however, and instead, offers possible solutions. Second, as programs struggle to recruit and retain a diverse population of aspiring school leaders, this session will contribute new insight into strategies that can facilitate this goal. Taken together the papers have tremendous potential to help inform educators and policymakers in ways that will improve school leadership programs.

13.5, Big Joe Turner A
Symposium: Research on Preparation Programs in Educational Administration
Vanderbilt University: Joseph F. Murphy and Mike Vriesenga
This session provides an overview of the state of research on preparation program in educational administration. Composed of three key parts, the study provides background on
the nature of the research done, the nature of empirical work in the field, and the recommendations drawn from the analysis of the two earlier components.

13.6, Big Joe Turner B
Innovative Session: Leadership Academies: Training Prospective Administrators Through District Cohort Groups And Collaborative Teams Of University/Public School Personnel
Kansas State University: Teresa Miller, Randal Bagby, and Gerald Bailey; and Rick Dell, Rockcreek County Kansas School District
This session will provide an overview of a unique leadership academy concept developed collaboratively by university professors and school superintendents to train district cohort groups of prospective administrators through a non-traditional blend of theory and practice.

13.7, Lester Young A
Paper Session: Interrogating the Role of Culture and Critical Difference in School Leadership
Discussion Leader: Janie Lindle, Clemson University
Chair: Carol Mullen, University of South Florida
Intergroup Conflict and Its Implications for Creating Inclusive School
Jean Madsen, Texas A & M University
Cox (1994) contends that due to variations among an individual’s and group identity and organizational differences, intergroup tensions develop that impede the attainment of the organization’s goals. The intent of this study is to examine how intergroup differences affected Black South African teachers’ ability to educate other children in predominantly Africans-medium schools.

Possible Selves: Southwestern American Indian Secondary School Girls
Dana Christman, New Mexico State University
This qualitative research study focused on how American Indian secondary school girls constructed meaning from their experiences in the classroom as well as how their teachers’ pedagogical styles influenced them. Findings indicate that Possible Selves theory is useful in identifying how these secondary school girls view themselves and their futures and “teaching against the grain” may be difficult for teachers in today’s educational climate.

Measuring Perceptions of Social Justice
Kieran Killeen, University of Vermont; Susan Hasazi, University of Vermont; H. Bud Myers, Vermont Department of Education; Ted Creighton, Sam Houston State University
This paper session proposal concerns how programs that lead to the licensure of school administrators in the United States address issues of social justice. The findings emerge from a representative, national survey of faculty (N = 130) in educational administration and leadership programs conducted in the spring of 2004.

“Making Her Community a Better Place to Live”: Culturally Responsive Urban School Leadership
Lauri Johnson, SUNY-Buffalo
This historical study illustrates the “culturally responsive” practices of Gertrude Ayer, New York City’s first African American woman principal who assumed leadership of her Harlem school in 1935. A theoretical model of “culturally responsive” leadership, derived from both historical and contemporary case studies of African American women leaders, is proposed.

13.8, Lester Young B
Paper Session: Instructional Leadership and Praxis in the 21st Century
Discussion Leader: Sally Zepeida, University of Georgia
Chair: Judith A. Ponticell, University of South Florida
Instructional Leadership in a Post Brown Era: A Story of High School Principals in High-Poverty and One-Race Schools
Augustina Reyes, University of Houston
Instructional leadership assumes that the critical focus of attention by leaders is the behavior of teachers as they engage in activities directly affecting the growth of students (Leithwood, Jantzi, and Steinback, 1999). In practice, principals in high-poverty schools may spend ten percent or less of their time on instructional leadership.

NCLB Influence on Instructional Leadership
Katherine Heeren, The Pennsylvania State University
This paper analyzes the past and current research on instructional leadership. Using current constructs of instructional leadership, such as Hallinger’s (2000) conceptual model, principal interviews, and NCLB mandates, are used to examine how the role of the principal as an instructional leader is likely to change during the next decade.

Responding to the Education Reform Agenda: A Study of School Superintendents’ Instructional Leadership
Paul Bredeson, University of Wisconsin-Madison; Brad W. Kose, University of Texas at Austin
Once considered to be the instructional leader and teacher of teachers, more recently the discourse on the work of superintendents has shifted to politics and collaboration focused on excellence and educational outcomes. There is little doubt that the work of superintendents has increasingly become defined by political pressures (local, state, and national), high public visibility, unpredictable school finances, and greater external controls exerted through judicial rulings and state and federal legislation, e.g. ESEA—No Child Left Behind and standards-based reform in the U.S.

Situating Texas School Finance Policy in a Critical Race Framework: Methodology, Analysis and Practice
Enrique Aleman, University of Texas at Austin
Traditionally, a “rational” framework has been utilized in framing the political debate on “equity” and “fairness” in Texas school finance policy. This paper analyzes school finance provisions of Texas law from a critical race theoretical perspective and describes how Mexican American students are disadvantaged by the state’s school finance system.

13.9, Jay McShann A
Invited Session: Julie Laible Memorial Session for Junior Professors
Jay D. Scribner, University of Texas at Austin; Jay P. Scribner, University of Missouri-Columbia
Julie Laible was an assistant professor in educational leadership at the University of Alabama when she was tragically killed. This session was established in memory of her work, commitment and contributions to UCEA, which were extraordinary given her limited time as a professor. Jay D. Scribner, her mentor, and Jay P. Scribner, her colleague, will lead this session for junior professors focused on building a research agenda.

13.10, Jay McShann B
Paper Session: Effective Management and Decision-Making
Discussion Leader: Fred Lunenberg, Sam Houston State University
Chair: Barbara DeLuca, University of Dayton
Equity Consequences of School-Based Management
Adam Nir, Hebrew University of Jerusalem
To what extent the introduction of SBM affects schools’ incomes and educational equity? An analysis of financial reports coming from 31 SBM schools reveals that the overall inequality among schools has slightly decreased in four years although significant differences are found between high and low socio-economic schools.

What Happens in Committee Meetings? Exploring Content, Roles, and Decision Making in Collaborative Processes
George Mason University: David Brazer and Ferimelidi
Collaborative processes represented by committee meetings have some promise to serve social justice aims because multiple perspectives are brought to bear on school issues. Yet, after observing multiple meetings in four school sites, we find that very little decision making actually takes place in meetings. Teachers, parents and administrators more commonly come together for information sharing and feedback regarding management issues.
Democratic School Governance in the Changing Political and Social Landscape
Thomas Alsbury, Iowa State University
This paper explores potential links between school board member and superintendent turn-over. The findings supported the use of the Dissatisfaction Theory as a useful tool in describing the political sequence of events in local school governance and supported previous localized findings on the necessity of distinguishing between political versus apolitical school board member turnover in studies of this type.

A Multi-state Study of the Impact of School Culture on Student Academic Achievement: Implications for School Leaders
David Quinn, University of Arizona; Steve Gruennert, Indiana State University
The purpose of this study was to investigate the salience of collaborative cultures relative to student achievement. School culture data was collected from teachers and administrators in over 200 schools from Indiana and Arizona. Factors taken from the data were then correlated with student achievement to determine whether features of collaborative cultures tend to exist where high levels of student achievement were reported.

13.11, Basic Ballroom C
Roundtable Session
Table A: Cohorts, Learning Styles, Online Courses: Are They Important When Designing Leadership Programs?
Southwest Missouri State University: Diana Garland and Barbara N. Martin
This mixed design study investigated the learning styles of 70 graduate students in leadership programs delivered in either a traditional or a cohort mode. Implications for design and delivery of leadership programs are significant.

Table B: Assessing Principal Internships and Habits of Mind: The Use of Journey Mapping to Enhance Reflection
Donna Cooner, Colorado State University
During the next few years, the changing face of educational leadership will include significant changes in the use of technology for research, assessment and practice. This paper will explore the use of Journey Mapping, an internet-based framework, with principal interns over the course of their internship year.

Table C: Female Leadership, Career Paths, and Race
Bowling Green State University: Judy Alson and Sharyn N. Jones
There is an undeniable gap in the educational literature on female superintendents. In particular, there is an even greater shortage of the research of black women ascending to and attaining the position of school superintendent. The purpose of this research was to examine the career paths of black and white female superintendents in Ohio during their respective superintendency appointment ascensions.

Table D: The ABCs of Implementing an Effective Aspiring Leaders Program
Ronnie Williams, State University of West Georgia
This presentation will explain how an Educational Leadership Department can collaborate with a local school district to implement an effective Aspiring Leaders Program. Participants in the session will learn the strategies used by one University to assist a local school district to implement an effective Aspiring Leaders Program.

Table E: Reducing Imposition In Critical Work: Fertile Pedagogy For Raising Social Consciousness In Educational Leaders
University of Minnesota-Twin Cities: Cyress Brunner and Christen Opsal
The aim of this paper is to draw attention to a set of technologically delivered pedagogical processes that have been created to provide an opportunity for educational leadership students to expand their “consciousness” and reflect on their own “realities” related to issues of social justice - in particular, conceptions of power, constructions of identity, and participation in decision making (for other discussions of pedagogy and technology).

Table F: Leadership Preparation and the KIPP Charter School Movement: The Results of a Three School Study
Indiana University: Christi Smith, Suzanne Eckes and Amanda Nickey
This roundtable discussion will investigate the concerns regarding racial segregation and charter schools. In particular, we examine a charter school model which serves students from some of the most disadvantaged communities in the nation and yet, also records some of the highest achievement levels in their states. This study examines the leadership preparation program for KIPP teachers and principals, while analyzing the link to high student achievement.

Judith May, Bowling Green State University
School districts competing to reclaim dollars lost to the school choice battle would be judicious to investigate the factors that have propelled parents to seek alternative schools. This study surveyed 200 parents responding to a) why they withdrew their children from the public schools, b) what factors motivated them to do so and c) why they choose to re-enroll their children in charter schools.

Table H: Responding to the Environment: Internal and External Factors that May Influence Student Achievement
Harriet Jaworski, Isle of Wight Public Schools; Michael DiPaola, College of William and Mary
In light of the ever-changing social landscape, educators are compelled to investigate multiple aspects of the school organization to address factors that may influence student achievement. This study addressed this issue by investigating organizational health and school safety in urban elementary schools and their relationships to student achievement.

Table I: Technology, School Leadership and Youth: Violence Prevention In New York City High Schools
Janell Drone, City University of New York
In New York City, twelve High School carry the designation “violent schools”. Referecing this alarming reality, an interdisciplinary team of high school leaders, students and City University of New York college faculty; collaboratively address growing trends rooting in four identified “violent schools”. Utilizing technology, computer-mediated communication and on-line discussions, twenty five students initiate problem/solution scenarios on school violence using Blackboard and crafting threaded discussion/questions.

Table J: Snake Oil or Miracle Cure: A Examination of District-Level Leadership and School System Technology Planning
University of Saskatchewan: Scott Tunison and Paul Newton
A common view in educational circles is that district-level administrators have been so caught up in the race to purchase computers that little effort has been expended to plan adequately for their presence in schools leading to a mismatch between expectations and reality concerning computers in schools. This project surveyed province-wide school district IT planning processes and examined district-level administrators’ personal facility with technology with a view to explore the relationship between school district leaders’ personal facility with technology and the process of planning technology in their school systems.

Table K: Educational Leadership in the Context of Demographic Change
Andrea Evans, Northern Illinois University
This paper reviews the findings of a study examining how and why several high schools responded to demographic change. The focus of this paper is on the challenges faced by the educational leaders, including the multiplicity of social forces that can thwart their ability and capacity to manage and lead.

Table L: Developing Knowledge and Quality in Cohort Leadership Programs: One University’s Approach
Helen Sobehart, Duquesne University; Maurice Flurie, Susquehina, Pennsylvania School Districts; John Osheka, University of Northern Iowa; Phillip Diller, Shippensburg University of Pennsylvania
This panel of university faculty, doctoral students, and superintendent practitioners will engage participants in conversation about quality in cohort-based leadership programs. They will cite four initiatives from their own doctoral level program (formal self-study, quality council, leadership team building, and the “talking paper” leading to the dissertation) as a means of challenging participants to consider improved methods of assessing cohort-based programs, both formatively and summatively. The discussion is important due to the relatively limited amount of research regarding the effect of cohort preparation on eventual leadership practice.

Table M: Pushing Back: Virginia Professors Engage with Policy Makers
Megan Tschannen-Moran, College of William and Mary; Pamela Tucker, University of Virginia; Jane McDonald, George Mason University
In this interactive roundtable session, participants will learn about the Virginia Professors of Educational Leadership (VPEL), a unique coalition of all the school leadership preparation programs in the state of Virginia, and their attempts to influence policy makers intent on reforming preparation programs in the state.

Table N: Policy Archaeology as a Lens for Examining Perpetual Inequality and Inadequacy in School Finance Policy and Research
Angela M. Hull, University of Missouri-Columbia
This exploratory paper discusses how policy archaeology could 1) further inform school finance policy research, and 2) perhaps more closely resolve perpetual finance issues by examining dynamics not captured in numeric analyses (which include social, political and economic variables specific to but not beyond efficiency, equity or adequacy concepts).

13.12, Andy Kirk A
Conversation: A Signature Pedagogy in Educational Leadership Preparation
Khaua Murtadha, Indiana University, Purdue-Indianapolis University
Lee Shulman, the president of the Carnegie Foundation, has urged the education profession to identify a signature pedagogy for the preparation of educators and leaders. This conversation will explore the notion and value of identifying or developing a signature pedagogy.

13.13, Andy Kirk B
Publications Committee Meeting
Catherine Lugg, Associate Director for Publications; Fenwick English, University of North Carolina-Chapel Hill, and members of the UCEA Publication Advisory Board

Session 14, Saturday, 12:40 PM – 2:00 PM

14.1, Julia Lee AB
Symposium: Hope, Courage, and Servanthood: Integral Elements of Critically Spiritual and Prophetic Educational Leadership and Moral Decision Making
Michael Dantley, Miami University; Khauta Murtadha, Indiana University-Purdue University Indianapolis; Colleen Capper, University of Wisconsin; Rochelle Garner, Wright State University
This symposium brings together four research studies that have focused upon educational leaders’ use of courage and hope as they brought radical changes to their educational institutions. The tenets of critical and prophetic spirituality will be used to contextualize these leaders’ professional behaviors.

14.2, Bennie Moten AB
Conversation: A Rift in the ‘Scholar Practitioner’ Model of Preparation Programs: Have We Reverted Too Far to the ‘Practitioner Side’ in Educating School Leaders? (Finding the Balanced Role for Academic and Clinical Practitioner Faculty)
Lenoar Foster, Washington State University; Meredith Mountford, University of Missouri-Columbia; Margaret R. Basom, San Diego State University; Angus J. MacNeil, University of Houston; Pamela D. Tucker, University of Virginia; Gail Furman, Washington State University
This conversation explores the issue of whether or not large numbers of preparation programs have shifted too far in the direction of “practitioner emphases” and whether the academic component of programs have suffered accordingly.

14.3, Mary Lou Williams A
Symposium: A Tri-State Pilot Study of Instructionally Effectual School Districts
Linda Skrla, Texas A&M University; Kathryn McKenzie, University of Texas at Austin; Jim Scheurich, University of Texas at Austin; Darleen Opfer, Ohio State University; Charles Thompson, East Carolina University
This symposium features research reports on, and interactive discussion of, results from tri-state pilot study of how unusually effective local school districts improve and equalize student outcomes in the contexts of federal and state accountability systems. The study, funded by the Hewlett Foundation, was designed to broaden the evidence base and to advance theory about district instructional effectiveness through in-depth study of a single pilot district in each of three states: Ohio, North Carolina, and Texas.

14.4, Mary Lou Williams B
Symposium: Leadership Challenges Fifty Years After Brown: Rethinking the Role of Politics, Finance, and Law
Karen DeMoss, University of New Mexico; University of Dayton: Timothy Ilg and Charles Russo; and Vanderbilt University: Anna Nicotera and Kenneth Wong
The Brown v. Board of Education decision marked a federal commitment to address the historic inequities within the United States educational system. Sadly, some might argue that little has changed educationally since Chief Justice Warren ruled that the separate educational facilities African Americans attended were inherently unequal. This symposium takes as its premise that the political nature of the implementation problems that plagued Brown continues to hamper efforts to provide quality educational opportunities for children across the country.

14.5, Big Joe Turner A
Conversation: Connecting Leaders, Families, and Communities: Broadening Leadership Preparation through Community-Family Internships
Susan Hasazi, University of Vermont; Abraham DeLeon, University of Connecticut; Peter Miller; Franci Roberts, Texas Education Network; Doug Gardner, University of Illinois, Champaign-Urbana; Christopher Johnston, University of Minnesota; Julie Alonso, University of Oregon
This conversational panel will encourage dialogue about the ways in which leadership programs can expand community-based student internships. Students from a novel field experience will share their insights from interactions with families who have children with disabilities and those placed at risk.

14.6, Big Joe Turner B
Conversation: Providing an Effective Online Leadership Preparation Program
Ann Millacci, Nancy Evers, Mark Gooden, James Koschoreck, Kent Seidel, Ted Zigler, Linetta Collins, University of Cincinnati
An effective leadership preparation program should address the needs of the population it serves. Students seeking to further their education often face obstacles to traditional programs. The purpose of this session is to discuss the use of online course delivery as a way to address this problem. The conversation will focus on the development and implementation of an online Master of Education degree program.
The Development of Collective Voice in an Urban Elementary School: Considering Issues of Faculty Involvement in Key Staffing Decisions
Brendan Maxcy, University of Missouri-Columbia; Thu Suong Thi Nguyen, University of Texas at Austin
The study presented in this paper reports on teacher perceptions of the development of a “collective voice” within the faculty of one Texas elementary school. We examine teacher perceptions of the organizational and leadership changes associated with relatively rapid student achievement gains in an elementary school serving low-income, Hispanic families.

Misuse of Teacher Evaluation: Ethical vs. Legal Frames
Judith Ponticell, University of South Florida; Sally J. Zepeda, University of Georgia
This study addresses four questions: 1) What are teachers’ experiences with deliberate misuse of evaluation by principals? 2) Through what ethical frames is teacher evaluation represented in educational administration textbooks? 3) What is the relationship between these frames and teachers’ experiences with the misuse of evaluation by principals? 4) What are implications of this relationship for teacher learning?

Paper Session: Providing Leadership in an Age of Accountability
Discussion Leader: Janet F. Finch, Tennessee State University
Chair: Christine Sorensen, Northern Illinois University

Is There Evidence of Reform in High School Teachers’ Assessment Practices?
Brian Noonan, University of Saskatchewan
The purpose of this study was to examine high school teachers’ grading and assessment practices in the context of assessment reform. The results of a survey of high school teachers’ grading practices and assessment strategies are discussed with respect to the possibilities and problems of implementing assessment reform.

Implementation of Student Performance Accountability: Teachers’ Adoption of Benchmark Tests
University of Texas at Austin: Sung Kwan Yang and Jay D. Scribner
The purpose of this study was to examine (1) what type of student performance information is available to teachers; (2) how they use the information; and (3) what factors impact positively and/or negatively on teachers’ use of student performance information. This study also examined (4) the relationships among perception of usefulness, ease of use, attitude, intention to use student performance information, and external pressure to use the information.

Measuring Learning and Teaching Success
Kent Seidel, University of Cincinnati
Initial data structures developed by a team of researchers from several universities and personnel from four of the state’s largest urban districts. The focus is developing account-ability structures that emphasize the teacher and school supports needed to help all students achieve to high levels.

FromTick TAKS Toe to Dominos: Third Grade Accountability Games, Texas Style
Betty Merchant, University of Texas at San Antonio
This paper focuses on the recently implemented high stakes testing policy in Texas that requires third students to pass the Texas Assessment of Knowledge and Skills (TAKS) to be promoted to fourth grade. The first phase of the study examines the ways in which third grade students and their teachers experienced the TAKS in spring 2003, the first year of its administration. The second phase focuses on teachers’ experiences with the TAKS during the following spring and compares and contrasts these experiences with those of the previous year. The second phase also includes parents’ perspectives of the TAKS testing in an effort to understand whether and how this testing affected them and their children.

Managing Diversity in Teaching: Diverging and Alternative Routes
Discussion Leader: Janice D. Walker, Iowa State University

14.10, Jay McShann B
Paper Session: Managing Diversity in Teaching: Diverging and Alternative Routes
Discussion Leader: Janice D. Walker, Iowa State University
Chair: Barbara Jackson, Fordham University
Where Brown Didn’t Reach: The Impact of Schooling on African-American Males
Ron Davis, Old Dominion University and Rowan University; James Coaxum and Gerard Ohen
This paper provides a historical perspective on the schooling and education of African-American males by examining the enrollment and participation trends of African-American males throughout the educational pipeline. The paper traces briefly the history of Brown and examines the unfilled promises that have corroborated the educational experience of these students, and emphasizes the effects of Brown on higher education and African-American males enrolled in postsecondary education.

The History of Black Achievement
University of Cincinnati: Mark Gooden and Lionel Brown
Historically in America, Black people have experienced dubious victories in the legal system with regards to their right to an education, a privilege recognized in state constitutions instead of the U.S. Constitution. Efforts by Black people to gain a quality education and significantly impact achievement and their quality of life through America’s legal system started more than one hundred years before the Brown v. Board of Education decision in 1954.

From Desegregation to Resegregation
Baltimore City Public Schools: April Peters and Starletta Jackson
Half a century after the Brown decision, education is separate and unequal in a number of contexts. Although this landmark decision legislated the end of segregation, fifty years later, segregation is obvious in many school districts across the country. This paper looks at the ways in which education evolved through desegregation and resegregation. Specific attention is given to the ways in which Black administrators were displaced during school desegregation as the ways these individuals have been placed in large urban centers to lead “resegregated” schools.

Why is the Fiftieth Anniversary of Brown Different from All Others?
James Bliss, Rutgers University
Prompted by the UCEA Convention theme, this paper will explore the meaning for the field of educational administration of Brown at 50.

14.8, Lester Young B
Paper Session: Teacher Voice and (Dis)Empowerment
Discussion Leader: Susan Meyers, University of California, Irvine
Chair: Robin Rayfield, University of Toledo
The Relationship of Voice in Decision Making and Procedural Fairness to Teacher Commitment and Efficacy
University of Connecticut: Patsy Johnson and Francesca Poulos
Regression analysis of data on from mail administered surveys for 123 teachers in a north-eastern state yielded positive relationships for procedural and informational justice scales with amount of voice in decision making, commitment to the school organization, and situational teaching efficacy.

The Relationship Between Teachers’ Participation in Decision-Making and Organizational Citizenship Behavior as Mediated by Teacher Empowerment
Ronit Bogler, The Open University of Israel; Amit Somech, University of Haifa, Israel
Participation of teachers in decision-making (PDM) regarding technical and managerial domains might expand their perspectives from the outcomes of their own classroom to the organization as a whole, thus demonstrating organizational citizenship behaviors (OCBs). We examined the mediating effect of teacher empowerment on the relationship between teachers’ PDM and OCBs toward their peers and the school.
Chair: Bradley S. Portin, University of Washington

Attracting Teachers to a Career as School Counselor

University of Louisville: Paul Winter, P. Diane Ricciardi and Joseph M. Petrosko; Beverly C. Keepers, Jefferson County Kentucky School District

Teachers completed a survey and rated school counselor jobs. Experience in the district, special education paperwork, opportunity to perform administration, testing and assessment, and opportunity to counsel and mentor students explained 35% of the variance in rating of a counselor position.

The Interpretation and Implementation of Policies Affecting Alternative Certification Programs in Missouri

Ethan Heinen, West Virginia University; Jay P. Scribner, University of Missouri-Columbia; Adam Bickford, University of Missouri System

This project focuses on policies and other factors affecting alternative certification in Missouri, and the ways in which these policies are put into practice at particular sites. A multiple-case study design was used to frame this study, and research focused on five purposefully selected sites across the state. A program-theory based evaluation model was used to examine program logics, structures, philosophies, and underlying assumptions, in addition to testing theory drawn from related literature.

Factors Influencing Teacher Efficacy among Alternative Certification Participants

Florida State University: Pamela Flood, Melinda Dukes, Sande Milton, Karen Wilde, and Mark Baird

This study examines the effects of participant perceptions of alternative certification program quality, principal support, and collegiality on participants’ sense of efficacy, and answers the following research questions: What are the direct effects of alternative certification program quality, principal support, and collegiality on teacher efficacy for new teachers participating in alternative certification programs (ACP)? Is there an interaction effect between the variables ACP program quality, organizational support, and collegiality as they affect teacher efficacy?

Bridging the Achievement Gap from the Ivory Tower: A K-16 Response to Increasing Teacher Candidate Diversity Despite Increasing External Accountability and High-Stakes Testing

Northwest Missouri State University: Tim Wall and Joyce Pryer

This paper chronicles the development of a data-driven support system at a regional university to exceed external accountability measures while supporting diversity. Results show increased resilience among at-risk candidates and improved performance on Praxis-II teacher licensure examinations while collaborating with a large, urban K-12 district in an effort to increase diverse access to higher education.

14.11, Andy Kirk A

Paper Session: Establishing a Climate of Trust and Respect

Discussion Leader: Colleen Larson, New York University

Chair: BetsAnn Smith, Michigan State University

The Principal and the School Can Make a Difference

Oklahoma State University: Patrick B. Forsyth and Roxanne Mitchell; Denna Wheeler, Connors State College

This study investigated the effects of faculty and parental trust on student identification with school. Identification with school has been posited as an explanation of why some students become withdrawn emotionally and physically from school and thus demonstrate decreased academic performance. Current empirical research on this subject has neglected to look at the antecedent conditions of school level variables such as trust that could be vital to the formation of identification with school.

Restoring Trust: A Canadian Response to Teachers in Trouble

Paul Goldman, Washington State University

The British Columbia Teachers Federation Peer Support Service provides on-site support to underperforming teachers. This paper reports data documenting the first two years of the program. Trust, or lack of trust, was a pervasive issue, and when the program “worked,” the restoration of trust was a key factor.

Confronting the Obvious: Teacher Perceptions of Student Bullying and Dimensions of Faculty Trust

University of Texas at San Antonio: Page Smith and Larry Birney

In recent years, a marked increase in incidents of student aggression and campus violence has occurred in schools (Hoover, Oliver, & Hazler, 1992; Nansel et al., 2001). In addition, research has shown that without stakeholder trust, interpersonal communication and organizational effectiveness is compromised. Seeking to offer a further contribution to the organizational literature on schools, this study investigates the concept of bullying and three referents of trust in public schools.

What’s Trust Got to do With It? The Role of Faculty and Principal Trust in Fostering Student Achievement

Megan Tschannen-Moran, College of William and Mary

The relationship of trust to student achievement was explored in this study. It contributes to the small body of existing research in that it examines these relationships in middle schools across a variety of contexts, where previous research has been limited to urban elementary schools. Faculty trust was found to play an important role in student learning. Both faculty trust in the principal and principal trust in teachers, students, and parents played a much less significant role.

14.12, Andy Kirk B


Umea University: Olof Johansson and Elisabeth Zachrisson

14.13, Basie Ballroom C

Conversation: The National Research Council’s “Scientific Research in Education”: Implications for Research on School Administration

New Mexico State University: Gary Ivory and Rhonda McClellan; Robert Donmoyer, University of San Diego; Encarnacion Garza, University of Texas at San Antonio; Cecil Miskel, University of Michigan; Khuala Murtadha, IUPUI, Karen Cockrell, University of Missouri-Columbia

Seven panelists with diverse perspectives will lead a conversation about the implications for research on school leadership and administration of the 2002 report by the Committee on Scientific Principles for Education Research, “Scientific Research in Education”.
Session 15, Saturday, 2:10 PM – 3:30 PM

Symposium: Changing the Face of Leader Relationships in Schools and Districts: Clark Seminar Doctoral Students Present their Work

Chair: Robert Watson, Southwest Missouri State University

Margaret Grogan, University of Missouri-Columbia; Mark Gooden, University of Cincinnati; Loretta Bellina, Fordham University; John W. Lee, New York University; Tracey, Armstrong, University of Virginia; Bernnell, Peltier, San Houston University

This symposium focuses on new ways that principals and superintendents are building and maintaining relationships with stakeholders in response to current conditions. There is a movement away from the notion of heroic leadership. Instead, principals and superintendents are called upon to be responsive to a wide variety of social and political tensions that require the collaborative efforts of teachers, parents, other administrators, and the wider community. The papers in this symposium examine the need for different kinds of relationships with individuals in schools and districts that indicate a more humanistic leadership than has been practiced in the past (Ryan, 2003).

Session 16, Saturday, 3:30 PM – 5:00 PM

16.1, Julia Lee AB
Symposium: Portfolio Assessment in Educational Leadership Programs at Master’s Level

Chair: Tim Altman, Vanderbilt University

Tim Altman, Vanderbilt University

This session focuses on how a set of linked teacher surveys can present a hands-on examination of the virtual school district and intensive journal exercises, the implications for our work in preparing school leaders.

16.2, Bennie Moten AB
Conversation: What is the Immediate Future for Social Justice in Educational Leadership? What Needs to be Done? What are Next Steps?

Jim Scheurich, University of Texas at Austin; Colleen Capper, University of Wisconsin-Madison; Michael Dantley, Miami University; Gerardo Lopez, Indiana University; Colleen Larson, New York University; Khulaa Murtadha, Indiana University; Maria Luisa Gonzalez, New Mexico State University

Social justice has increasingly emerged as central to educational leadership. However, what social justice means and how it is operationalized varies significantly. In this session, seven professors who have led the emergence of social justice discuss with the audience what the next steps are for social justice within educational leadership.

16.3, Mary Lou Williams A
Symposium: Informing Professional Development Policy in a State

Jeanne Harmon, Center For Strengthening the Teaching Profession and University of Washington; Beth Boatright, Hilary Loeb, Michael S. Knapp, and Ana Elfers

This interactive symposium focuses on how a set of linked teacher surveys can present a useful statewide picture of teachers’ professional learning to educational leaders and policymakers. The session presents three different vantage points of this process, one rooted in methodology, one in research on professional development, and one in the communication of research to policy audiences. The ensuing discussion between the presenters, commentator, and audience members centers on how these vantage points converge to create a better understanding of support for professional learning statewide.

16.4, Mary Lou Williams B
Symposium: The Politics and Rhetoric of Equity and Adequacy: A Multi-Perspective Historical and Contextual Analysis of the Texas School Finance Policy Debate

Enrique Aleman, University of Texas at Austin; Michelle Cruz, Texas Education Agency; Lisa Dawn-Fisher, Texas Education Agency; Brendan Maxcy, University of Missouri-Columbia

This symposium provides a multiple-perspective examination of the Texas school finance policy debate. An historical and contextual analysis provides a framework from which to discuss the policy and rhetorical shift away from traditional “equity” principles. A discussion of micro-level utilization of political discourse in the policy debate concludes the session.

16.5, Big Joe Turner A
Innovative Session: Making Leaders Whole: Forming the Spirit and the Work of Educational Administrators

Dennis Conners, Gonzaga University

This Innovative Session details Gonzaga University’s Leadership Formation Program’s approach to attending to the age-old disparity between one’s private and work self. Through a hands-on examination of the virtual school district and intensive journal exercises, the session will explore the two fundamental questions posed to candidates in the program: What kind of organized community should we strive to build? and What kind of person should I as an educational leader strive to become?

16.6, Big Turner B
Innovative Session: Portfolio Assessment in Educational Leadership Programs

Hofstra University: Karen Osterman, Kimberly Scott, Jonathan Becker, Eustace Thompson, Charol Shakeshaft, and Robert Kottkamp

The IRIS Center creates course enhancement materials for college faculty who teach preservice school administrators on topics related to effectively serving students with disabilities in general education classrooms. The presenter will demonstrate these freely available resources and discuss ways to use the IRIS website, modules, and materials.

16.7, Lester Young A
Paper Session: Spiritual Leadership

Discussion Leader: Tricia Browne-Ferrigno, University of Kentucky

Chair: Robert Watson, Southwest Missouri State University

Course Enhancement Materials for Faculty Teaching in Education Leadership and Administration Programs

Course Enhancement Materials for Faculty Teaching in Education Leadership and Administration Programs

Tim Altman, Vanderbilt University

The IRIS Center creates course enhancement materials for college faculty who teach preservice school administrators on topics related to effectively serving students with disabilities in general education classrooms. The presenter will demonstrate these freely available resources and discuss ways to use the IRIS website, modules, and materials.

Portfolio Assessment in Educational Leadership Programs at Master’s Level

Saturday
Florida State University: Diana Vyortkina and Judith Irvin

Particular emphasis will be placed on the following issues of portfolio assessment in educational leadership programs: (1) needs that prompted the redesigning of traditional assessment processes and lead toward portfolio assessment as an alternative; (2) purposes for portfolio assessment; (3) similarities and differences in perceptions of and attitudes toward portfolio assessment among program faculty and students with the specification of strengths and weaknesses of portfolios; and (4) factors that facilitate or inhibit implementation of portfolio assessment in various programs as perceived by faculty and students.

A Case Study Examination of the Use of Reflection as a Professional Development Strategy in an Innovative Administrator Preparation Program

Ted Zigler, University of Cincinnati

The case study will examine the use of reflection as a professional development strategy in an innovative school administrator preparation program at one of the UCEA member schools. Methods will be discussed in both theory and practical use. The innovative Administrator Development Academy will be examined as the forum for this study, as the two go hand-in-hand in connecting theory to practice to aid in the development of the participants.

Best Practice Models in the Preparation of School Leaders

Patricia Bauch, University of Alabama

The purpose of this paper is to assess key university leadership preparation programs that have improved their efforts to develop educational leaders under new US national standards and subsequently, to determine best practice models that lead to preparing successful school leaders.

16.8, Lester Young B

Paper Session: The Changing Face(s) of Superintendents

Discussion Leader: George Petersen, California Polytechnic State University

Chair: Rose Mary Newton, University of Alabama

School Leadership from a Hispanic Female Perspective: Voices from the Field

University of Texas at Austin: Martha N. Ovando and Maria Rodriguez-Casas

This session presents the results of a multiple case study conducted to determine the shared experiences of two Hispanic female superintendents. The main focus was on the construction and enactment of school leadership based on Johnson’s framework which includes educational leadership, managerial leadership and political leadership. The study further explored the meaning of the leadership experiences of the participants.

African-American Superintendents in High Performing Urban School Districts Creating an Organizational Identity Orientation Structure to Support an Ethnically Diverse Group of Principals

Nick Cormier, Park University; Jean Madsen, Texas A & M University

Leading a diverse group of principals in public school districts presents many challenges for African-American Superintendents. Superintendents are faced with the challenge of building relationships, promoting interpersonal cooperation, and utilizing their resources in such a way that they can be perceived as effective leaders by their principals. The intent of this paper is to examine how three African-American superintendents leading high performing diverse school districts created an identity orientation within their organization that fostered interpersonal cooperation, and a free exchange of information and ideas among and between their ethnically diverse principals.

The Changing Faces of Oklahoma School Superintendents

Gregg Garn, University of Oklahoma; Casey Cobb, University of Connecticut

This research project presents longitudinal information about the demographic, political, educational, and professional characteristics of Oklahoma school superintendents. Using survey data collected in 1999 and 2003, we explore the personal and professional characteristics of Oklahoma district leaders and contrast these findings to a national survey of school superintendents.

Latino Superintendents: A Glimpse at an Emerging Breed

Abe Armendariz, New Mexico State University

In this study, the researcher proposes to describe leadership from a ‘Latino’ perspective. Twenty-four superintendents are interviewed and are asked to describe their leadership style, identify obstacles as well as challenges on their career path to the superintendency. The results will then be compared with other works in progress in an attempt to develop a model of ‘Latino’ Leadership.

16.9, Jay McShann A

Paper Session: Recruiting and Retaining Teachers

Discussion Leader: Encarnacion Garza, University of Texas at San Antonio

Chair: Tina Reyes, University of Houston

Overcoming Barriers in Teaching: How Successful Induction Year Teachers Say Matters

University of Texas at San Antonio: Priscilla Quinn and Alan Shoho

The primary purpose of this study was to develop a local model of retention of successful induction year teachers in a medium size school district. The complex and challenging nature of induction years for the teachers in this study were presented in the form of barriers, which according to the study participants made their induction years challenging, and at times, traumatic. However, induction year teachers overcame the barriers they experienced using practical knowledge and actions, thus, minimizing the levels of frustrations they experienced.

Recruit to Retain: The HR Policy Arena

James Murray, University of Missouri-St. Louis

Two of the significant issues facing educational leaders are finding and keeping highly qualified teachers and school finances. Due to the labor intensive nature of education, these issues are intertwined. This study examines how human resource officers operate within the confines of these issues and develop workable policies and practices.

The Role of the Principal in Teacher Retention

Sam Houston State University: Stacey Edmonson and Bernell Peltier

The principal plays a critical role in the support of teachers; however, there is limited research that specifically examines the principal’s role as a predictor of retention. This study will determine teachers’ perceptions of the role of the principal regarding teacher retention in selected elementary, middle, and high school campuses in urban school districts across the United States.

Schools as Complex Adaptive Systems: Reconsidering Traditional Strategies toward Retaining Teachers in High-Poverty Schools

Sue Mutchler, University of Texas at Austin

A recent study of teachers in a high-poverty school exposed key organizational factors influencing their commitment to the school. These factors will be examined through the lens of complexity theory to interrogate traditional assumptions about how district policymakers and administrators might support teacher commitment in such schools.

16.10, Jay McShann B

Paper Session: Research on Diverse Student Populations

Discussion Leader: Cheryl B. Heng, University of Virginia

Chair: Patricia F. First, University of Arizona

A Correlative Study of African-American Adolescent Identity Development and Levels of Cultural Mistrust

University of Missouri-St. Louis: James Murray

African-American adolescents educated in predominantly White settings, and explored the levels of cultural trust or mistrust they experience in these settings. The findings from the study were then discussed in order to reveal the implications these variables have for educational leaders, who are...
interested in creating an ethical educational environment and positively impacting the educational experience of African-American students.

Student Attitudes about Academics, Academically Related Behaviors and Academic Performance
Christon Arthur, Tennessee State University

This study looked at factors which predicted students’ academic performance. The predictors were ACT and student diligence. They accounted for 11% of the variance in performance. By becoming more diligent, students could improve their GPA from a C to a B average.

Student behaviors that affect their academic performance are modifiable.

Special Education Services for Foster Care Populations: Administrative Challenges
John Palladino, Eastern Michigan University; Jean Haar, Minnesota State University

This multiple case study described how administrators, counselors, and special education teachers collaborated on behalf of youth with disabilities residing in foster care. The 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA) reaffirmed the educational rights of birth parents whose children reside in foster care while also expanding the term ‘parent’ to include ‘guardians’ designated by the states to supervise youth in foster care. The study’s themes exposed the complexity and sensitivity of special education collaboration in foster care settings.

Perceptions and Experiences of Mobile High School Students
Bowling Green State University: Patrick Pauken and Kevin A. Gorman

The purpose of this study was to recommend, based upon the qualitative data collected, guidelines that will assist building leaders in creating an environment for the successful transition and acceptance of transient adolescents. Seven juniors, randomly selected from two high schools, were interviewed eight times over the semester following their move into a new school. The principals, members of the faculty, and an elementary school counselor were also interviewed from the schools. Five themes emerged from the interview process.

### Table A: Roundtable Sessions

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<th>Roundtable Sessions</th>
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<td>Student Attitudes about Academics, Academically Related Behaviors and Academic Performance</td>
<td>Tennessee State University</td>
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Table A: Evaluation: From Directive to Collective
Bron Williams, University of Oklahoma

I had the opportunity to investigate previous research on teacher supervision/evaluation dating back to the 1980’s. I have read authors who explain the clinical aspect of supervision/evaluation through what current authors write about regarding community development and collaboration. Taking the research a step farther, I have conducted interviews from within my own teaching staff and filled in areas I consider to be lacking based on the research from the ideas that my staff provided. I would like the opportunity to share this information in a roundtable atmosphere where I can learn from available scholars.

Table B: Framework for Integrating Preparation Courses
Mary Scherr, University of San Diego

Ken Wilber’s “A theory of everything” provides an exciting, creative, and stimulating framework for planning and assessing leadership programs by considering a very integrative approach to theories in multiple fields.

Table C: Aspiring Leaders Program: An Alternative Leadership Certification Program
Georgia State University: Gail Snipes and Darrell Groves

This paper focuses on the description of an alternative leadership certification program to serve a large urban school district. The program prepares school leaders to promote learning and success for all students. A research university and other partners designed the program to meet the needs of a large urban school district.

Table D: Critical Multiculturalism and a Vietnamese Magnet Program
Thu Suong Nguyen, University of Texas at Austin

This session discusses the far-reaching implications of demographic trends for public schooling in a multicultural society. Critical discourse analysis of data from a case study in progress is presented to challenge common dominant assumptions of how to educate in a plural society, particularly children of low incidence populations.

### Table E: Stop The Cycle: Using Internships And Mentorship To Prepare Effective School Leaders

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<td>Vera Wehring, Austin School Leadership Academy</td>
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The steadily growing shortage of school leaders has left educational leaders and policy makers searching for strategies and solutions for attracting more educators into administration. Examination of the discourse, though, reveals that states and school districts do not report the lack of an adequate supply of certified principals; however, they do lack a pool of qualified principals with the knowledge and skills necessary to promote learning and success for all students.

Table F: Understanding the Teacher-Latina/o (im)igrant Relationship in a Latina/o-Impacted High School in Indiana
Indiana University: Nelson Soto and Ana Baratta

When marginalized newcomers enter the educational system, does their status as (im)igrants reflect the quality of support and educational nourishment they will receive by the school leadership-ideally the teacher? This research looks at how the characteristics of the student-teacher relationship influence the students’ invested interest in schooling.

Table G: Social Competence as a Protective Factor for Violence Resiliency
Leigh Ann Blunt, Central Missouri State University

Research has identified risk factors that predispose individuals toward the development of violence tendencies. This investigation sought to understand why some adolescent males successfully rebound from toxic situations and experiences while others did not. This investigation focused on the influence of social competence as a protective factor for violence resiliency.

Table H: The Changing Case of Educational Leadership: Out of the Mouths of Babes
Joyce Pietr, Michigan State University

 Fifty years after the Brown v. Board decision, African-American parents seek alternative educational options such as African-centered schools, in the struggle to obtain an equitable education for their children. The voices of African-American students who have attended these schools can provide enlightenment to educational leaders as we grapple with the issues of promoting successful learning for all students.

Table I: The Paradox of Making Place
Hanne Mawhinney, University of Maryland

There is a new focus on place-based education that recognizes the embeddedness of schools in the intersections of social, economic and political forces of the communities in which they are located. Yet, even when schools are viewed as agents of, and for, communities, political and economic undercurrents of leadership praxis in making places in schools for communities are often ignored. Among these undercurrents are the paradoxical relationship between globalization and localizing. In this paper I explore the implications of the paradox of making place for local educational leadership praxis in the imagined communities that emerge from this relationship.

Table J: Urban High Priority School Principals: Tensions of Instructional and Administrative Leadership
James Smith, Michigan State University

Urban high priority school principals are being held publicly accountable for providing school leadership that result in adequate yearly progress of all students and subgroups. This research project will explore and explicate issues, challenges, and “tensions of leadership” caused by the urban principal’s involvement in instructional and administrative leadership activities.

Table K: Superintendents’ Perspective
Judy Johnson, University of Arkansas-Little Rock; Dianne Reed, Sam Houston State University

Graduate students in Educational Leadership courses frequently ask what is important in designing the professional file and what are the important aspects of the interview process. Additionally, within the overwhelming demands of a typical day, superintendents of schools...
This session will focus on an innovative principal preparation program grounded in learning about and engaging in qualitative research. The session will describe and present evaluation data about the program and use this information to stimulate an open discussion about the research component of principal preparation programs.

17.2, Bennie Moten AB
Conversation: Leadership for Learning in a Diverse Society: State, District, and School-Based Actions
Kyla Wahlstrom, University of Minnesota; William Firestone, Rutgers University; Karen Seashore, University of Minnesota; Joseph Murphy, Vanderbilt University; Kenneth Leithwood, OISE of the University of Toronto; Michael Knapp, University of Washington; Blair Mascali, OISE of the University of Toronto
Seven scholars from five institutions propose a structured conversation that will address the development of effective policies and practices at the state, district and school levels that promote learning in an increasingly diverse society. Participants will engage in small and large discussion groups, exploring the linkage between leadership and achievement.

17.3, Mary Lou Williams A
Symposium: Developing Contextual and Theoretical Understanding of Postmodern Leadership Through Film
JoAnn Barbour, Texas Woman’s University; Fenwick English, University of North Carolina-Chapel Hill; Patricia Marcellino, Adelphi University; Joella Gipson, Wayne State University
We will discuss and share examples of the use of film as a pedagogical tool to help future leaders develop a practical understanding of various theoretical perspectives that ground organizational leadership. We will present our rationale and desired student outcomes used in choices of films and pedagogical and theoretical intersections.

17.4, Mary Lou Williams B
Symposium: Standards-Based and Student-Centered: A Case for Using Data to Individualize Instruction
Kathy Dodd, Union Public Schools
This interactive, discussion-oriented session will focus on one elementary school’s story of how data-driven decision making led to increased learning and success for all of its students. By using data to pinpoint areas of need, this site developed a holistic approach to increasing student achievement and teacher efficacy.

17.5, Big Joe Turner A
Innovative Session: The Temple of our Unfamiliar: A Working Session to begin the Network of Scholars of Color in Educational Administration
Judy Alston, Bowling Green State University; Linda Tillman, Wayne State University; Gerardo Lopez, Indiana University
In this session, scholars of color will engage in critical conversation regarding issues that revolve around recruitment and retention of professors of color in educational administration in higher education positions, tenure and promotion, successful publishing, etc.

17.6, Big Joe Turner B
Innovative Session: School Leadership Internships: Are They Preparing Aspiring Principals to Do the Job?
Kathleen O’Neill, Southern Regional Education Board
We conducted a survey of educational leadership programs offered by universities in a 16-state region. The survey addressed four questions: 1. Are educational leadership programs providing future leaders internships that develop the competencies essential for improving schools and raising student achievement? 2. Does the leadership preparation program...
The Journey Toward Transformational Learning Outcomes for a Statewide Cooperative Doctoral Program in Educational Leadership
Meredith Mountford, University of Missouri-Columbia
This paper describes several strategies for redesigning a Statewide Cooperative Ed.D. Cohort Program in Educational Leadership. Results from evaluations and reflective research on the six-year-old program suggested a need to redesign certain aspects of the program in order to achieve higher levels of cognitive learning outcomes such as transformational learning.

Teaching Creative Leadership through the Arts: Preliminary Research Findings
Jen Katz-Buonincontro, University of Oregon
Several leadership institutes use arts training to help leaders become more creative. Preliminary research findings from this multiple case study of five programs examine teaching creative leadership through the arts. Discussion focuses on art and leadership philosophy, and characteristics of creative leadership and its relationship to educational leadership models.

Developing School Leadership: Survey of Administrators' Attitudes
Boyd Dressler, Montana State University
This study explores the gendered experiences, expectations, and outcomes for diverse students within urban middle schools. The research methods include observations, surveys, in-depth phenomenological interviews, and photo elicitation. Emergent findings are discussed in light of changing demographics, with implications for leadership policies and practices towards achieving equity and social justice.
Edwin L. Miller, University of Michigan and University of Hawaii Manoa; Ernestine Enomoto and Shirley Daniel

This research project examines the recruitment, retention and professional development of those in administrative positions especially building level administrators in the state’s public education system. Our work involved reviewing the research literature, conducting a pilot survey of administrators, and developing a strategic plan for leadership training and development.

Navigating the Unfamiliar: An Autoethnography of a First-Year Principal
Bob Johnson, University of Utah; John Patten, Alpine, Utah School District

Consistent with this year’s conference theme this research provides an example of how the methods used to examine the principalship are expanding. Autoethnography relies on reflection. As noted by Loughran, it is “the purposeful, deliberate act of inquiry into one’s thoughts and actions through which a perceived problem is examined in order that a thoughtful, reasoned response might be teased out” (1996: 21).

The Changing Face of the Profession: Initial Findings of a Mentoring/Induction Program for Novice Principals and Superintendents
Thomas Alsbury, Iowa State University; Donald Hackmann, University of Illinois-Urbana-Champaign

This study involved an assessment of the Iowa superintendent and principal mentoring program which provided a mentor to every first-year principal and superintendent and included training as well as a high quality mentor for collaboration outside of the employing school district. Mentors and novices were surveyed using an on-line survey, and asked about the strengths and weaknesses of the program as well as their perception on their own level of preparation for their first year in the position.

Forgotten Faces: Preparation and Transition Issues Affecting Career Path Decisions of Novice Female Assistant Principals
University of South Florida - St. Petersburg: Brianne Reck and Lynette Fields

This study examines transition issues that affect career path decisions and job satisfaction among new women assistant principals. The study presents participants’ perceptions of preparation, professional development needs and socialization factors that influence their decisions to remain in or leave the field of educational administration.

17.11, Basic Ballroom C

Symposium: Writing & Publishing in the Academy: Overcoming Obstacles
Lance Fusarelli, North Carolina State University; Andrea Rorrer, University of Utah; Madeline Hafner, University of Utah; Mary Anne Linden, Washington State University at Vancouver

This graduate student symposium features 4 professors (3 pre-tenured) who will discuss the challenges of writing and publishing in academic. Specifically, the panelists will offer proven strategies for writing and publishing after the dissertation.

17.12, Andy Kirk A

Graduate Student Symposium II: Small Table Interactions with Journal Editors: Learning about Submitting Manuscripts to Specific Journals
James J. Scheurich, Texas A & M University; Rick Reitzug, University of North Carolina-Greensboro; Duncan Waite, Texas State University; Diana Pounder, University of Utah; Michael Danley, Miami University

In this session, you will be able to interact with the editors of various journals in terms of publishing in their journals. The journals will range from several specific to educational leadership to one that publishes qualitative studies and discussions of qualitative epistemology and methodology.

ANNUAL BANQUET
Saturday, 6:30 PM - 9:00 PM, Basic Ballroom AA1/BB2

This year’s UCEA Banquet will be held at the Kansas City Marriott Downtown Basic Ballroom on Saturday evening. The banquet will begin at 6:30 pm with a reception from 6:30 pm to 7:00 pm followed by the banquet. After the dinner, the Convention Planning Committee has arranged a salsa band for entertainment and dancing. 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 have a limited number of tickets available.

Session 18, Sunday, 7:30 AM – 8:50 AM

18.1, Julia Lee AB
Symposium: Recent Research in Distributed Leadership
University of Wisconsin-Madison: Richard Halverson and Matthew Clifford; Jennifer Goldstein, City University of New York; Eric Camburn, University of Michigan; R. Keith Sawyer, Washington University; and University of Missouri-Columbia: Jay P. Scribner, Vicki L. Myers, and Sheldon T. Watson

This symposium illustrates current empirical research sparked by the distributed leadership framework. The papers consider how comprehensive school reforms reshape leadership roles; how discourse analysis reveals the work of teacher leadership teams; how districts guide implementation of peer review evaluation processes; and how local systems of practice filter principal evaluation practices.

18.2, Bennie Moten AB
Symposium: Using External Coaches to Build Capacity: Two States’ Responses to the Needs of High Priority Schools
Michigan State University: Susan Priny and Barbara Markle; University of Texas at Austin: Darlene Yanez, Martha Ovando, Laurie Mathis; and Ella Burton, Eastern Michigan University

This interactive symposium focuses on contrasting models for the preparation of external coaching. The discussion will focus on what we can learn about different ways in which external coaching can take hold in a state, various approaches to coaching, insight into barriers and challenges to coaching and how to work through these, and evidence of the effectiveness of external coaching.

18.3, Mary Lou Williams A
Symposium: Using William Foster’s Leadership Demands to Reconceptualize Special Education
Lauren Hoffman, Lewis University; Leonard Burrello, Indiana University

This symposium will discuss how three university professors and one practitioner have reconceptualized the purpose and practices of special education. Specific case examples of their ideas in practice will be highlighted. Their work will then be examined in relation to William Foster’s four leadership demands (1989) and implications for leadership preparation will be addressed.

18.4, Mary Lou Williams B
Conversation: Breaking the Cycle: Merging Disparate Voices
Loyola University Chicago: Janis Fine, Marla Israel, and Vivian Gordon

This conversation uses emerging theoretical frameworks to examine through “reality-based vignettes” the issues that arose, and the solutions that were determined, when an urban university and a religious community merged disparate voices to create a principal preparation program. Follow-up discussion focuses on strategies for creating unique alliances.
18.5, Big Joe Turner A
Symposium: Instructional Leadership for Diverse Learners: Fostering Inclusive Learning Communities
Kristina Hesbol, University of Illinois Urbana-Champaign; Madeline Hafner, University of Utah
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.

18.6, Big Joe Turner B
University of California, Berkeley: Lynda Tredway and Janette Hernandez
This session presents an induction program for new urban leaders. Using the Critical Friends protocol, the audience will interact with presenters to respond to structure and research findings. The program uses storytelling as a “moving force” to assist new administrators in co-constructing a theory of action about their work. A narrative inquiry research project by program coordinators, with new administrators as collaborative inquirers, presents a theory of action for new urban leaders based on their views of themselves as advocates and system challengers.

18.7, Lester Young A
Paper Session: Preparing Leaders for Diverse School Contexts
Discussion Leader: Mike Boone, Texas State University-San Marcos
Chair: Terry Quinn, City University of New York
Profile School Leadership Practices in Pennsylvania
Paul Begley, Pennsylvania State University
The paper reports on the outcomes of a project whose objective was the development of a profile of exemplary school leadership practices in Pennsylvania. School leadership profiles operate as support resources to the preparation of aspiring school leaders by usefully addressing several perennial problems associated with leadership development. They are comprehensive and conceptually holistic images of effective practice that integrate craft knowledge, research findings, and current educational priorities.

Preparing Urban Educational Leaders: Defining Characteristics and Needs
Douglas Davis, Georgia State University
The paper is a critical analysis of the meaning of urban educational leadership. Beginning with a definition of urban, the paper presents unique aspects of urban leadership relevant to preparation programs. Topics covered include accountability, K-12 university partnerships, social justice, diversity, organizational change, gentrification, and democracy.

Success For All: Ensuring Equitable Opportunities for Student Learning in a High-Need Rural School District
Tricia Browne-Ferrigno, University of Kentucky; Robert Knoepfle, University of Kentucky
This paper presents findings from a multiyear exploratory case study about a district-identified need for professional development of administrator-certified practitioners. The year-long training is conducted through a collaborative partnership between a high-need rural district and a land-grant research university and delivered by an instructional team composed of leadership professors and leadership practitioners. The project objectives are to recruit, develop, and retain a cadre of principals to serve as visionary change agents focused on improved student learning.

School Bridging the Academic Achievement Gap: Critical Practices and Processes for Practitioners and Preparation Programs
Betty Alford, Stephen F. Austin State University
The need to assist all students in receiving a high quality education to ensure both equity and excellence is critical. This study reports practices and processes that can bridge the academic achievement gap in schools. The study has implications for educational leadership programs in the consideration of “What works” in successful school improvement efforts and the role of educational leadership programs in this process.

18.8, Lester Young B
Paper Session: Promoting Ethical Leadership for All Students
Discussion Leader: Norma T. Mertz, University of Tennessee, Knoxville
Chair: Ellen Eckman, Marquette University
Grappling with Equality versus Equity in Turbulent Times: Ethical Leadership at the Crossroads
Temple University: Joan Shapiro and Steven J. Gross
Equity versus equality is a paradox even fifty years after Brown v. Board of Education. Authentic ethical dilemmas will be presented highlighting access to education for racially mixed students. Turbulence Theory and multiple ethical paradigms will be used to help educational leaders make ethical decisions in very volatile times.

Educational Professionals and HIV: An Investigation of the Attitudes of School Administrators and Teachers
University of Cincinnati: Linetta Collins and James W. Koschorreck
The purpose of this research was to explore the attitudes of administrators and teachers in urban schools. This study found that their attitudes about HIV and HIV+ adolescents centered on two main themes: (1) the (non)compassion on the part of the administrator or teacher depending on the mode of HIV transmission, and (2) their beliefs about factors that impede student learning.

Ethical Leadership in Linguistic Minority Settings: Adding New Colors to the Patchwork
University of Laval: Lyse Langlois and Lapointe Claire
This exploratory research, funded by SSHRC, pertains to the meaning of ethical leadership in linguistic minority settings. As it unfolds and more data are collected, original insights emerge that provide a better understanding of moral dimensions of educational leadership. Particularly, the results indicate a strong presence of all three dimensions of Starratt’s model (1991).

School and Community Leadership: Supporting the Success of Sexual Minority Youth
University of South Florida-St. Petersburg: Brianne Reck and Lynn Mattice
This paper reports the findings of an exploratory descriptive study of the experiences and perceptions of school and community leaders working to support the success of gay, lesbian, bisexual, transsexual and questioning youth. Implications for the involvement of school and community leaders in providing safe institutions for sexual minority youth and for the preparation of educational leaders will be addressed.

18.9, Jay McShann A
Paper Session: National, State, and Local Leadership for Social Justice
Discussion Leader: Linda Thurston, Kansas State University
Chair: Gerardo Lopez, Indiana University
The State Role in Funding Education to Achieve Social Justice
University of Wisconsin-Milwaukee: Faith Crampton and Randall S. Vesely
Fifty years after the historic Brown v. Board of Education (1954) decision demanding equality in educational opportunity for all students, the role of state education funding systems as a tool to promote social justice remains understudied and underutilized. This study analyzes the level and extent to which four state systems provide funding to students at risk of academic failure.

Social Justice in Rural Communities: A National School Consolidation Study
Iowa State University: Thomas Alsbury and Nanci Shaw
This national study focuses on the effects of school consolidation on the culture of the community and school, including the effects on students, teachers, administrators, and community members. Results indicated that while school consolidation had positive and negative outcomes, perhaps the most important effect was upon the school and community culture in terms of social justice.

Toward a Theory of Social Justice Educational Leadership
George Theoharis, University of Wisconsin-Madison
This paper centers on building a theory of social justice educational leadership. Using a critical qualitative study of public school principal that are driven to enact social justice for their marginalized students, this paper provides insight into the work, the personal characteristics, and the struggles of social justice leaders.

School Districts’ Roles as Institutional Actors
Andrea Rorver, University of Utah; Jim Scheurich, University of Texas at Austin; Linda Skrla, Texas A&M University
Based on an extensive and critical review of research on districts from the past twenty years, the authors of this paper propose a theory of districts as institutional actors in improving achievement and advancing equity. In our theory, districts serve four primary and interdependent roles. These roles include providing leadership for instruction, reorienting the organization, establishing policy coherence, and maintaining an equity focus.

18.10, Jay McShann B
Paper Session: Exploring Faculty Issues in an Increasingly Diverse Society
Discussion Leader: Richard M. Englebert, Temple University
Chair: Paul Goldman, University of Oregon
The Changing Face of Ed.D. Programs: Policy and Market Influences on Program Design
Julie Schubert, Saint Louis University
This paper will report the findings of a study that investigated how educational leadership department chairs shape their programs to meet external demands from students, accreditors, and emerging research in the field. The findings of the study are relevant to department chairs of evolving educational leadership Ed.D. programs, as well as accreditors and policy makers concerned with ensuring that the Ed.D. continues to produce effective school leaders.

Experiences of Scholars at the UCEA Conference: Personalizing and Diversity Issues
William MacLean, Washington State University
This paper will present the results of the second phase of a phenomenological study focusing on the experiences of participants in the UCEA's Annual Conference and its impact upon Educational Leadership professionals. This qualitative investigation (Bogdan & Biklen, 1996) focuses particularly on capturing the voices of the various scholars (e.g., their thoughts, feelings, beliefs, understandings, perplexities, etc.) in order to portray their interpretations of their experiences within UCEA's formal and informal provisions of professional opportunities at the conference. Participant observations and open-ended interviews are the primary data collection methods coupled with two distributed surveys.

Exploring the Faculty Pipeline in Educational Administration: Evidence from the Survey of Earned Doctorates 1990 to 2000
University of Kansas: Bruce Baker and Lisa E. Wolf-Wendel
This study uses 10 years of data on doctoral recipients (Survey of Earned Doctorates) from programs in educational administration to characterize the background attributes and preparation of those who pursue faculty positions in educational administration. Comparisons are made with findings from concurrent research on teacher education faculty by the authors.

Exploring the Relationship Between Educational Leadership Faculty Work and Institutional Reward Systems: The Dean’s Perspective
University of Missouri-Columbia/UCEA: Junoke Sanusi, Jite O. Efarakorho, Michelle Young
In response to calls for changes in educational leadership preparation a number of educational leadership faculty members are in the process of enhancing and/or changing their programs, establishing partnerships with school districts, reconstructing meaningful internship experiences for their students, and providing mentoring to program graduates. Program changes involve modifications to traditional allocations of faculty time. In some programs this transition has taken place seamlessly, in other institutions, particularly research one institutions, the transition has been anything but smooth.

18.11, Andy Kirk A
Graduate Student Seminar III: Professors and Students of Color: Dialoguing for Success
Linda Tillman, Wayne State University; Maria Luisa González, New Mexico State 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.

18.12, Andy Kirk B
Symposium: Educational Leadership in Central and Eastern Europe: Lessons Learned
Tim Goddard, University of Calgary; University of Dayton: Gary Ubben, Charles Webber, Charles Russo, George White
In this proposed conversation, five panelists will discuss their work in Bosnia, Bulgaria, Kosovo and Romania. Plagued by the aftermath of civil war, social unrest, and political uncertainty, educational leadership and administration in these post-socialist (and often post-conflict) environments has played an important role in school reform and social change.

Session 19, Sunday, 9:00 AM – 10:50 AM
Basie Ballroom AA1/BB1
Sunday Morning General Session
Welcomes and Introductions:
Kathleen Brown, University of North Carolina-Chapel Hill
Mixed Blessing: Living Black in North America
Keynote: Minnijean Brown-Trickey

Minnjean Brown-Trickey was one of a group of African-American teenagers known as the “Little Rock Nine.” On September 25th 1957, under the armed watch of 1,200 armed soldiers, Ms. Brown-Trickey faced down an angry mob during the desegregation of Central High in Little Rock, Arkansas. Since that fateful moment, Ms. Brown-Trickey has been a crusader for civil rights, fighting for minority groups and the marginalized. She received the U.S. Congressional Medal, the Wolf Award, the Spingarn Medal, and many other citations and awards for her tireless efforts. In addition, she served for a time as Deputy Assistant Secretary of the Interior responsible for diversity during the Clinton Administration. Currently, she lives in Arkansas, and continues to work for social quality. Ms. Brown-Trickey is also working on an autobiography, entitled Mixed Blessing: Living Black in North America.

Session 20, Sunday, 11:00 AM – 1:00 PM

20.1, Julia Lee AB
Workshop: International Opportunities for Faculty to Teach/Travel Overseas
Kenneth Holland, Kansas State University
This workshop will provide information on opportunities for faculty to travel and teach overseas. Areas to be discussed include study abroad, research, and teaching and sources of financial support.
20.2, Bennie Moten AB
Workshop: Words Into Print: Getting Your Book Published
Elizabeth Brenkus, Corwin Press and Robb Clouse, Corwin Press
This workshop covers key points in the process of getting your book published. Some topics include choosing a publisher, when to get an agent, choosing a topic, how to develop a proposal, developing your manuscript, the submission process, and how to negotiate a contract.

20.3, Mary Lou Williams A
Workshop: Department Heads and Their Promotion of Programs: Advocating Educational Leadership
María Luisa González, New Mexico State University
This workshop examines how department heads promote programs that advocate for the changing faces of educational leadership resulting in resilient educational leaders.

20.4, Mary Lou Williams B
Workshop: School Technology Leadership
Scott McLeod, University of Minnesota; Susan Printy, Michigan State University; Scott Tunison, University of Saskatchewan; Don Hackmann, University of Illinois-Urbana-Champaign, Susan Palfhoyer, Western Illinois University
This session, sponsored by the University of Minnesota School Technology Leadership Initiative (STLI), will highlight the curricular structures, teaching techniques, and technology tools used by several educational leadership programs to prepare school administrators to be effective facilitators of data-driven decision-making processes and practices.

20.5, Big Joe Turner A
Workshop: Developing an Effective Educational Leadership Program
Terry Orr, Columbia University
This workshop addresses conceptual, methodological and operational issues in evaluating the benefits and impact of leadership preparation programs, particularly to meet ELCC/ISLCC or other standards.

20.6, Big Joe Turner B
Invited Workshop: Blueprints For Women In And Those Interested In Higher Education Administration
Mary Snyder, University of Alaska, Anchorage; Dee Hopkins, Texas A&M Corpus Christi; Sue Shepard, Southeastern Missouri State University; Lynn GASKIN, State University of West Georgia; Marilyn Grady, University of Nebraska, Lincoln; Patricia First, University of Arizona; Sandra Gupton, North Florida University; Nancy Griffin Mims, Western Carolina 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.

20.7, Lester Young A
Workshop: Using the Journal Cases in the Classroom
Michael Dantley, Miami University; Gary Crow, University of Utah
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 2003-2004 Paula Silver Case Award winning case to demonstrate with participants the variety of ways cases can be used in the classroom.

20.9, Jay McShann A
Workshop: Enhancing Social Justice and Instructional Leadership Content in Educational Leadership Preparation Programs through Web-Based Modules
University of Vermont: Susan Hasazi, Kieran Killeen and Cynthia Gerstl-Pepin; David Conley, University of Oregon; University of Minnesota: David Johnson and Nicola Alexander; Gary Crow, University of Utah; Kristina Hesbol, University of Illinois
The purpose of this session is to present a series of modules related to issues of social justice and instructional leadership. The modules are designed to be inserted in existing coursework taught by professors of educational administration to aspiring educational leaders. Several developers will present their modules and discuss implementation issues.

20.11, Jay McShann B
Workshop: Teaching Strategies for Developing School Leaders who can “Promote and Deliver Social Justice”
Madeline M. Hafner, University of Utah and Kathleen M. Brown, University of North Carolina-Chapel Hill
This workshop will provide individuals involved in leadership preparation and development with action-oriented instructional strategies and concrete curricular information that can be utilized in developing school leaders who can “promote and deliver social justice.” Strategies include: individual and large group activities, curricular materials and topics, case studies, individual course development focused specifically on leadership for social justice, re-conceptualizations of traditional courses to be oriented toward social justice, and others.
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