UCEA Convention 2005
Co-hosted with Vanderbilt University

Democracy in Educational Leadership:
The Unfinished Journey towards Justice

November 10-13, 2005
Garylord Opryland Resort & Convention Center
Nashville, Tennessee
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Program Designed by Laarni D. Goma, UCEA Manager of Events

**PEABODY COLLEGE IMAGE HERE**

Peabody College  
Home of College of Education  
Vanderbilt University

**Special Thanks to 2005 Institutional Host**  
**Vanderbilt University**  
for helping UCEA make this convention a success!
Dear UCEA Annual Conference Members:

On behalf of Peabody College and Vanderbilt University, I am pleased to welcome you to Nashville and the UCEA annual meeting.

Our K-12 leadership faculty (Professors Mark Berends, Robert Crowson, Laura Desimone, Ellen Goldring, James Guthrie, Joseph Murphy, Andy Porter, Tom Smith, and Claire Smrekar) are pleased that you have selected Nashville as your meeting site, and we look forward to being your hosts.

As you know, there are many significant issues now facing our elementary and secondary schools. Among these are adjusting to a new era of accountability and elevated performance expectations while continuing the nation’s historic quest for enhancing educational opportunity. In addition, issues related to the quality of our advanced degree programs also challenge our profession. The list could continue, but the point would be the same. Whether one approaches education from the perspective of a K-12 practitioner or a higher education researcher, there is no end of issues with which we must grapple.

We at Peabody College are confident that UCEA, its member institutions, and its participating professionals are among those best situated to struggle with such enduring issues. It is for that reason that we welcome you and look forward to meeting with you to exchange information and ideas.

Sincerely yours,

Camilla P. Benbow
Patricia and Rodes Hart Dean Education and Human Development
2005 Proposal Reviewers

The following individuals contributed generously to the success of this program by carefully reviewing proposals for various convention sessions. The Program Committee & UCEA staff express their sincere appreciation:

Motoko Akiba
Enrique Aleman
Ann Allen
Louise Allen
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Stacey Edmonson
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Charlie Russo
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Cynthia Uline
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Kathryn Whitaker
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James Witte
Mimi Wolverton
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Michelle Young
Lindy Zaretsky
Sally Zepeda
Ted Zigler
Judith Zimmerman

A SPECIAL THANK YOU TO ALL OF OUR SPONSORS AND EXHIBITORS FOR THIS YEAR’S CONVENTION!
Welcome to the 19th Annual UCEA Convention! This year’s theme, “Democracy in Educational Leadership: The Unfinished Journey Towards Justice,” will provide you with a rich opportunity to acknowledge the important initiatives underway to make schools more democratic, to critique where we have stopped short in these efforts, and to inspire and create new steps to facilitate the journey towards justice. I can think of no better topic given our contemporary challenges at all levels of the educational, economic, and social systems. Certainly for us as educators, “Democracy matters.”

The Convention will inspire, stimulate, and enrich your work. The Convention will offer you the opportunity to hear internationally known scholars in the area of democracy and education, including Lani Guinier of Harvard Law School, who is the Pennsylvania State University Mitstifer Lecturer and Pedro Noguero of New York University, who is the UCEA Featured Speaker. In addition to the usual offering of thought-provoking paper presentations, symposia, and conversations (based on over 450 proposals submitted for review), a new format, the town-hall meeting, will be offered to stimulate productive, in-depth, and ongoing conversations.

This exciting Convention has been planned by an outstanding, creative group of individuals: Program Co-Chairs: Judy Alston of Wayne State University and Mark Gooden of the University of Cincinnati; President-Elect: Michael Dantley of Miami University of Ohio; Robert Crowson of Vanderbilt University; and our very capable UCEA staff: Michelle Young, Executive Director and Laarni Goma, Manager of Events.

A convention like this is only possible because of the contributions of universities who sponsor various functions. I especially want to thank this year’s host institution, Vanderbilt University (James Guthrie, Chair), for their many contributions to the success of this Convention. Also, I appreciate other sponsoring institutions including Tennessee State University, the Tennessee University System, Duquesne University, Florida State University, and Miami University of Ohio.

I also want to take this opportunity to recognize and thank the faculty, staff, and administrators at the University of Missouri at Columbia for ten years of invaluable service as host of UCEA headquarters. The organization will be moving to the University of Texas at Austin in the summer of 2006. Former Dean Dick Andrews, Department Chair Margaret Grogan, and the other faculty and staff at Mizzou have generously committed valuable resources to UCEA and the convention that have enriched our professional lives. We all are indebted to them!

For those of you who are coming to the UCEA convention for the first time, I warmly welcome you to this community of scholars and encourage you to introduce yourself and become involved not only in the Convention but in the work of UCEA. For those of you who are veterans to UCEA Convention, welcome back!

*Gary Crow, 2004-2005 UCEA President*

*University of Utah*
Former UCEA Executive Directors

Daniel R. Davies
1954-1959
Jack Culbertson
1959-1981
Charles L. Willis
1981-1984
Daniel Griffiths
1984-1985
Patrick B. Forsyth
1985-1999

Convention 2005 Committee

Michael Dantley, Miami University
Mark Gooden, University of Cincinnati
Judy Alston, Widener University
Robert Crowson, Vanderbilt University
Laarni D. Goma, Ex-Officio, UCEA
Michelle D. Young, Ex-Officio, UCEA

UCEA Staff

Michelle D. Young, Executive Director
Catherine Lugg, Assoc. Dir. of Publications
Trudy Salsberry, Assoc. Dir. of Program Centers
Laarni D. Goma, Events Director
Lisa C. Wright, Financial Director
Jite O. Efarakorho, Post-Doctorate Fellow
Christi Ford, Graduate Assistant
Theera Haruthaithanasan, Graduate Assistant
Pei-Ling Lee, Graduate Assistant
Sheriece Sadberry, Graduate Assistant

MARK YOUR CALENDARS!

UCEA CONVENTION 2006
The St. Anthony, San Antonio, TX, November 8-12, 2006

UCEA CONVENTION 2007
Welcome to Nashville and the UCEA's 19th Annual Convention. Much of the discourse in our field this year has focused on the purpose of leadership—leading for what purposes?—and how leadership preparation should be constructed and delivered to support such purpose driven leadership. With these questions in mind, UCEA's President Elect, Michael Dantley and his Convention Planning Committee, consisting of Mark Gooden, Judy Alston, and Robert Crowson, have planned a meeting that focuses on **Democracy and Educational Leadership: the Unfinished Journey Towards Justice**. The UCEA convention theme impels us to engage in serious thought regarding the purposes of schooling and leadership and the implications of such purposes for the preparation and career development of educational leaders. The concept of democratic, ethical, purpose-driven leadership will be taken up in a number of regular sessions and town hall meetings. I’m sure you will find these sessions stimulating.

The convention program this year is a strong indication of the important research, conversations and practices taking place within higher education leadership programs and partner organizations. A substantial number of sessions are focused around issues of leadership preparation, including a special working session for the Joint Research Taskforce on Educational Leadership Preparation. I encourage all of you to make use of this opportunity to share research, experiences, and perspectives on the important preparation and development work you do with current and future leaders.

In addition to general sessions, governance meets, pre-and post-convention workshops and more than 130 concurrent sessions, the planning committee has set aside time for convention participants to network and share best practices. This meeting promises to be a good opportunity to meet with colleagues, to make new connections, and to share a common commitment to preparing effective school and school system leaders.

I would like to extend a warm welcome to our new UCEA member institutions. At our last Plenary Session, the memberships of Duquesne University and Florida State University were approved and Clemson University has recently partnered with UCEA as a provisional member. We are very pleased to have these fine institutions join our consortium. For those institutions interested in UCEA membership, an information session is being held on Saturday, Sess. 16.11.

Many thanks to all of those institutions and individuals who have contributed to the success of our 2005 Annual Convention. In particular, my thanks go out to the 2005 Convention Committee for a job well done and to our Convention Host, Vanderbilt University, which contributed to this meeting in countless ways, including the sponsorship of the Past Presidents reception and musical entertainment. My thanks to Texas A & M University for sponsoring our Plenary session luncheon, to Duquesne and Florida State University for sponsoring our UCEA Featured Speaker, Pedro Noguera and to Penn State University for sponsoring the Mitsifer speaker, Lani Guinier. I would also like to thank Paula Short and the Tennessee Board of Regents for their sponsorship of the Barbara L. Jackson Scholars mentoring event and reception this year and Miami University for sponsoring the Sunday morning breakfast. We sincerely appreciate the generosity of all of these important contributions.

I wish you all a successful Annual Convention.

*Michelle D. Young, UCEA Executive Director*
UCEA PSRs serve an important function for their respective institutions and for UCEA. PSRs provide a link between institutions and UCEA, serve as a major part of the electorate for Executive Committee members, determine their institutions contribution to UCEA’s mission, and can serve as a catalyst for many activities in which UCEA is involved.

Alexander-Knight, Nicola, University of Minnesota
Alsbury, Tom., Iowa State University
Anfara, Vincent Jr., University of Tennessee, Knoxville
Baker, Bruce D., University of Kansas
Beachum, Floyd, University of Wisconsin-Milwaukee
Becker, Jonathan D., Hofstra University
Brown, Kathleen M., Univ of North Carolina at Chapel Hill
Browne-Ferrigno, Tricia, University of Kentucky
Campbell-Salsberry, Trudy, Kansas State University
Carr, Carolyn S., Portland State University
Christman, Dana, New Mexico State University
Crawford, James R., University of Nevada, Las Vegas
Creighton, Ted, Sam Houston State University
Dantley, Michael E., Miami University
Davis, Douglas R., Georgia State University
Davis, James Earl, Temple University
DiPaola, Michael F., College of William & Mary
Ehrensal, Patricia, Fordham University
Faircloth, Susan C., The Pennsylvania State University
Finch, Janet, Tennessee State University
Garcia-Wagstaff, Juanita., University of Texas at Austin
Garn, Gregg A., University of Oklahoma
Gates, Gordon, Washington State University, Spokane
Giles, Corrie, SUNY at Buffalo
Glasman, Naftaly S., University of California, Santa Barbara
Goddard, Roger D., University of Michigan
Hartwell-Hunnicutt, L. Kay, Arizona State University
Halverson, Richard, University of Wisconsin-Madison
Hesbol, Kristina, University of Illinois at Urbana-Champaign
Hite, Julie M., Brigham Young University
Hughes, Sean, University of Pittsburgh
Hyle, Adrienne E., Oklahoma State University
Johnson, Patsy E., University of Connecticut
Keedy, John L., University of Louisville
Koschoreck, James W., University of Cincinnati
LaCost, Barbara Y., University of Nebraska-Lincoln
LaPlante-Sosnowsky, Frances, Wayne State University
Larson, Colleen L., New York University
Liu, Edward, Rutgers University
Lopez, Gerardo R., Indiana University
Lowe, Jerry, University of Texas - Pan American
Lyman, Linda L., Illinois State University
MacNeil, Angus, University of Houston
Mawhinney, Hanne B., University of Maryland
McCullum, Phil, University of Oregon
McGhee, Marla, Texas State University-San Marcos
Murphy, Joseph, Vanderbilt University
O’Sullivan, Fergus, University of Lincoln, UK
Portin, Bradley, University of Washington
Pritny, Susan, Michigan State University
Reed, Cynthia J., Auburn University
Roettelger, Caroline, University of Toledo
Rorrrer, Andrea, University of Utah
Russo, Charles J., University of Dayton
Scheurich, James, Texas A&M University
Scribner, Jay Paredes, University of Missouri-Columbia
Shields, Carolyn M., University of British Columbia
Shoho, Alan R., University of Texas at San Antonio
Stielke, Catherine C., University of Georgia
Stout, Karen, Lehigh University
Sweetland, Scott R., The Ohio State University
Tarter, C. John, St. John’s University
Taylor, Dianne L., Louisiana State University
Tooms, Autumn K., Kent State University
Tucker, Pamela D., University of Virginia
Vandiver, Frances M., University of Florida
Want, Carolyn L., University of Iowa
Wasonga, Teresa, Northern Illinois University
Whitaker, Kathryn S., University of Northern Colorado
Wood, Carolyn J., University of New Mexico

UCEA PRESENTS TWO NEW MONOGRAPHS

Charting the Changing Landscape of the Prepartion of School Leaders: An Agenda for Research & Action

Scientific Research in Educational Leasdership: Paradoxes, Possibilities, and Paradigm Change

To order your copy today, order online at www.ucea.org or contact UCEA at 573-884-8300.
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.

THURSDAY, NOVEMBER 10
Pre-Session 1, Belle Mead AB, Taskforce to Evaluate Educational Leadership Preparation Effectiveness Seminar, 1:00 pm - 6:00 pm
Pre-Session 2, Belle Mead CD, Making Conflict Work for You, 1:30 pm - 4:00 pm
Session 1, Presidential Address, Democracy and Educational Work in an Age of Complexity, Magnolia Ballroom, 5:00 pm - 6:30 pm

FRIDAY, NOVEMBER 11
Session 3.13, Cheekwood D, Graduate Student Symposium I, Developing International Research Collaborations, 8:00 am - 9:20 am
Session 4, General Session Townhall, Magnolia Ballroom, Implications of Leadership Reform Initiatives for the Preparation of Democratic Ethical Educational Leaders, 9:30 am - 10:50 am
Session 5.7, Belle Mead AB, Voices from the Field: Phase 3, 11:00 am - 12:20 pm
Session 5.11, Hermitage CD, Building the Concept of Democratic Ethical Educational Leadership (New DEEL), 11:00 am - 12:20 pm
Session 6.5, Center on Special Education Leadership, Cheekwood G, 12:30 pm - 1:50 pm
Session 7.5, Center for the Study of Leadership and Ethics, Cheekwood G, 2:00 pm - 3:20 pm
Session 7.15, Hermitage B, Julie Laible Memorial Session, 2:00 pm - 3:20 pm
Session 9.12, Hermitage CD, Conversations on the Levine Report, 5:00 pm - 6:20 pm
Barbara L. Jackson Scholars Network Reception and Workshop, 5:00 pm - 8:00 pm

SATURDAY, NOVEMBER 12
Session 11, Magnolia Ballroom, The Pennsylvania State University Mitstifer Lecture, Meritocracy, Inc., Lani Guinier, 9:00 am - 10:30 am
Session 12.2, Cheekwood B, The New DEEL, 10:40 am - 12:00 pm
Session 12.14, Cheekwood D, Graduate Student Symposium II, Professor and Students of Color: Dialoguing for Success, 10:40 am - 12:00 pm
Session 14.15, Hermitage A, Differentiating the Ed.D. and Ph.D. in Educational Leadership, 12:10 pm - 1:30 pm
Session 16.8, Center for the Study of the Superintendency, Belmont C, 4:40 pm - 6:00 pm
Session 16.11, Hermitage A, What Editors Want, 4:40 pm - 6:00 pm
Session 16.12, Center for the Study of School-Site Leadership, Cheekwood D, 4:40 pm - 6:00 pm

SUNDAY, NOVEMBER 13
Session 18.13, Belle Meade AB, Graduate Student Symposium III, Writing and Publishing for the Academy: Overcoming Obstacles, 12:10 pm - 1:30 pm
Session 19, Magnolia Ballroom, Education as a Civil Right, 9:00 am - 10:40 am
Session 20.2, Cheekwood C, Using the Journal of Cases in the Classroom, 11:00 am - 1:00 pm

For sessions of interest to Practitioners, look for the 🍎
The 2005 Convention Program is an exciting, stimulating one you won’t want to miss. If you are not new to UCEA, you will find that this year’s programming is different from past years. Although UCEA still provides attendees with the best in the field of Educational Administration, we have made a few minor changes on the program. One important change is that the roundtable sessions are now called Paper Discussion Sessions. This change was implemented in order to emphasize the purpose of the format - to provide an opportunity for authors to engage other interested parties in a discussion of the paper.

This program provides brief listings of all presentations, registration information, hotel information, and general information regarding the University Council for Educational Administration. Each session is listed with a title, a room assignment, presentation time and the list of presenters. UCEA has developed an accompanying website for the convention program. Changes to the program can be found on the UCEA website at www.ucea.org under Convention. We have also provided you with a room layout of the hotel, found at the back of the program.

REGISTRATION

If you have not registered for the convention, we urge you to do so as soon as you arrive at the hotel. The UCEA Registration area is found on the Magnolia Foyer. See page 14 of this program for the registration schedule.

NAMETAGS

Nametags are required for all sessions and events.

DISPLAYS

If you would like to display your announcements, reports, and other publications from your institution, a table in the Exhibit/Registration area will be made available for your items.

PRE-CONFERENCE CD

Some papers presented at the convention will be distributed on a CD-Rom that will be available at the Registration area. Those who register prior to the convention will receive a ticket for one CD-ROM. Please submit your ticket at the registration desk for your free CD. The CDs were developed with the support of Tennessee State University.
BUSINESS CENTER

The Gaylord Opryland Resort & Convention Center has a Kinkos within its complex. Computer service, photocopies, secretarial support, and resources such as fax and data communications are available at the Kinkos copying center, located in the Convention Center section of the complex.

EXHIBITS

UCEA is proud to host its book and educational resource exhibitors at this year’s convention. Exhibits can be found on the Magnolia Foyer, near the Registration area.

SPEAKER-READY AND HOSPITALITY ROOM

Presenters can prepare for their presentations in the Speaker-Ready/Hospitality room, located in Cheekwood E in the Magnolia area.

SPONSORSHIP OF UCEA EVENTS

If you are interested in hosting a future conference or sponsoring an event, please contact UCEA Headquarters at 573-884-8300 or speak to one of our staff members during the convention. Hosting and event sponsorships are excellent ways to increase the visibility of your institution while providing valuable resources to UCEA.

About the 2005 Convention Theme

The UCEA Convention brings together scholars, policy makers and practitioners from across the globe to focus on issues of leadership research, policy, preparation, and practice. The 2005 convention theme, “Democracy in educational leadership: The unfinished journey towards justice,” aims to advance the conversations of issues related to diversity, equity, social justice and ethics in educational leadership. Historically, many educational leaders find themselves in teaching, research and activism as the torchbearers of various interpretations of democratic ideals. These ideals are fundamentally rooted in the contexts of cultural understandings, belief systems, and the creation/enactment of governmental policy.

Those involved in the wide range of approaches to teaching and researching about educational leadership should continue to critique the definition and enactment of democracy in order to develop initiatives, action steps and purposeful civic engagement so that all of education’s stakeholders can complete this unfinished journey toward, “justice for all.”
Pre- & Post-Session Workshops
The 2005 Annual UCEA Convention will host a number of interesting pre-sessions and workshops. A pre-session is being hosted by Robert Kottkamp (Hofstra University) focusing on the Taskforce to Evaluate Educational Leadership Effectiveness. Also, the University of Nevada-Las Vegas will present a pre-session on conflict resolution, sponsored by the UCEA Center for the Study of Academic Leadership, chaired by Center Associate Directors, Mimi Wolverton and Walter Gmelch. In addition, UCEA is offering a number of workshops on various topics. One workshop to note is called When Parents Walk into My Office with Their Lawyer, What Do I Do? For a more complete list of all workshops, see Session 20. If you are interested in attending one of these pre- or post-session meetings or workshops, please contact either the organizer or UCEA Headquarters by phone at 573-884-8300 or by e-mail at ucea@missouri.edu.

Session on Membership in UCEA
As we enter our 51st year, UCEA continues to serve as the field’s leading professional organization and maintains an international reputation as a consortium of the most prestigious universities with doctoral programs in educational leadership. UCEA’s mission is to advance the preparation and practice of educational leaders for the benefit of all children and schools, and membership in UCEA is a marker of program quality. During Session 16.11, Executive Committee members Fenwick English, Fran Kochan, and Gail Furman will provide information and answer questions about membership in UCEA. Convention participants interested in learning more about UCEA and UCEA membership are invited to attend this UCEA session. For a number of UCEA Center activities, please check the program for listings.

General Sessions
This year’s focus on Democracy and Leadership has generated several General Sessions that promise to be fascinating, informative, and thought-provoking. General Sessions will kick off with UCEA President, Gary Crow, in his Presidential Address. Reflections on the theme and UCEA’s role as a leader in democratic education will underscore Dr. Crow’s presentation. Friday’s General Session features a Townhall Meeting facilitated by Temple University’s Stephen Gross, called Implications of Leadership Reform Initiatives for the Preparation of Democratic Ethical Educational Leaders: A Town Hall Meeting. This townhall will focus on the role on national reform initiatives in supporting the development of Democratic Ethical Educational leaders. Saturday morning’s Pennsylvania State University Mitsifer Lecture features Harvard professor, Lani Guinier, law professor, who came to the public eye when President Clinton appointed Dr. Guinier to head the Civil Rights Division of the Department of Justice, only to have her name withdrawn without a confirmation hearing. The convention’s final day features Pedro Noguera, professor in the Steinhardt School of Education at New York University. Dr. Noguera’s work focuses on relationship between equity, social justice and educational reform in his session entitled Education as a Civil Right: Keeping Justice and Equity Central to Educational Reform in the U.S.

Special thanks to Vanderbilt University, Duquesne University, Tennessee State University, Florida State University, Texas A & M University, and the Tennessee University System for all of their contributions to the 2005 Convention.
The UCEA Annual Banquet

This year’s UCEA Banquet will be held at the Gaylord Opryland Resort & Convention Center on Saturday evening in the Governor’s Ballroom. The banquet will begin at 7:30 p.m., preceded by a brief social reception from 7:00 p.m.-7:30 p.m. The Banquet will feature two musical groups, a Vanderbilt faculty jazz group and a special performance by the Swinging ‘Dores, an undergraduate vocal group from Vanderbilt University.

Tickets for the banquet, which includes dinner, music, and access to a cash bar, can be purchased online (www.ucea.org) or from UCEA headquarters and are $40 per person. Please purchase your tickets early. We will have a limited number of tickets available on site.

Hotel Reservations

Hotel reservation forms are available for download from UCEA’s website. Rates are as follows: Singles - $124, Doubles - $129, Suites - $295-up. These rates, which include resort fees, are quoted exclusive of appropriate state and local taxes, which are currently 14.25%. All guests are required to present a valid credit card upon registration; no checks are accepted upon check-in. Every effort will be made to accommodate those guests arriving at the hotel prior to the designated check-in time. For more information on Gaylord Opryland Resort, please visit the ucea website at www.ucea.org.

These rates are available until October 26. After this date rates increase substantially. Please make your reservations early. Reservations may also be made by calling Gaylord Opryland Resort & Convention Center at 1-888-777-6779. If calling, be sure to mention the University Council for Educational Administration to receive the special convention rate.

Transportation

From the Airport, leave the complex and go west on Interstate 40. Proceed to Exit 215 and take Briley Parkway - 155 North. Go to and exit the parkway at Exit 12, turn left off the exit-ramp onto McGavock Pike and then turn left at the first intersection into the Gaylord Opryland Complex.

Self parking is available for $10.00 (exc. tax) per day and valet parking for $18.00 (exc. tax) per day.

Gaylord Opryland offers a shuttle service from the Nashville International Airport to Gaylord Opryland. The fare is $16 one-way and $23 round-trip. Tickets can be purchased at the Welcome Desk at the Ground Transportation level of the airport. Look for the green-and-white Gaylord Opryland shuttle outside. The shuttle runs continuously from 5:30 am to 11:00 pm.

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

Michelle D. Young, UCEA Executive Director
205 Hill Hall, Columbia, MO 65211
Em. execucea@missouri.edu; Ph. 573-884-8300
Registration

Thursday, November 10: 4:00 pm - 6:00 pm, Magnolia Foyer
Friday, November 11: 8:00 am - 5:00 pm, Magnolia Foyer
Saturday, November 12: 8:00 am - 4:00 pm, Magnolia Foyer

Exhibit Hall Information

Friday, November 11: 8:00 am - 5:00 pm, Magnolia Foyer
Saturday, November 12: 8:00 am - 5:00 pm, Magnolia Foyer

Tables and chairs will be set up for networking with colleagues.

Exhibitors

Allyn & Bacon
Anker Publishing Company, Inc.
Beacon Press
Center for Performance Assessment
Corwin Press, a Sage Publications Co.
Eye on Education
Harper & Collins Publishers, Inc.
Information Age Publishing Inc.
Journal of Research on Leadership Education
Lawrence Erlbaum Associates Inc.

McGraw-Hill Higher Education
Merrill Education
McCutchan Publishing Corporation
NSBA Council of School Attorneys
Rethinking Schools
Rowman & Littlefield Education
Sage Publications
State University of New York Press
Taylor & Francis, Inc.
Teacher College Press
Vanderbilt University Press

UCEA TOWNHALL MEETING

IMPLICATIONS OF LEADERSHIP REFORM INITIATIVES FOR THE PREPARATION OF DEMOCRATIC ETHICAL EDUCATIONAL LEADERS: A TOWN HALL MEETING

In this town hall meeting, several major reform initiatives are highlighted, including the revision of the Interstate School Leadership Licensure Consortium’s (ISLLC) Standards for School Leaders, the development of a national advanced certification for principals, the search for a signature pedagogy, preparation program evaluations, and district partnerships. Steve Gross, Temple University, will facilitate a discussion among panelists regarding the implications of these and other initiatives for the preparation of democratic ethical educational leaders.

Session 4, Friday, 9:30 a.m. - 10:50 a.m., Magnolia Ballroom
Former UCEA Presidents

Virgil Rogers  Syracuse University  1956-58
Walter Anderson  New York University  1958-59
Truman Pierce  Auburn University  1960-62
Van Miller  University of Illinois  1962-64
Richard C. Lonsdale  New York University  1964-66
Kenneth E. McIntyre  University of Texas at Austin  1966-68
Willard R. Lane  University of Iowa  1968-70
J. Alan Thomas  University of Chicago  1970-71
Samuel Goldman  Syracuse University  1971-72
E. Wailand Bessent  University of Texas at Austin  1972-73
Donald J. Willower  Pennsylvania State University  1973-74
Loren Downey  Boston University  1974
Troy V. McKelvey  SUNY-Buffalo  1974-76
Peter J. Cistone  OISE/University of Toronto  1976-77
Wayne K. Hoy  Rutgers University  1977-78
Larry W. Hillman  Wayne State University  1978-79
Carl R. Ashbaugh  University of Texas at Austin  1979-80
Eugene Ratsoy  University of Alberta  1980-81
James H. Maxey  Georgia State University  1981-82
Dennis W. Spuck  University of Houston  1982-83
Michael J. Murphy  University of Utah  1983-84
Richard A. Rossomiller  University of Wisconsin  1984-85
Bryce M. Fogarty  New York University  1985
Martha M. McCarthy  Indiana University  1985-86
Richard V. Hatley  University of Missouri  1986-87
Paula M. Silver  University of Illinois  1987
John T. Greer  Georgia State University  1987-88
Robert T. Stout  Arizona State University  1988-89
Jay D. Scribner  University of Texas at Austin  1989-90
Gail T. Schneider  University of WI-Milwaukee  1990-91
Terry A. Astuto  New York University  1991-92
Pedro Reyes  University of Texas at Austin  1992-93
Paul V. Bredeson  University of WI-Madison  1993-94
Nancy A. Evers  University of Cincinnati  1994-95
Paula M. Short  University of Missouri  1995-96
Daniel L. Duke  University of Virginia  1996-97
Paula A. Cordeiro  University of Connecticut  1997-98
Diana G. Pounder  University of Utah  1998-99
Mary E. Driscoll  New York University  1999-00
María Luisa González  New Mexico State University  2000-01
Gail Furman  Washington State University  2001-02
Frances K. Kochan  Auburn University  2002-03
Margaret Grogan  University of Missouri-Columbia  2003-04
Gary Crow  University of Utah  2004-05
## 2005 EVENTS AT A GLANCE

### Thursday, November 10

- Plenum Sessions, 8:00 am - 4:00 pm
  - Pre-Session 1, 1 pm - 6:00 pm
  - Pre-Session 2, 1:30 pm - 4:30 pm
  - Registration, 4:00 PM - 6:00 PM

*Opening General Session: Presidential Address* 5:00 pm - 6:30 pm  
**Keynote Speaker:** Gary Crow  
Past President Reception, 6:45 pm - 9:00 pm

### Friday, November 11

- Registration, 8:00 am - 5:00 pm  
  - Session 2 (SIGS), 7:00 am - 7:50 am  
  - Session 3, 8:00 am - 9:20 am  

*Session 4 (General Session):* 9:30 am - 10:50 am  
**UCEA Townhall Meeting Featured Speaker:** Stephen Jay Gross  
- Session 5, 11:00 am - 12:20 pm  
- Session 6, 12:30 pm - 1:50 pm  
- Session 7, 2:00 pm - 3:20 pm  
- Session 8, 3:30 pm - 4:50 pm  
- Session 9, 5:00 pm - 6:20 pm  
Barbara L. Jackson Scholars Network Reception & Workshop, 5:00 pm - 8:00 pm

### Saturday, November 12

- Registration, 8:00 am - 4:00 pm  
  - Session 10, 7:30 am - 8:50 am  

*Session 11 (General Session):* 9:00 am - 10:30 am  
**Pennsylvania State University Mitslider Lecture:** Lani Guinier  
- Session 12, 10:40 am - 12:00 pm  
- Session 13, 12:10 pm - 1:30 pm  
- Session 14, 1:40 pm - 3:00 pm  
- Session 15, 3:10 pm - 4:30 pm  
- Session 16, 4:40 pm - 6:00 pm  
- Session 17 (SIGS), 6:00 am - 7:00 pm  
Annual Banquet, 7:00 pm - 9:30 pm

### Sunday, November 13

- Session 18, 7:30 am - 8:50 am  
  - Session 19 (General Session): 9:00 am - 10:40 am  

*Continental Breakfast served prior to Featured Speaker’s presentation*  
**UCEA Featured Speaker:** Pedro Noguera  
- Session 20 (Workshops), 11:00 am - 1:00 pm

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**2005 CONVENTION CLOSES 1:00 PM**
Plenum and Pre-Sessions, Thursday, 8:00 AM - 4:00 PM

Plenum Meeting, 8:00 AM - 4:00 PM
Annual Meeting of the UCEA Plenary Session Representatives (PSR)

Pre-Session 1, Thursday, 1:00 PM – 6:00 PM
Belle Mead AB
Pre-Session 1: Taskforce to Evaluate Educational Leadership Preparation Effectiveness Seminar
Organizers: Robert Kottkamp, Hofstra University; Margaret Terry Orr, Columbia University
Taskforce Members: Maggie Barber, University of San Diego; Marilyn Bartlett, University of South Florida-St. Petersburg; James Bliss, Rutgers University; Tricia Browne-Ferrigno, University of Kentucky; Miles Bryant, University of Nebraska-Lincoln; Gini Doolittle, Rowan University; Russ French, University of Tennessee; Margaret Grogan, University of Missouri-Columbia; Don Hackmann, University of Illinois-Champaign; Madeline Hafner, University of Utah; Stephen Jacobson, SUNY Buffalo; Bruce Kramer, University of St. Thomas; Kaetlyn Lad, George Washington University; Brenda LeTendre, Pittsburgh State University; Patricia Marcellino, Adelphi University; Martha McCarthy, Indiana University, Bloomington; Kathy O’Neill, Southern Educational Regional Board; Karen Osterman, Hofstra University; Diane Pounder, University of Utah; Alan Shoho, University of Texas at San Antonio; Ruth Silverberg, College of Staten Island, CUNY; Lew Smith, Fordham University; Elaine Willmore, University of Texas at Arlington; Michelle Young, UCEA
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.

Pre-Session 2, Thursday, 1:30 PM – 4:00 PM
Belle Mead CD
Pre-Session 2: Making Conflict Work for You: A Guide to Conflict Management
Mimi Wolverton, University of Nevada, Las Vegas; Walter Gmelch, University of San Francisco
The workshop will be organized around the three R’s of conflict: recognition, response, and resolution. Recognition refers to understanding the nature and causes of conflict. Response has to do with identifying key interpersonal conflict skills and exploring effective response options. Resolution involves practicing the art of strategic conflict management.

This year, the Past President reception will feature country vocalist, Pam Macbeth.
The Past President reception is open to all UCEA convention attendees. Drop by at Hermitage CD, Thursday evening from 6:45 pm to 9:00 pm.
Session 1, Thursday, 5:00 PM – 6:30 PM

Magnolia Ballroom
Opening General Session: UCEA Presidential Address
Welcomes and Introductions:
   Michael Dantley, 2005-2006 UCEA President
   Camilla Benbow, Vanderbilt University, Dean of Peabody College
UCEA HQ Hosting Announcement:
   Marilyn Kameer, Assoc. Dean, University of Texas at Austin
   Michael Thomas, Chair of Educ. Admin., University of Texas at Austin
UCEA Presidential Address: Gary Crow: Democracy and Educational Work in an Age of Complexity: An Agenda for Research and Preparation

Gary Crow, Chair, Department of Educational Leadership & Policy, University of Utah, will deliver the keynote for this general session. Gary Crow is professor and chair of the Department of Educational Leadership and Policy at the University of Utah. He received his Ph.D. from the University of Chicago and has taught at Bank Street College (NYC) and Louisiana State University. His research interests include principal socialization, leadership, and school reform. He is currently conducting comparative research on the socialization of new school administrators in England and the US. His articles have appeared in Educational Administration Quarterly, Journal of School Leadership, Journal of Educational Administration, and American Educational Research Journal. His books include Leadership: A Realistic and Relevant Role for Principals and Finding One’s Way: How Mentoring Can Lead to Dynamic Leadership (both co-authored with Joseph Matthews). He is currently completing a textbook on the principalship (with J. Matthews). He has been involved with UCEA for over ten years, serving as PSR at both LSU and Utah.

Past Presidents’ Welcome Reception
Thursday, 6:45 PM - 9:00 PM
Hermitage CD Gaylord Opryland Resort

Gary Crow, Immediate Past President of UCEA, welcomes all UCEA participants to the 19th Annual 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 44 past presidents, is hosted by UCEA 2004-2005 President, Gary Crow, the UCEA Executive Committee, and the UCEA Headquarters Staff. A special thanks is extended to Vanderbilt University for sponsoring the reception.

Special performance by Pam Macbeth.

Session 2, Friday, 7:00 AM – 7:50 AM

2.1, Cheekwood A
SIG Meeting: Educational Law
   Charles Russo, University of Dayton

2.2, Cheekwood B
SIG Meeting: Organizational Theory
   C. John Tarter, St. John’s University
2.3, Cheekwood C  
SIG Meeting: Women in Educational Leadership  
   Helen Sobehart, Duquesne University

2.4, Cheekwood F  
Meeting: UCEA Program Centers Advisory Board Meeting  
   Trudy Salsberry (Chair), Kansas State University; James Earl Davis, Temple University; Sean Hughes, University of Pittsburgh; Kathleen Brown, University of North Carolina at Chapel Hill; Leonard Burrello, Indiana University; Mimi Wolverton, University of Nevada, Las Vegas; Gary Crow (EC Representative), University of Utah; Michelle Young (Ex-officio), UCEA

2.5, Cheekwood G  
Meeting: UCEA Center for the Advanced Study of Technology Leadership in Education  
   Jonathan Becker, David Quinn, University of Florida

2.6, Belmont B  
Board Meeting: Journal of Cases in Educational Leadership Editorial Board Meeting  
   Michael Dantley, Miami University; Judy Alston, Widener University; Floyd Beachum, University of Wisconsin-Milwaukee; Dan Duke, University of Virginia; Richard Fossey, University of Virginia; Lance Fusarelli, North Carolina State University; Mark Gooden, University of Cincinnati; Madeline Hafner, University of Wisconsin-Madison; Jim Koschoreck, Hofstra University; Robert Kottkamp, Hofstra University; Colleen Larson, New York University; Gerardo López, Indiana University; Catherine Lugg, Rutgers University; Julie Mead, University of Wisconsin-Madison; Andrea Rorrer, University of Utah; Charles Russo, University of Dayton; James Scheurich, Texas A & M University; Alan Shoho, University of Texas-San Antonio; Paula Short, Tennessee Board of Regents; Linda Skrla, Texas A & M University; Pam Tucker, University of Virginia  
(Continued through Session 3.7)

2.7, Hermitage CD  
Meeting: International Scholarship Breakfast Symposium  
   Betty Merchant, University of Texas at San Antonio  
(Continued through Session 3.11)

2.8, Hermitage A  
Meeting: David L. Clark Graduate Student Research Seminar in Educational Leadership and Policy Breakfast  
   Stephen Jacobson, SUNY at Buffalo; Fenwick English, University of North Carolina at Chapel Hill; Fran Kochan, Auburn University

2.9, Hermitage B  
Board Meeting: Journal of Research on Leadership Education  
   Edith Rusch, James R. Crawford, Mimi Wolverton, Gene Hall, Teresa Jordan, Gerry Kops, Mario Martinez, Patrick Carlton, Pam Salazar, Jane Williams, Monica Liunsberry, Cecilia Moldanado, Lee Ann Putney, Wanda Costner, Brad Eden, Helen Neal, University of Nevada, Las Vegas; Fergus O’Sullivan, University of Lincoln; Gary Crow, University of Utah  
(Continued through Session 3.12)
The UCEA Graduate Student Symposium
The UCEA Graduate Student Symposium is intended to bring graduate students together at the convention. All graduate students are welcome; no special registration for these sessions is required. Sessions will feature practical tips, expert advice, useful examples, and handouts. Students are encouraged to introduce themselves, and to interact with the symposium faculty members throughout the convention.
Sessions 3.13, 12.14, 18.13

Session 3, Friday, 8:00 AM – 9:20 PM

3.1, Cheekwood B
Conversation: Gender and Leadership: A Conversation Among Researchers
Charol Shakeshaft, Hofstra University; Genevieve Brown, Sam Houston State University; Dolores A. Grayson, Graymill Consulting; C. Cryss Brunner, University of Minnesota-Twin Cities; Margaret Grogan, University of Missouri-Columbia; Catherine Hackney, Ursuline College
This conversation will share a 20-year synthesis of research, quantitative and qualitative, in the field of gender equity in educational leadership in which the participants have been engaged. The synthesis is a part of the preparation for the upcoming Handbook of Gender Equity in Education to be published in 2006.

3.2, Cheekwood C
Paper Session: Leadership and Change
Chair: Ted Zigler, University of Cincinnati
Discussion Leader: Brendan Maxcy, University of Missouri-Columbia

Pioneering Leaders Promoting Change: The Impact of an Aspiring Principal Preparation Program
Susan Korach, University of Denver
The study explores the impact of an innovative aspiring principal’s program on the leadership of a large urban school district. Description and analysis of the data is organized around Senge’s learning disciplines. This study indicates the potential leadership impact that pioneering leaders might have in promoting equity and social justice within a bureaucracy based on formal authority.

Charting the Changing Landscape of the Preparation of School Leaders: An Agenda for Research and Action
Joseph Murphy, Vanderbilt University
This paper crafts an agenda for strengthening research and action on the preparatory function in school administration. The first part of the paper views findings about the nature of empirical research on the preparatory function, nesting that analysis in a review of the quality of research in the field of school leadership in general. The second part of the paper provides a framework for strengthening research on the preservice education of school administrators.

Revisiting the Broken Pyramid: Can It Inform Leadership Preparation in the Twenty-First Century?
Ellen Bueschel, Miami University
This is a study of the self-reported stories of eight women in leadership positions in university and public school districts. All are veteran administrators and are considered effective, successful leaders by their colleagues and constituents. The emergent themes were
analyzed in the context of Peggy McIntosh’s (1983) Broken Pyramid metaphor as a key to their effectiveness.

Leadership Programs and School Achievement: Promise or Illusion
James Bliss, Rutgers University

This paper represents an effort to broaden the UCEA conversation on leadership program effects. UCEA faculty members are surely accustomed to reflecting on the institutional environments of public schools. Yet rarely has any conceptualization of school environments included leadership preparation programs. Since Meyer and Rowan’s (1977) work on institutional environments in education thirty years ago we have known that organizations may conform to surrounding institutional forces.

3.3, Cheekwood F
Symposium: Data-Driven Decision-Making: Preparing Leaders, Documenting Readiness, and Gauging Implementation
Jonathan Becker, Hofstra University; Scott McLeod, University of Minnesota; Richard Halverson, University of Wisconsin-Madison; David Quinn, University of Arizona; Matthew Militello, University of Massachusetts

Although centered in strong research grounded in methodological rigor, this dynamic symposium on data-driven decision-making is deeply rooted in the needs of practice. Furthermore, this symposium is extraordinarily relevant for educational leadership programs looking to build their own capacity in preparing the next generation of data-driven school leaders.

3.4, Cheekwood H
Paper Session: Teacher Leader Roles
Chair: Melissa Rasberry, University of North Carolina at Chapel Hill
Discussion Leader: Mack T. Hines, III, University of Arkansas-Monticello

Differentiated Teacher Leadership: Exploring an Emergent Concept
Jeffrey S. Brooks, Florida State University; Jonathan Grantham, Leon County Public Schools

Increasingly, teachers are assuming greater responsibility as leaders in schools. While teacher leadership is not necessarily a new movement, with initial inquiry dating as far back as the 1930s, recent inquiry has investigated several emergent concepts which prompt a rethinking of the concept. This two-year qualitative study investigated a distinction made by Brooks, Scribner, and Eferakorho (2004) between local-classroom teacher leaders, departmental teacher leaders, and whole-school teacher leaders.

Contextualizing Distributed Leadership: Situating Teacher Leader Roles in the Complex School Environment
Sara Stoelinga, University of Illinois at Chicago

Coordinator or Specialist positions, teacher leader roles that allow a teacher freed from teaching responsibilities to work as a mentor and support to teachers in their classrooms, have emerged on the school reform landscape, both in individual schools and at the district level. This paper explores the variation of these roles in implementation through the examination of 4 case study schools. Using qualitative interviews, structured observations, network, time and document analysis, four “types” of schools with Literacy Coordinator roles are examined.

Attraction to School Councils: The Impact of Teacher Characteristics, Job Characteristics, and Organization Characteristics on Teacher Ratings of a School Council Position
Paul Winter, Joseph M. Petrosko, William B. Mattingly, University of Louisville

School reform programs mandate teacher participation in local school councils without the benefit of empirical data assessing teacher attraction to this administrative role. Regression
results among teachers (N = 353) in a reform state indicated lack of council service (negative predictor and 70% never served) and opportunity to participate in personnel hiring (positive predictor) explained significant variance in teacher ratings of school council positions. Implications for practice and research are discussed.

*Understanding the Role of the School Counselor: Perspectives from Rural Elementary Counselors and Principals*
Stacey Edmonson, Janet Cummings, Sam Houston State University

This study examined principals’ and counselors’ perceptions regarding the role of the rural elementary school counselor. Two hundred fourteen principals and counselors rated 26 counseling roles on a Likert scale. Responses were analyzed using rank means, standard deviations, and independent t-tests. Qualitative data regarding counseling programs and perceived challenges further triangulated and validated the quantitative study. Agreement of counseling goals was found to be consistent among principals and counselors.

3.5, Belle Meade AB
Convocation: *Something to Crow about: Scholars Working to Keep Their Research off the Shelf*
Juli Swinnerton, Elizabeth Marzolf, University of Washington; William Ingle, Florida State University; William Rorison, University of Maryland; Andrew Kufel, Virginia Polytechnic Institute and State University; Jacqueline Kearnes-Barber, Lehigh University; Barbara L. Jackson, Fordham University; Gary Crow, University of Utah

Given the charge by a UCEA president to keep their research “off the shelf,” a group of emerging scholars is engaging in efforts to address this challenge by sharing their work with scholars, practitioners, and legislators interested in issues of educational leadership and policy. This interactive conversation will explore how these scholars, many who intentionally situate themselves in both practitioners and academic contexts, are making strides to share their work in both academic and practitioner communities.

3.6, Belle Meade CD
Paper Session: *No Child Left Behind, Standards, and Democracy*
Chair: Judy Jackson May, Bowling Green State University
Discussion Leader: Augustina Reyes, University of Houston

*The NCLB’s “Highly Qualified” Teacher Requirement and State Tenure Laws*
Joseph Oluwole, The Pennsylvania State University

This paper explores the challenges state tenure laws are likely to present to present state, school district and school efforts to enforce the NCLB’s “highly qualified” teacher requirement. The NCLB requires that state and local educational agencies receiving federal funds pursuant to the NCLB ensure that teachers of ‘core academic subjects’ are “highly qualified” by the end of the 2005-2006 school year. Those schools where teachers fail to meet the “highly qualified” requirement by the deadline could be confronted with a dilemma: terminate the teachers or risk loss of federal funds.

*Assumptions about School Reform: Understanding the Meaning of NCLB at the State, District, School and Classroom Levels*
William Ruff, Arizona State University

Using a comparative case study design, this study described the assumptions of a specific school reform policy held by the policy implementers at four key levels. The purpose of the study was to determine where alignment and misalignment in policy understanding occurs. Such an understanding may provide insight leading to improved implementation.

*Retaining Highly Qualified Teachers to Promote Equity: A Challenge to Educational Leaders*
Pricilla Quinn, University of Texas at San Antonio
The high attrition rate among induction year teachers is a major concern shared by school districts across the United States. Gaining a better understanding of the reasons for high rates of teacher attrition is imperative for district and campus administrators. The phenomenon requires a more careful assessment as to why it takes place particularly at a time when schools face high accountability for their students’ performance.

Do Educators Use Baldrige to Promote Democratic Leadership at All Levels?
Judith Zimmerman, Bowling Green State University

For schools that use Baldrige to improve student achievement, certain educator characteristics can impact their reform efforts. Among barriers to change, self-efficacy and attitude toward change have been linked to employee acceptance of new procedures or innovations. This study explored educators’ characteristics related to use of Baldrige. The sample of three Baldrige districts included all principals (19) and 300 randomly selected teachers.

3.7, Belmont B
Board Meeting: Journal of Cases in Educational Leadership Continued

3.8, Belmont C
Symposium: Contextual Influences on Democratic Leadership for Superintendents
Theodore Kowalski, University of Dayton; George J. Petersen, California Polytechnic State University; Lars Bjork, University of Kentucky; Thomas Alsbury, Iowa State University; Juanita Simmons, University of Missouri-Columbia

The symposium examines the influence of three variables (school reform, political environments, and social conditions) on normative standards for democratic leadership styles in the superintendency. Current and future conditions are described and their effect on practice is critiqued. Dialogue between the presenters and the audience regarding implications for pre-service education, in-service education, and additional research is included.

3.9, Ryman B
Innovative Session: Preparing Principals to Support Special Education
Mariela A. Rodriguez, University of Texas at San Antonio; Pearl Sims, Vanderbilt University; James L. Gentilucci, California Polytechnic San Luis; George W. Griffin, North Carolina Central University; Gary L. Carlston, Utah State University

The purpose of this innovative session is to share the various ways in which faculty members in departments of educational leadership from five institutions across the country used interactive special education modules to enhance their course content and delivery. It is the intent of the authors to engage other educational leadership faculty in discussions for alternative ways to use the modules in their own teaching.

3.10, Hermitage A
Innovative Session: Can Schools Significantly Change?
Lew Smith, Michele Hancock, Rob Carroll, Fordham University

Over six years, 373 schools, from 38 states, have been nominated for a national award that recognizes significant school change. All 36 winners have been studied and eight of the schools have been selected for deep portraits from which a conceptual framework has been designed. This session will look at the dominant themes identified in the research, with principals of two of the award-winning schools serving as reactors. There will be an opportunity for interaction and discussion.

3.11, Hermitage CD
Roundtable: International Scholarship Breakfast Symposium Continued
Chair: Betty Merchant, University of Texas at San Antonio
Friday

3.12, Hermitage B
Board Meeting: Journal of Research on Leadership Education Continued

3.13, Cheekwood D
Graduate Student Symposium I: Developing International Research Collaborations: From Grant Writing to Site Visits

Patrick Scheurmann, Al Boerema, Eric Hilgendorf, Marisa Pelczar, Sarah Vanhoof, Vanderbilt University

In the globalizing world of educational research, instructional collaboration is becoming a vital skill. The ability to collaborate on both the institutional and international scale is becoming one of the core requirements for full participation in the research community. This symposium will provide practical insights that deal with: developing international collaborations, determining institutional compatibility, conducting international research, and funding.

3.14, Cheekwood F
Innovative Session: Are Universities Making Progress in Redesigning School Principals’ Preparation

Kathleen O’Neill, Southern Regional Education Board

This research study was designed to answer the question, What progress have universities in the southern region made in redesigning their programs, improving candidates’ field experiences, and working with local school districts to help prepare educational leaders to focus on the core functions of schools?

Session 4, Friday, 9:30 AM – 10:50 AM 🍎
Magnolia Ballroom
Friday General Session: A Townhall Meeting
Welcomes: Michelle D. Young, UCEA Executive Director
Presentation of the Paula Silver Case Award: Michael Dantley, JCEL Editor
Implications of Leadership Reform Initiatives for the Preparation of Democratic Ethical Educational Leaders: A Town Hall Meeting
Featured Speaker: Stephen Jay Gross, Temple University; Jerry Starrat, Boston College; Nona Prestine, The Pennsylvania State University; Gary Crow, University of Utah; Khaula Murtadha, IUPUI; Margaret Terry Orr, Columbia University; Kent McGuire, Temple University

In this town hall meeting, several major reform initiatives are highlighted, including the revision of the Interstate School Leadership Licensure Consortium’s (ISLLC) Standards for School Leaders, the development of a national advanced certification for principals, the search for a signature pedagogy, preparation program evaluations, and district partnerships. Steve Gross, Temple University, will facilitate a discussion among panelists regarding the implications of these and other initiatives for the preparation of democratic ethical educational leaders.

Session 5, Friday, 11:00 AM – 12:20 PM

5.1, Cheekwood A
Paper Session: School Improvement Policies
Chair: Catherine Sielke, University of Georgia
Discussion Leader: Cynthia Uline, The Ohio State University
Administrator Perceptions of School Improvement Policies Within a High Impact Policy Setting
Mario Torres, Dave Erlandson, Luana Zellner, Texas A & M University

The purpose of this study is to investigate school administrator perceptions of the impact of school improvement policies. Surveying a stratified-random sample of school administrators in Texas, this study measures the impact of accountability, decentralization, professional development, and scheduling reform on three dependent variables: academic outcomes, staff morale, and parent and community involvement.

Action Research For School Improvement: Four Case Studies
Stephen Gordon, Suzanne Stielgelbauer, Texas State University

This paper reports four case studies of school improvement projects centered on schoolwide action research. The schools involved in these projects were members of a school improvement network sponsored by a university. Leadership teams from the schools attended workshops at the university and were provided on-site assistance by critical friends as they gathered and analyzed data; chose focus areas; and developed, implemented, and evaluated action plans for school improvement.

Using Data to Drive School and Classroom Decision-Making: Are Educational Leaders Equipped with Critical Knowledge, Skills and Attitudes?
Laura Hassler, Gail Ogawa, Christine Johnson, Cheryl Nahmias, Dawn Ossont, Florida State University

A study was undertaken to examine the extent to which current building level administrators, reading coaches and teachers at 21 middle schools have the knowledge, skills and attitudes required to use data to improve teaching and learning for all students. Due to the relative prominence in state and national accountability systems, screening, progress monitoring, diagnostic and outcome assessments from the domain of reading were the foci.

Educational Accountability in Cyberspace: Analyzing Website Differences Between High and Low Performing Washington State School Districts
Eric Anctil, Gordon Gates, Washington State University

This study explores differences and similarities in how educators in high performing and low performing districts report and use accountability data on district websites to communicate with the public about student academic performance and the improvement of teaching and learning. Sampled districts posted on average less than half the possible informational items identified in the study.

5.2, Cheekwood B
Symposium: Latinos in Educational Leadership: Una Platica Sobre Oportunidades
Sylvia Mendez-Morse, Texas Tech University; Mariela A. Rodriguez, University of Texas at San Antonio; Anna Pedroza, Austin Independent School District; Gerardo R. López, University of Indiana; María Luisa Gonzáles, New Mexico State University; Aida Alaniz, Texas State University

The session is una platica sobre oportunidades -- a conversation about opportunities -- stemming from the cultural and linguistic attributes that Latino/a educational leaders possess and how these may contribute to democratic practices in schools. It is an opportunity to consider multicultural and multilingual characteristics as more than challenges to educators and instead view these as resources for a more democratic society.

5.3, Cheekwood C
Paper Session: Democracy-International Perspectives
Chair: Rose Ylimaki, SUNY at Buffalo
Discussion Leader: Sharon Brooks, SUNY at Buffalo
Democratic Participation: Leadership Initiatives in American International Schools
Elizabeth Murakami-Ramalho, University of Texas at San Antonio

To move away from hierarchical leadership perceptions, this study explored the dynamics of leadership through democratic participation. The emerging system of K-12 American international schools were selected as appealing ecological environments for this study involving highly diverse and committed educators, families, and community participants.

Challenges to Democratic Educational Governance in Globalized Cities: The Case of the Politics of Scale Embroiling the Political Regulatory Institutions in Washington, D.C.
Hanne Mawhinney, University of Maryland

As an example of the historical problems of the political economy of education, the politics of scale reflect the changing relationship under global capitalism of state, market, and society in the demand and supply of education. A central feature of the political economy of educational regimes under global capitalism has been a neoliberal restructuring of education provision and governance.

Educational Reforms in Mali From 1962 to the Current Period
Mohomodou Boncana, Amadou Niang, University of Utah

This paper is a historical policy analysis of the different educational reforms that have been enacted in Mali over the past forty years.

5.4, Cheekwood F
Conversation: Doctoral Study in Educational Leadership: Reflectively Questioning an Anti-Democratic Implication in Arthur Levine’s Prescription
Robert Kottkamp, Hofstra University; Ira Bogotch, Florida Atlantic University

Doctoral studies in educational leadership are in crisis, according to Dr. Levine. His charge is that the field lacks scholarship; his prescription is adoption of a business model. In this conversation session, we raise large questions, focused explicitly on Levine’s target: doctoral study elements that address rigor, scholarship, and quality. We present descriptive case data from two programs. Each intends for doctoral study to be intellectually transformative via programmatic learning experiences. The two cases describe elements of student journeys across multiple ways of knowing, scholarly literatures, genres, and craft knowledge. The largest implication is that at stake potentially is educators’ deep access to democratic engagement.

5.5, Cheekwood G
Innovative Session: Reframing Instructional Leadership to Serve Social Justice
Jim Scheurich, Kathryn Bell McKenzie, Nancy Algert, Gwen Webb-Johnson, Texas A & M University

The goal of this innovative session is to provide the rationale and a plan for a university course based on reframing instructional leadership to better serve social justice, which is defined in this case to mean the facilitation by school leaders of classrooms in which the culture of the child is used in a positive, assets-oriented way and in which teachers know and use teaching techniques that will support the successful learning of all students.

5.6, Cheekwood H
Conversation: Brown v. Board of Education II (1955) and the Doctrine of Practical Flexibility in Leadership Decisions: Implication for Education Change
Philip T.K. Daniel, Ohio State University; Frank Brown, University of North Carolina at Chapel Hill; Mark Gooden, University of Cincinnati; Patrick Pauken, Bowling Green State University; Suzanne Eckes, Indiana University; Preston Green III, The Pennsylvania State University

Brown v. Board of Education II is more than a supplement to Brown I (1954). Brown II constitutes a foundation for many contemporary educational issues as the case postulated
practical flexibility —reconciling public and private [decision making]— in desegregation remedies. In this conversation, authors will discuss issues and respond to questions concerning Brown II’s influence on such topics as democracy and social justice in education, special education referrals, school choice school discipline, high stakes testing, and the “digital divide”.

5.7, Belle Meade AB  
Meeting: Voices from the Field: Phase 3  
Gary Ivory, New Mexico State University; Michele Acker-Hocevar, Florida Atlantic University  
Researchers across the U.S. are conducting focus groups with principals and superintendents to understand better their conceptions of educational leadership. Publishing and presenting opportunities will be available to all who conduct focus groups. This session is a progress report and discussion of future plans. All are welcome.

5.8, Belle Meade CD  
Paper Session: Recruitment and Retention of Principals  
Chair: Timothy Ilg, University of Dayton  
Discussion Leader: Susan Printy, Michigan State University  

Principal Recruitment: Predicting Job Attraction Among Students in Principal Certification Programs  
Paul Winter, John L. Keedy; University of Kentucky: Lars Bjork, James S. Rinehart, University of Louisville  
Applicant pools for principal vacancies are shrinking nationally because individuals qualified for the job do not apply. This study detected predictors (e.g., expected job security) of principal job attraction among educators (N = 516) enrolled in principal preparation programs. The regression model derived explained 20% of the variance in participant principal job ratings.

Attracting Beginning Teachers: The School and District Characteristics That Matter  
Suzanne Painter, Sally Hurwitz, Thomas Haladyna, Arizona State University:  
School districts seeking teacher applicants have little information about the job characteristics that new teachers consider when deciding whether or not to apply in a particular school district. This study surveyed 469 newly graduating asking what factors they thought most salient when choosing where they would to teach. The development and validation of the survey instrument is discussed.

The Challenges of Novice School Administrators: Implications for Preparation, Induction, and Professional Support  
Bruce Barnett, Alan R. Shoho, University of Texas at San Antonio  
An empirical study of new principals to determine the challenges they face, how the job compares with their expectations, previous learning experiences that assist in their role transition, and additional knowledge and skills needed to do the job effectively. Implications for preparation and professional development are provided.

5.9, Belmont B  
Innovative Session: Social Justice and Abuse of Power: A Case Study  
Barbara DeHart, DeLacy Derin Ganley, Claremont Graduate University  
This innovative session introduces a case study that highlights the problems created when three elected school board members refused to follow state and federal laws that guarantee the rights of all peoples to file a discrimination complaint. The case involves resistant board members refused to adopt language in the district’s policy that would extend civil liberties to
the protected classes of sex, sexual orientation, race, ancestry, and national origin. Audience participation is invited.

5.10, Belmont C
Paper Session: Special Education
Chair: Madeline Hafner, University of Utah
Discussion Leader: Edith Rusch, University of Nevada, Las Vegas

_The Administration of Public School Programs for Children with Disabilities, As Viewed through the Eyes of Parents_
Richard Baringer, Youngstown State University

From a verified list of more than three hundred families who made contact with an advocate, six families, from diverse communities, were selected in a random manner, for the study. The diagnosed disabilities of the children ranged from a mild learning disability to more profound disabilities. School records, interviews with parents, and anecdotal records were utilized as the educational experiences were explored through the eyes of parents.

_Creating Second Order Transformational Change Top Down and Bottom Up: The First Chapter in an Urban Reform Effort on Behalf of Students with Disabilities_
Elise Frattura, John LaNear, University of Wisconsin-Milwaukee

Creating and sustaining meaningful reform in urban schools is an elusive endeavor. When reform efforts involve an often-marginalized segment of the student population, change can be even more difficult to achieve. This case study of an urban district details changes that are occurring both top down and bottom up — and the processes that led to those changes — to allow for a deep and sustainable transformation to occur.

_All Are Welcome: Emboldening Cultures of Inclusion_
Martin Scanlan, University of Wisconsin-Madison

While public schools are obliged to serve all students, private schools can choose to be selective. Historically Catholic elementary schools have educated a wide range of students, but in recent decades these schools are increasingly unavailable to students who are living in poverty, are racial and linguistic minorities, or have special educational needs. This qualitative study is an analysis of three Catholic elementary schools that buck this trend by deliberately fostering cultures of inclusion.

_Principal Talk: Cross-National Perspectives on the Administration and Supervision of Special Education Programs, Services, and Personnel in Canada and the United States_
Susan Faircloth, The Pennsylvania State University; Lindy Zaretsky, York Region District School Board

This study examines the role of the principal in the administration and supervision of special education programs, services, and personnel, from a cross-national perspective. In-depth semi-structured interviews were conducted with six elementary and two secondary principals (a total of 16) in the province of Ontario, Canada and the state of Pennsylvania. Initial analysis indicates that principals in both countries employ numerous definitions of leadership and inclusive education.

5.11, Hermitage CD
Townhall Conversation: _Building the Concept of Democratic Ethical Educational Leadership (New DEEL): A UCEA Values Conference Town Meeting_
Facilitator: Stephen Jay Gross, Temple University

The purpose of the town meeting is to further discuss and enrich the concept of the New DEEL through the contributions of conference participants. Results of Town Meeting will be...
shared with participants and will help in the formation of future scholarship, policy development and curriculum planning.

5.12, Hermitage A
Paper Session: *The Role of Place, Culture & Politics in School Reform*
Chair: Naftaly Glasman, University of California-Santa Barbara
Discussion Leader: Margaret Terry Orr, Columbia University

*Lessons from High-Stake Testing in China and Its Implications for U.S. Standards-Based Accountability Reform*
Fengning Du, University of Georgia

The purpose of this paper is two-fold: to describe and discuss the effects of high-stake tests on curriculum, teaching, equity of educational resources, and reform initiatives in China and to present its relevant implications for schools in the United States.

*Contesting the Scientific Management of Difference through Alternative Spatial Practices*
Thu Syong Thi Nguyen, University of Texas at Austin

This paper argues that the management of schools informed by Taylorism of perception (re)produces uneven relations of power and informs the ways in which underserved populations remain underserved. Central to this qualitative case study are notions of space and spatial practices which remain largely neglected in analyses of educational policy and practice. Such an examination of space may reveal alternative ways of knowing and understanding that may ultimately inform more socially just practices in education.

*Equity, Diversity and Capacity: Paying Attention to Rural Voices*
Dawn Wallin, Laura Reimer, University of Manitoba

This paper outlines the findings to date of a provincial study that examines the educational priorities and capacities of rural school divisions, and stakeholder perceptions of the role of the Manitoba provincial government in educational governance and reform. Data was collected through the use of surveys sent to superintendents, trustees, administrators, teachers and parent/community members of all rural school divisions in the province of Manitoba.

*Keeping Scores: Monitoring Integrity and Falsification in High Stakes Testing*
Michael G. Richards, Raymond V. Padilla, University of Texas at San Antonio

Early this year, a major news outlet visited the website of the Texas Education Agency (TEA) and located the first two years of results of the new standardized testing in Texas (TAKS). Two journalists did an “eyeball” analysis of the numbers. Their conclusion: some Texas teachers helped students cheat on the TAKS exam. The news spread like a Texas wildfire, and soon local pundits were repeating it as if it were an established truth. One large urban district appealed to our Department for assistance with this touchy public relations and legal matter.

5.13, Cheekwood D
Symposium: *Understanding and Developing Teacher Leadership*
Joseph Murphy, Vanderbilt University

This symposium is designed to help the participants fully comprehend teacher leadership as a pathway to school improvement. We unpack teacher leadership into its core components and trace its evolution into a more mature reform concept. We reveal how teacher leadership fits into the larger array of school reform initiatives. We examine the ideological and empirical seedbed in which teacher leadership has been germinated. We investigate the larger forces underway in education that buttress efforts to promote teacher leadership in schools. And we review the engine or theory in action that powers the growing teacher leadership movement.
5.14, Hermitage B
Paper Session: Multiple Ways to Prepare Leaders
Chair: Jimmy Byrd, Tarleton State University
Discussion Leader: Jane Nicholas, National Foundation for Education Research, UK

The National College of School Leadership: A Case Study in Distributed Leadership Development
Diane Dean, Illinois State University
A case study on The National College of School Leadership in Nottingham, England.

Using Social Impact Theory to Examine Influence: Virtual Leadership Preparation
Michael D. Miller, University of Wisconsin-River Falls; C. Cryss Brunner, University of Minnesota
This study utilized a Social Impact Theory framework to explore new sources and functions of communicator influence in computer-mediated communication. This study involved five online graduate classes (n1=15, n2=11, n3=10, n4=12, n5=12) at a research university. Participants included 43 females and 17 males ranging from 25 to 60 years of age.

Assessing Impact of Leadership Preparation Programs: An Analysis of the Effects of Democratic Processes for Developing a Professional Learning Community Within Student Cohorts
Joseph Matthews, Ellen J. Williams, Brigham Young University
The purpose of this paper was to assess the impact of establishing a professional learning community within a school leadership preparation program in a student cohort. Two questions were studied: How does cohorting students in leadership preparation programs affect the development of professional learning communities among the students?

5.15, Ryman B
Meeting: UCEA Diversity Committee
Khaula Murtadha, IUPUI; James Scheurich, Texas A & M University; Enrique Aleman, University of Utah; James Earl Davis, Temple University; Judy Alston, Widener University; James Koschoreck, University of Cincinnati; Patsy Johnson, University of Connecticut; Autumn Tooms, Kent State University; Susan Faircloth, The Pennsylvania State University; Jite Eferakorho, UCEA

Session 6, Friday, 12:30 PM – 1:50 PM

6.1, Cheekwood A
Paper Session: Challenges of the Principalship
Chair: Joseph Matthews, Brigham Young University
Discussion Leader: Joanne Chesley, University of North Carolina at Greensboro

Shelby Cosner, University of Wisconsin-Madison
This paper presents findings from an 18-month qualitative study that examined the work of high school principals within the context of capacity building. Findings suggest that these principals enacted their roles in ways that supported the development of both human and social capital consistent with a perspective provided by Smylie and Hart (1999). From an analytic perspective I advance a framework for considering the work of these principals.

Principals in Search of Cultural Leadership: A Field-Based Interview Study
John Daresh, University of Texas at El Paso
This paper reports an interview study involving principals who were asked to describe the ways in which they were able to balance competing demands to serve as administrative, instructional, political, and cultural leaders. Cultural leadership is defined as the opportunity to lead the school toward consideration of broad social issues such as citizens, democracy, and social justice.

James Smith, Michigan State University

Public schools not making adequate yearly progress in student achievement are labeled high priority schools. Each high priority school is required to develop and implement a multi-year plan for sustained student achievement. After review and approval of the school improvement plan, urban high priority school Principals are being held publicly accountable for providing leadership and facilitating plan implementation that results in adequate yearly progress of all student subgroups.

**6.2, Cheekwood B**

**Symposium: Beyond Whining and Protesting: Towards a Theory of Social Justice**

Fenwick English, University of North Carolina at Chapel Hill; Charles Russo (Discussant), University of Dayton; Floyd Beachum, University of Wisconsin-Milwaukee; Ira Bogotch, Florida Atlantic University; Jeffrey S. Brooks, Florida State University; Jackie Blount, Iowa State University

The theme of social justice has taken off exponentially in the last several years. There have been several noteworthy problems, however. One is the rich multi-layered springboard from which the concept of social justice resonates. This has made it hard to determine exactly what future leaders of schools are supposed to do about social justice. This symposium concerns itself with a primary dilemma in teaching about and preparing educational leaders towards social justice, that is, that there is no theory of social justice.

**6.3, Cheekwood C**

**Paper Session: Race and Linguistics**

Chair: Mariela A. Rodriguez, University of Texas at San Antonio
Discussion Leader: Susan Faircloth, The Pennsylvania State University

*Re-Visiting Educational Leadership in a Complex Democratic Society: The Case of Linguistic Minority Schools*

Claire Lapointe, Lyse Langlois, Laval University

A growing number of democratic societies around the world are adopting laws and policies which aim at protecting minority languages. As agents of socialization, schools play an important part in this process. This paper presents the results of a 3-year, SSHRC-funded exploratory research on the meaning of educational leadership in linguistic minority settings. A total of 90 school principals participated in the research project.

*Perceptions of School Community Members Regarding Foreign Language Program Offerings in a New Urban Neighborhood School*

Yoko Miura, University of Cincinnati

This study addresses demographic changes in a predominantly Urban Appalachian neighborhood school through investigation of language attitudes. The decision making process constructed tend not to respect minority opinions, especially when language barriers are associated with those opinions. Findings displayed discrepancies among individual language experiences, language knowledge, and perceptions about foreign language program offerings at the school.
Why Do Culturally and Linguistically Diverse Gifted and Talented Students Opt Out of Gifted and Talented Programs?
Amanda Keton, University of Texas at El Paso
This study analyzes why gifted and talented culturally and linguistically diverse students opt out of gifted and talented programs. The participants were all 8th grade students in the Frontera School District (a pseudonym) in West Texas who chose to exit a gifted and talented classroom sometime during the 2003-2004 school year or the 2004-2005 school year.

Research on Second Language Acquisition: A Democratic Educational Concept
Rafael Lara-Alecio, Texas A & M University; Beverly J. Irby, Sam Houston State University
The purpose of our presentation is to share Project ELLA (English Language and Literacy Acquisition), National Institute for Education Science funded research at $7,000,000. The purpose of the research speaks to democracy of appropriate educational opportunities for the thousands of second language learners in our country. Specifically, the researchers are in the second year of implementing a scientifically rigorous, longitudinal evaluation of alternative instructional models for primary grade students whose first language is Spanish.

6.4, Cheekwood F
Symposium: Social Injustice in Texas: An Analysis of Resource Allocation
Edward J. Fuller, Norma Cantu, Shannon Stackhouse, Jessica Geier, Curtis Brewer, Anissa Rodriguez, Kedra Bishop, Michelle Galindo Cruz, University of Texas at Austin
This session documents the unjust distribution of four types of educational resources in Texas: school funding, facilities and facilities funding, access to advanced courses, and access to well-qualified teachers.

6.5, Cheekwood G
UCEA Center on Special Education Leadership Symposium: Leadership for the Success of All Children: Blending Special and General Education Administration Through Research, Policy, and Practice, A UCEA Center on Special Education Leadership Symposium
Mary Lynn Boscardin, University of Massachusetts Amherst; Carl Lashley, University of North Carolina at Greensboro; James Yates, University of Texas at Austin; Jean B. Crockett, University of Florida; Leonard Burrello, Indiana University; Thomas Skrtic, Christine S. Walther-Thomas, University of Kansas
Clusters of questions representing the views of leadership within the following five topic areas will be explored: the historical basis for special education administration and leadership; the affects of IDEA and NCLB on the delivery of special education services by administrators; leadership preparation in the administration of special education; the state of current practice in the delivery of special education services by administrators in the public schools; and future research directions in special education administration and leadership.

6.6, Cheekwood H
Paper Session: The Role of Instructional Leadership
Chair: Patricia Ann Marcellino, Adelphi University
Discussion Leader: Kathleen Jorissen, Bowling Green State University
The Role of Instructional Leadership in School Reform: Are We Missing the Forest for the Trees?
Audrey Dentith, Carroll Bronson, University of Wisconsin-Milwaukee

If you would like to receive The UCEA Review and are not on our mailing list, contact us by e-mail at ucea@missouri.edu.
Findings from a year-long ethnographic study of 8 Kindergarten classrooms in four separate schools, all high-poverty, high-risk schools, indicate that teacher quality supported by school building instructional leadership through meaningful staff development and in the structural and organizational efforts designed to support teachers’ development were key indicators of increased student achievement. This study calls for a renewed focus on studies of instructional leadership for student achievement in the context of new reform efforts.

Examinining the Role of Instructional Leadership in the School Improvement Process
Pamela Angelle, Dianne Taylor, University of Tennessee

This study examines the role leadership plays in two kinds of schools under pressure to improve. One kind is low performing and still declining schools. The other kind is low-performing but improving schools. Using a matched pair design and questionnaire data, teacher perceptions of leadership are examined. Findings show the differentiating factor in the two types of schools is the principal. Conclusions affirm the need for instructional leadership and suggest that barriers be identified and eliminated.

The Role of Politics in Instructional Leadership
Rose Ylimaki, SUNY at Buffalo

This paper draws on empirical research findings from a national study of district-level administrators and the literature, to explore the role of politics in a reconceptualization of instructional leadership.

Instructional Leadership Within a Teacher Performance Appraisal System: Enhancing Students’ Academic Success
Martha Ovando, Alfredo Ramirez, Jr., University of Texas at Austin

This paper presents the results of a multiple case study of principals’ instructional leadership actions in the context of a teacher performance appraisal system. Findings suggest that principals actions at all three levels use the system to set clear expectations, monitor instruction through walk-through classroom observations, and provide professional development to meet the needs of teachers. Differences by school level are highlighted, and implications for the instructional leadership preparation of principals are also discussed.

6.7, Belle Meade AB
Conversation: Democracy in Educational Leadership: Redesigned Ed.D. Programs for Effective Leadership Practice
Susan Toft Everson, Saint Louis University; David D. Marsh, University of Southern California; Joseph F. Murphy, Vanderbilt University

This is a conversation session that focuses on new designs for the Ed.D. in educational leadership. The purpose of the session is to discuss the nature and value of new programs that are designed to prepare students to be effective leaders who guide schools and school systems toward academic success for all youngsters. Three panelists will make brief presentations that create a framework for the conversation among participants. The conversations will be organized by a set of provocative questions.

6.8, Belle Meade CD
Paper Session: Organizational Studies and School Reform
Chair: Ronit Bogler, The Open University of Israel
Discussion Leader: James Henderson, Duquesne University

Human, Economic, and Social Resources That Affect Instruction
M. Cecilia Martinez, Rutgers University

This study of three urban schools traced how human, social and economic resources influenced mathematics teaching. Analyzing teachers’ interviews about their practice together
with observations of their lessons, we traced how different dimensions of school capacity influenced teaching practices at each school. Findings indicated that teachers’ beliefs and knowledge about pedagogies and expectations about their students strongly influenced teachers’ selection of teaching tasks and strategies.

Using a Constructivist Leadership Change Strategy to Reform and Decentralize an Entire School by Building a Collaborative, Democratic Constructivist Culture: Teachers’ Perceptions of the Three-Year Process of Subsidiarity
Arthur Shapiro, University of South Florida

A highly individualized bottom-up constructivist change process was used to move an entire school of close to a thousand students into developing and practicing a constructivist culture. Using a collaborative constructivist leadership approach, the school became constructivist in philosophy, culture, structure, curriculum, decision-making, and teaching methods to meet teachers’ and students’ needs and interests.

The Salience of Institutional Fields: Exploring the Institutional Control of School Reform and Change
Kieran Killeen, University of Vermont; John W. Sipple, Cornell University

The purpose of this paper is to make a theoretical contribution in terms of the identification, measurement, and analysis of the variety of institutional mechanisms (e.g., regulative, normative, cognitive institutions; See Scott, 2000) felt by local educators. Additionally, we utilize multi-level modeling to analyze how these institutional pressures and constraints may influence changes in school structure controlling for variations in school context (e.g., urbanicity, wealth, academic performance) and layer (e.g., teacher vs. administrator).

When Students Have Power over Their Learning: An Imperative for the “Unfinished Journey Towards Justice”
John Smyth, Texas State University-San Marcos

This paper aims to open up debate on a crucial issue in a way currently missing from much of the educational reform literature. The central argument of the paper is that if we want to turn around the extent to which young people are ‘disengaging’ from and ‘dropping out’ ‘of high school, then we will need to give them real power over their learning.

6.9, Belmont B
Meeting: Meeting of the UCEA Review Editors Board
Alan Shoho, University of Texas at San Antonio; Gerardo R. López, Indiana University; Linda Tillman, University of North Carolina at Chapel Hill; Martha McCarthy, Indiana University; Kanya Mahitivanicha, University of Texas; Michelle D. Young, UCEA

6.10, Belmont C
Innovative Session: Technology-Infused Leadership Preparation
Scott McLeod, John Hughes, Barry Brahier, Jayson Richardson, University of Minnesota

Educational leadership faculty often find it difficult to envision how technology can enhance their professional work. This demonstration will includes several different technologies being used in the widely-acclaimed School Technology Leadership graduate certificate program at the University of Minnesota and promises to be one of the most energetic and exciting sessions of the convention.

6.11, Hermitage CD
Paper Discussion Sessions
Table 1: Though the Eyes of Students: What Principals Should Know about School Climate?
Barbara N. Martin, Southwest Missouri State University; Dan Vandiver, Hollister Public Schools

The purpose of this study was to examine the relationship between high school student perceptions of school climate and five student outcomes: student attendance rates, graduation rates, ACT scores, and state achievement in Communication Arts and Mathematics. One hundred and fifty randomly selected public high schools were assigned a climate score based on student responses to an Advanced Questionnaire survey instrument and correlations and independent t-test were performed.

Table 2: Tenured Teacher Dismissal for Incompetence and the Law, 1983-2003
Marguerita DeSander, College of William & Mary

Educational reform initiatives post-1983 have focused on matters of teacher accountability and quality of instruction. Estimates show that 5-15% of classroom teachers are incompetent but few are dismissed for incompetence annually. The purposes of this study were (a) to examine dismissal-specific statutes among the US states to determine the impact of reform efforts from 1983-2003; (b) to review federal and state case law predicated on tenured teacher dismissal for incompetence from 1983-2003; and (c) to analyze of statutory and case law for tenured teacher dismissal for incompetence between union and non-union states.

Table 3: Learning to Teach Towards Social Justice
Monica Byrne-Jimenez, University of Massachusetts Boston

This paper chronicles the journey of one faculty member towards teaching for social justice. While the commitment towards social justice began many years ago as an urban elementary school teacher, it is not until this past year that this professor was able to make changes in the curriculum that both reflected this commitment and challenged students to use social justice as a critical lens when looking at course content and classroom practices.

Table 4: School Law 24/7: The Nature and Role of School Law in Public School Administrative Practice
Vivian Gordon, Loyola University, Chicago

The legal aspects of our American landscape have impacted schools and their educational leadership over time. This paper examines the nature and role of school law in public administrative practice. The paper reviews the historic timelines of some critical school law issues over the last 60 years: search and seizure cases, special education from PARC to the most current IDEA, and first amendment church/state cases impacting schools.

Table 5: Teacher Perceptions of Gender Differences in Academic Achievement
Brian Noonan, Amanda Stalwick, University of Saskatchewan

It is generally recognized that girls’ achievement on large-scale assessment often exceeds that of boys, however there is less known about gender differences in classroom achievement. This study examined high school teachers’ perceptions on differentiated achievement as a way to better understand the effect of gender on teachers’ classroom instructional and assessment practices.

Table 6: The Urban School Leaders Collaborative: From Cohort I to Cohort II
Encarnacion Garza, Jr., Betty Merchant, University of Texas at San Antonio

This study will describe a preparation program that was designed and customized to prepare school leaders that will practice in schools where the majority of the students are predominantly Hispanic and Afro-American. This is an ongoing study of a partnership between a university and a school district. The purpose of this study is to continue to analyze student learning in an evolving partnership between an urban school district and educational leadership department, referred to as the Urban School Leaders Collaborative (USLC).
Table 7: Ethical Leadership for the Educational Needs of Youth in Foster Care
John Palladino, Eastern Michigan State University; Jean Haar, Minnesota State University Mankato

Each year, thousands of youth in foster care will require academic-behavioral interventions associated with special education. This report describes how seven secondary school administrators (principals, assistant principals, and counselors) led collaboration on behalf of youth with emotional-behavior impairments and resided in foster care. Suggestions for administrative best practice and ongoing research are presented as means to ensure equity and excellence for this diverse group of individuals.

Table 8: Online Instruction in Educational Leadership: Boost or Barrier to Continuing Program Improvement?
Lynn Bradshaw, Art Rouse, Hal Holloman, East Carolina University

This roundtable discussion will explore how university interests in expanding online enrollments contribute to or detract from continuing efforts to strengthen preparation programs for school leaders. One online program is used as an example and evaluated against recurring themes in recent literature on program reform. The discussion will explore hopes for and concerns with online instruction and identify research that is needed to inform practice.

Table 9: Predictive Validity of the Spanish Texas Assessment of Knowledge and Skills Exam
Jimmy Byrd, Juanita Reyes, Tarleton State University

The purpose of this investigation was to determine whether the Spanish version of the Texas Assessment of Knowledge and Skills (TAKS) reading exam has sufficient predictive validity using the English TAKS for English language learners as the criterion variable. As a result of the increase in the Hispanic population, states in our nation are being challenged to meet the educational needs of English Language learners amidst the development and requirements of high stakes testing.

Table 10: Effective Leadership for Students with Disabilities: Building a Conceptual Framework
Madeline Hafner, University of Utah; Mark Pew, Alpine School District, Utah

The call for leadership preparation programs to include issues of equity and social justice within their curriculum has grown over the past 25 years. Currently, a renewed call to place justice at the “center” of the field of educational leadership is taking place. The purpose of this proposed session is to explore how professors and other instructors in leadership preparation programs are responding to this call to educate for social justice specifically in terms of leadership for students with disabilities.

Table 11: Resurrecting the Democratic Praxis of Mary Parker Follett
Edith Rusch, University of Nevada, Las Vegas; Rod Muth, University of Colorado at Denver

A “journey toward justice” requires road maps and modes of transportation. In this session, we intend to provoke new interest in the theories and perspectives of Mary Parker Follett for addressing the praxis of democratic ideals. Her long-ignored work theorizes the nature of public life and democratic engagement, which, she argued, were governed by the principle of unifying. Follett believed that the lessons of democracy materialized in associations.

6.12, Hermitage B
Conversation: What Matters Around Here: A Community Study of Rural Education, Poverty, Policy and Praxis
Angela Kirby, Michigan State University

The research shows that poor tend to be educationally disadvantaged and rural poor more educationally disadvantaged. Yet, educational policy reform typically uses urban-based models
when addressing issues of rural education. This study expands a limited body of research in the area of rural education of poor students and their communities.

**6.13, Hermitage A**

Symposium: *Preparing the Next Generation of Urban Leaders for St. Louis City Schools*

Margaret Grogan, Jay P. Scribner, Brendan Maxcy, Juanita Simmons, Jerry Valentine, Richard Andrews, Betty Porter Wells; St. Louis Public Schools: Sheila Smith-Anderson, Gerald Arbini, University of Missouri-Columbia

This symposium presents qualitative data from participants and instructors during the first phase of a new leadership preparation program, which has been co-constructed collaboratively between leadership professionals in St. Louis City Schools and the educational leadership faculty at the University of Missouri-Columbia.

**6.14, Cheekwood D**

Symposium: *Building School and Teacher Capacity Through Coaching Roles: Defining, Negotiating, and Improving Coaching*

Elizabeth Marzolf, Michael S. Knapp (Discussant), University of Washington; Melinda M. Mangin, William A. Firestone (Chair), Rutgers University; Susan M. Printy, Barbara Markle, Michigan State University

The purpose of this interactive symposium is to engage the presenters, discussant, and participants in a discussion on whether the field of coaching needs a set of standards that defines what constitutes quality coaching practice. Research suggests that the absence of common frameworks, practices, and goals makes the evaluation of coaching and other teacher leadership models challenging. Three distinct empirical studies will be presented that investigate how school-level change agents (coaches) pursue improvement in schools.

**6.15, Ryman B**

Meeting: *UCEA Publication Committee Meeting*

Catherine Lugg, Rutgers University; Fenwick English, University of North Carolina at Chapel Hill; Barbara L. Jackson, Fordham University; Jay D. Scribner, University of Texas at Austin; Bradley Portin, University of Washington; Gail Furman, Washington State University; Hanne Mawhinney, University of Maryland

**Session 7, Friday, 2:00 PM – 3:20 PM**

**7.1, Cheekwood A**

Paper Session: *Democracy and Schools*

Chair: William Ingle, Florida State University

Discussion Leader: Jean-Marie Gaetane, University of Oklahoma

*Democratic Community As a Bridge between Social Justice Theory and School Improvement Practice*

Karen DeMoss, Carolyn Wood, Richard Howell, University of New Mexico

The concept of praxis is most meaningful when mechanisms for theory to improve practice are equally as important as mechanisms for practice to improve theory. Using Murphy’s (2002) concept that school improvement, democratic community, and social justice are the emerging foundations for educational leadership preparation, this paper presents results of two case studies that reflect the two-way street of praxix.

*Creating Democracy in Our Schools*

Barbara Jo McKinley Bennett, University of Texas at Austin
A university’s work toward democracy and equity begins with preparing teachers who can work with students from all backgrounds. This paper describes the rationale and framework for conducting research in a low-performing urban school setting of predominantly Latino students. The research studies successful teachers who were identified by administration and peers through a framework of care.

**Schools as Democratic Learning Organizations: Relationships Between Professional Learning Communities and Technology-Enriched Learning Environments**
Linda Atkinson, Mary John O’Hair, Gregg Garn, University of Oklahoma

Business and higher education leaders have identified that students are not achieving scientific and technological literacy and are not prepared to use their scientific skills as participants in a democratic society. Research findings have demonstrated that teachers and administrator are provided collaborative and supportive environments for on-going learning in professional learning.

**The Changing Relationship of Schools and Community: An Examination of Democratic Representation in Charter School Decision-Making**
Ann Allen, The Ohio State University

In this paper, I examine the public nature of charter school decision-making and its effect on the school-community relationship in a democratic society. Interviews with school leaders and board members, observations at school board meetings, and document review were used to gather data on the nature of public representation in charter school decision-making in four charter schools in one urban city in Michigan.

**7.2, Cheekwood B**

**Paper Session: School Violence**
Chair: Joanne Marshall, Iowa State University
Discussion Leader: Catherine Lugg, Rutgers University

**Teacher and School Predictors of Fear of School Violence among U.S. Adolescents**
Motoko Akiba, Hui Zhao, University of Missouri-Columbia

While school shooting incidents over the past decade have created fear of school violence among American students, few studies have examined what school characteristics are associated with students’ fear of school violence victimization. Based on the secondary analyses of data from 2,686 U.S. 15 year-olds in 111 schools in the Program for International Student Assessment (PISA) in 2000, we found that low-achieving boys with a weaker sense of belonging to school were more likely to have a higher level of fear of school violence.

**Students Who Bully - Victorizers or Victims?**
Karen Osterman, Dianne Picone, Janet Schwamb, Hofstra University

Drawing on data from interview and observational studies, this paper examines school and classroom factors that affect secondary school students’ psychological well-being and contribute to disruptive behavior. Findings suggest that these students are themselves victimized by virtue of emotional and academic neglect by teachers and rejection by peers.

**Faculty Incivility, Corporate Mentality, and the Rise of a Bully Culture: Contributing Factors from the Organizational Structure and Academic Culture**
Darla Twale, Barbara De Luca, University of Dayton

The purpose of this paper is to explore faculty incivility through the shift to a corporate paradigm as giving rise to the bully culture in academe and also how organizational structure and academic culture norms may be legitimizing it. As academic culture moves to assimilate corporate culture philosophy and values, bullying, incivility, and camouflaged aggression may become acceptable management strategies.
The Environment and the Courts: Exploring Students' Fourth Amendment Rights Pre-and Post- Columbine
Mario Torres, Yihsuan Chen, Texas A & M University

Minimal consideration has been devoted to the impact of critical episodes capturing extraordinary national media attention on the judicial treatment of administrative discretion and student rights. For this reason, this study examines the influence of the Columbine High School incident on Fourth Amendment judicial outcomes and legal reasoning before and after the event.

7.3, Cheekwood C
Paper Session: Teaching Social Justice
Chair: Faith Ngunjiri, Bowling Green State University
Discussion Leader: Louise Allen, Georgia State University

The Representation of Social Justice in the Theory Taught in Educational Administration Programs
Beverly Irby, Genevieve Brown, Sam Houston State University; Charol Shakeshaft, Hofstra University; Margaret Grogan, University of Missouri-Columbia

Our study explores theories taught in educational administration through a lens of social justice in the area of gender equity. The description of the theories and the analysis we use are based in Shakeshaft’s (1989) original Framework Guiding the Examination of Selected Theories, Concepts, and Models of Organizational Theory for Androcentric Bias.

Building a New Social Order: How an Educational Preparation Program Dared to Prepare Leaders for Social Justice and Democratic Community
Louise Allen, Georgia State University

This paper describes the evolution of an educational leadership doctoral program and the author’s attempt to assist students in learning how to become reflective leaders through the application of critical theory and inquiry. The culmination of this program revision is explored through student responses to their involvement in the Moral Life of Schools Project and how it prepared them to be agents of change, able to create and nurture a school community committed to perpetuation of American values of equity, justice, and democracy.

Meredith Mountford, University of Missouri-Columbia; Linda Skrla, Texas A & M University

Increasingly, research on educational leadership programs stresses the importance of including diversity literature and transformational activities that encourage educational leaders to critically reflect on the assumptions and biases they bring to their leadership practice. While many redesigned programs have disseminated information about how to infuse diversity into leadership curricula, little, if any, research has demonstrated the results of these redesigned programs.

What's Democracy and Ethics Got to Do with Them?: Administrative Aspirants’ Attitudes Towards the Gay Community
Autumn Tooms, Kent State University; Judy Alston, Widener University

This paper seeks to advance the national discussions about democracy and equity in leadership by examining the attitudes of graduate students in leadership training programs towards the queer community. The authors studied two groups of students in graduate level leadership preparation programs in two different American universities: one located in the Midwestern United States and one located in the Southern United States.
Friday

7.4, Cheekwood F
Paper Session: Urban Reform
Chair: Brianne Reck, University of South Florida, St. Petersburg
Discussion Leader: Kieran Killeen, University of Vermont

One-Stop Shopping: Innovative Administrative Design in Urban School Reform
Joy C. Phillips, Stefanie A. Mueller, University of Houston

This paper presents case study data from a large comprehensive high school which implemented an innovative administrative model in response to a dramatically shifting student population. In use since 1993, this unique model combines the roles of assistant principal and counselor into one position which serves approximately 250 students.

Teacher Commitment in a High-Poverty Public School
Sue Mutchler, University of Texas at Austin

A qualitative interview study of seventeen teachers who presently or formerly worked in the same high-poverty elementary school in a central Texas urban district indicated that factors influencing teachers’ professional commitment center on their culturally- and/or ideologically-based dedication to making a difference for students, and on their willingness to devote personal time and energy outside their classrooms to take action on that commitment.

Mentoring New Teachers in Urban Schools: Weaving a Tapestry of Assistance and Support
Melissa Rasberry, University of North Carolina at Chapel Hill

Given the ever-increasing rate of teacher turnover, today’s schools are faced with a “revolving door” of educators streaming in and out of their classrooms. School administrators, particularly those in urban areas, must stand up and take notice of this growing epidemic if they ever hope to curb the constant movement caused by attrition and migration.

7.5, Cheekwood G
UCEA Center for the Study of Leadership and Ethics Symposium: UCEA Center for the Study of Leadership and Ethics
Paul Begley, William Boyd, Nancy Tuana, Marilyn Begley, The Pennsylvania State University; Lyse Langlois, Laval University; Jerry Starratt, Boston College

Authentic Leadership and Moral Agency as Paths to Authentic Learning: In Pursuit of Moral Literacy in K-12 School Settings Abstract: This UCEA Program Center session reports on the theory building, program development and research related to moral literacy in K-12 school settings conducted by center associates during 2005.

7.6, Cheekwood H
Paper Session: Student Achievement
Chair: Loucrecia Collins, University of Alabama at Birmingham
Discussion Leader: Judith Zimmerman, Bowling Green State University

Public Education Is Alive and Well in Fairfax County
Daniel Duke, University of Virginia

How has a large school system managed to increase achievement for all students while confronting increasing diversity, poverty, and special needs? This presentation involves an organizational history from 1954 to 2004 of Fairfax County Public Schools. The focus involves the structural and policy changes that have enabled FCPS to become a benchmark against which other large school systems can measure their performance.

Social Capital and Academic Achievement in High Schools: A Path Analysis
Roger Goddard, University of Michigan
This study was conducted to advance knowledge about the relationship between social capital and academic achievement and factors that predict levels of social capital in schools. A theoretical rationale explaining the structural and functional dimensions of social capital and their relationship to academic achievement was developed.

Supports and Barriers to Sustaining Schools’ Work Toward Social Justice Through Integrated Comprehensive Service Delivery: One District’s Story
Elisa Frattura, Nancy Rice, University of Wisconsin-Milwaukee

This paper presents findings from the study of one Midwest school district that successfully implemented a system of integrated comprehensive services (ICS) for all learners. The findings identify supports and barriers to sustaining schools’ work toward social justice through an integrated comprehensive service delivery model.

Does Financial Management Impact Student Achievement?
Jimmy Byrd, Susan Humiston, Tarleton State University

This study of educational productivity adds to the field of research by seeking to determine if a relationship exists between the financial management of a school system and student achievement; specifically if a relationship exits between the School Financial Integrity Rating System for Texas (FIRST) and the Texas Assessment of Knowledge and Skills (TAKS) for Texas public schools.

7.7, Belle Meade AB
Innovative Session: The Purpose of Education in a Democratic Nation: An Interactive Analysis of Current Education Policy Initiatives, Outcomes and Implications for the Future
Adrienne Corn, Claire Smrekar, Vanderbilt University

The focus of this innovative/interactive session will be to explore the intersection between education policy and civic/social outcomes. Our purpose will be to initiate a continuing dialogue that critically examines and discusses the purpose of education in America within the context of several current, national education policy initiatives.

7.8, Belle Meade CD
Conversation: The Multi-Ethnic Student Experience: Lessons for Inclusivity and Democratic Leadership
Erica Mohan, Mark Edwards, Hartej Gill, University of British Columbia; Carolyn M. Shields, University of Illinois at Urbana-Champaign

The purpose of this proposed conversation is to specifically address the following conference theme as it relates to the education of multiethnic individuals: How do we prepare school leaders to promote academic success for all children while simultaneously facilitating the development necessary for citizenship in a participatory democracy?

7.9, Belmont B
Symposium: Mayors As Educational Leaders: A Multi-Level Analysis
Stacey Rutledge, Florida State University; Kenneth K. Wong, Robert Crowson, Lauren Pachuki, Vanderbilt University; Francis X. Shen, Harvard University; James Cibulka, University of Kentucky; Dorothea Anagnostopoulos, Michigan State University

Mayoral control of school systems has become a popular reform strategy to improve low performing schools. Twenty-four states have passed legislation giving mayors authority over the management of school districts. High profile mayoral takeovers have taken place in districts including Chicago, Boston, Cleveland, Detroit, and New York City. Given the widespread use of this accountability strategy, it is important to understand how this reform works as an approach to improve schools and school systems.
**7.10, Belmont C**

**Symposium: Snapshot of New York School Superintendency: An Analysis of Challenges, Barriers and Equity Issues and Their Implications for Democratic Leadership**

Gerald M. Cattaro, Marilyn Terranova, Edward M. Fale, Fordham University

This Snapshot is the 5th in a series of studies of the school superintendency in New York State conducted every 3 years since 1991. As the chief school officers of the state’s more than 740 public educational institutions, superintendents play a central role in leading the state’s educational improvement efforts. This iteration marks a major advancement from previous studies in scholarship, detail and analysis.

**7.11, Hermitage CD**

**Paper Discussion Sessions**

Table 1: *The Importance of Ethical Leadership at the Campus Level*
Stacey Edmonson, Jessica Martin, Shirley Johnson, Sam Houston State University

Many individuals contend that morality is an important characteristic among educational leaders. Educational leaders have a distinctive responsibility to act ethically because they are responsible for assuring the well-being of the students. Current global events dictate an even stronger responsibility for administrators to act ethically. The challenges of everyday issues facing principals are of an ethical nature and require school administrators to uphold basic principles of honesty and integrity.

Table 2: *Dissertation Integration: Assessing Quality of Dissertations for Educational Administration Programs*
Danna M. Beaty, Robin L. Blaylock, Texas A & M University-Commerce

The primary purpose of this study was to integrate data derived from seventy-eight (78) dissertations written by doctoral students in the Educational Administration Department of [one of the Texas A&M system universities], from spring 1996 to summer 2003 enabling efficient utilization of the data and identification of research trends. A secondary purpose was to assess the quality of dissertations in the Department of Educational Administration as a whole and make recommendations for future dissertation assessment and research.

Table 3: *Staff Development, Student Learning, and Student Engagement in Virtual and Traditional Schools*
Scott McLeod, Joan Hughes, Rachel Brown, Yukiko Maeda, Jiyoung Choi, University of Minnesota

At least 20 states have launched statewide virtual schools and more than 30 states have established some type of e-learning initiative, but there are few studies on K-12 virtual schooling contexts. Online courses are touted as furthering traditional social justice goals of increasing access and opportunity for traditionally-disadvantaged student populations.

Table 4: *Building the Pipeline to Promote Diversity and Equity in Educational Leadership*
Frankie Williams, Diane Ricciardi, Clemson University

The purpose of this paper is to describe the preliminary findings from an ethnographic study of the first-year experience of two African-American male teachers at the elementary level in a state where less than 1% of the more than 20,000 elementary school teachers are African American males. The researchers will share insights gained that may enable their responses in helping to build the pipeline for recruiting and preparing a cadre of diverse future school leaders.

Table 5: *State Level Policy Initiatives: Building upon ISLCC and ELCC Standards*
Julie Edmister, Kathleen Topolka Jorissen, Bowling Green State University
The focus of educational reform efforts has shifted to the leadership and performance of school leaders. Some states are taking actions to increase accountability and effect change through the creation of new standards for preparation and certification of teachers and principals. Ohio’s recent legislation, Senate Bill 2, aimed at standards-based reform, resulted in the release of new educator standards during the summer of 2005.

Table 6: Organizational Health and Student Achievement in Tennessee Middle Schools
Alison Buehler, Chris Henderson, Larry Stein, Teresa Robinson, John Dalton, Vincent Anfara, Jr., University of Tennessee, Knoxville

Using Hoy and Hannum’s (1997) characteristics of healthy schools as a theoretical framework, this mixed-methods study explores the organizational health of several middle schools in Tennessee. Researchers investigated the relationship between schools’ organizational health index scores and the academic performance of their students. Additionally attention is given to the meaning teachers and administrators attach to the organizational health of their schools.

Table 7: What Are the Motivational Factors Influencing Leadership Applicants in a Democratic Society?
Marsha Lay, Barbara N. Martin, Bill Agnew, Southwest Missouri State University

This study investigated the identification of the salient intrinsic and extrinsic characteristics which motivate individuals to seek leadership positions. Data was collected from over 200 educational leaders from seven Midwest states using the Factors Influencing Leadership Applicants Survey. Data analysis identified a linear relationship between intrinsic and extrinsic motivational attributes, statistical differences between the means for individual intrinsic and extrinsic items and between subscale means.

Table 8: School Leadership Outreach to Newly-Arrived Refugee Parents
Yeonjai Rah, Christopher N. Thomas, Richard HalversonUniversity of Wisconsin-Madison; Shangmin Choi, University of Texas at Austin

This study will attempt to identify difficulties when school leaders try to reach out to refugee parents and what unique needs the parents have when they interact with school communities, and to examine how school leaders design and use programs or policies that help effectively reach out to refugee parents. School leaders may need different approaches of reaching out to the refugee parents from those of other immigrant parents.

Table 9: Facilitating Effective Collaborative Team Teaching: What Instructional Leaders Need to Know
Carroll Bronson, Audrey Dentith, University of Wisconsin-Milwaukee

Regardless of increased standards created by policymakers, urban schools which serve higher populations of diverse and/or at risk students have continued to achieve at lower levels than national norms. This ethnographic study presents findings of successful collaborative team teaching in the most impoverished section of a Midwest city. The students, predominately African American, displayed above average reading scores.

Table 10: A Case Study of Youth Violence: Implications for Schools
Leigh Ann Blunt, Central Missouri State University

Violence significantly contributes to the creation of a socially toxic environment. Yet, due to the complex nature of violence and variances between genders, it is essential to consider the variety of causal factors that converge and motivate students to become violent. Current research has identified a multitude of risk factors such as the use of alcohol and drugs, hyperactivity, risk taking, a history of victimization, poverty, and academic failure that contribute to an individual’s predisposition toward the development of violent tendencies.
Table 11: Do Smarter Kids Get the Smarter Teachers? Evidence from the Schools and Staffing Surveys on Teacher Sorting and Selective Admissions Magnet and Charter
Bruce Baker, University of Kansas; Natalie Lacireno-Paquet, University of Massachusetts Boston

This paper explores the equity tradeoffs of providing ability grouped schooling in major metropolitan areas. In the first part of this paper we discuss the tensions between policy preferences for vertical equity in high need urban districts and the desire to promote advanced academic opportunities to highly capable students. The latter half of this paper explores the distribution of students by race and poverty across selective magnet, charter and urban public and suburban schools and districts and the distribution of teachers by undergraduate training.

7.12, Hermitage A
Symposium: Critical Friends Working with Successful Schools
Suzanne Stielgelbauer, Stephen Gordon, Sarah Nelson, Miguel A. Guajardo, Charles Slater, Barbara Davis, Jane Ross, Marla McGhee, Texas State University-San Marcos

This symposium proposal presents the experiences of a set of critical friends working within a school university partnership engaged in school improvement projects, with a particular emphasis on outcomes and actions in “successful” schools. Each person’s experience was unique in some way and serves to illustrate the value of the role to the school, and as a professional learning experience for the person themselves.

7.13, Ryman B
Meeting: UCEA Handbook on Educational Leadership
Michelle Young, UCEA; Gary Crow, University of Utah; Joseph Murphy, Vanderbilt University; Rod Ogawa, University of California, Santa Cruz

7.14, Cheekwood D
Michael S. Knapp (Chair), Marge Plecki, Chris Alegano, Bradley Portin, Sue Feldman, Michael Copland, Elizabeth Boatright, University of Washington

This interactive session – along with a follow-up session (8.14), will combine 45-minute roundtable conversation about the “state of the field” in six areas of leadership identified by the Wallace Foundation. This session concentrates on the first three issues. The Foundation’s premise is that leadership exercised by both districts and states can jointly guide instructional improvement efforts.

7.15, Hermitage B
Invited Session: Julie Laible Memorial Session for Junior Professors
Khaula Murtadha, IUPUI; Jay D. Scribner, University of Texas at Austin

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 Khaula Murtadha will lead this year’s session for Barbara L. Jackson scholars.

Session 8, Friday, 3:30 PM – 4:50 PM

8.1, Cheekwood A
Paper Session: Principals and Efficacy
Chair: Joseph Flessa, OISE/University of Toronto
Discussion Leader: Laura Hassler, Florida State University
Cultivating Principals’ Sense of Efficacy: Supports That Matter
Christopher Gareis, Megan Tschannen-Moran, College of William & Mary

Good principals are widely acknowledged as the cornerstones of effective schools, but the principal’s job is complex and demanding, requiring a depth of professional knowledge, an array of skills, and particular beliefs about how to act and why. Social cognitive theory proposes that central to marshaling this array of abilities is the principal’s own sense of efficacy; however, principal sense of self-efficacy is a largely unexplored construct.

Teachers’ Perceptions of Collective Efficacy and School Conditions for Professional Learning
Hanne Mawhinney, University of Maryland; Carolyn Wood, University of New Mexico; Jackie Haas, Hartford County Public Schools

The purpose of this paper is to report on research conducted by a mid-sized school district in a suburban region of Maryland, to develop effective strategies for supporting the development of professional learning communities that took into account existing collective efficacy beliefs of the districts’ teachers and their perceptions of conditions of their schools as learning organizations.

The Relationship Between Principals’ Leadership Style and Teachers’ Sense of Self-Efficacy: Implications for Educational Leadership
Ronit Bogler, The Open University of Israel; Tali Wolf, University of Haifa

In this study we examined the ways in which teachers’ perceptions of their principals’ leadership styles, transformational and transactional, affected their sense of self-efficacy in relation to two social systems within the school: teachers’ interactions with students, and teachers’ interactions with colleagues and the school administration. The sample was composed of 98 teachers, most of whom were from elementary schools in Israel.

Rae Niles, Sherry Goodvin, Wichita State University

An embedded qualitative case-study method using an appreciative inquiry research perspective was used to investigate inner-city high school teachers’ beliefs about encouraging students to remain in school through graduation when given the opportunity to share their stories and experiences. Data were collected from teachers, counselors, and administrators. The participants included 27 certified teachers, five administrators, and five counselors.

8.2, Cheekwood B
Symposium: The Administrator Development Academy: An Intense, Innovative Induction Experience for Cohort Development in a Pre-Service Preparation Program

The Administrator Development Academy is the induction experience for the Masters/licensure program, and consists of a six-week long, all day intense framework on which to develop the cohort of approximately 40-44 teachers. The symposium will explain the unique summer six-week delivery, cohort development by a faculty of practitioners, the university-schools partnership, the “hands-on” experience in the schools of the team-based inquiry project, the theoretical background and how to teach the use of reflection.

8.3, Cheekwood C
Paper Session: Mentoring and Recruitment of Superintendents
Chair: Gerald Cattaro, Fordham University
Discussion Leader: Theodore Kowalski, University of Dayton
Mentoring Superintendent Leadership
Gary Ivory, Rhonda McClellan, Ramon Dominguez, New Mexico State University

The UCEA Voices from the Field program has conducted eight focus groups with superintendents in seven states. The focus groups reveal superintendents’ perceptions of practices they find essential to lead effectively and how they learn their roles. The practices involve (a) ethical standards, (b) accountability, (c) respect, and (d) communication.

The Influence of Recruitment Message Content Emphasizing Specified Superintendent Roles
Rose Newton, University of Alabama

This study examined the differences in participant ratings of recruitment messages emphasizing the performances associated with three major roles of the superintendency (instructional leadership, managerial leadership, political leadership). Using a repeated measures design, a national sample of 100 public school principals, role playing applicants for a superintendent’s position, rated three hypothetical job descriptions emphasizing the performances associated with these roles.

School Board Power Politics in the Superintendent Search Process
Barbara Peterlin, University of Wisconsin-Milwaukee

This qualitative research not only examines the historical foundations and individual views about access to the superintendency but also investigates the political processes of school boards and their power in determining who is granted and who is denied that access. This research hopes to provide a descriptive and explanatory account about how power plays out within the context of the superintendent search process.

8.4, Cheekwood F
Conversation: What Should Be the Structure and Content of an Entire Program That Prepares Leaders for Social Justice?

Colleen Capper, Frank Hernandez, University of Wisconsin-Madison; Michael Dantley, Nelda Cambron McCabe, Miami University; María Luisa González, Elsy Suttmiller, Dana E. Christman, New Mexico State University; Khaura Murtadha, IUPUI; Jim Scheurich, Kathryn Bell McKenzie, Texas A & M University; Larry Parker, University of Illinois

Though two strands of literature ‘the preparation of leaders for social justice and equitable schools’ make suggestions for what should be included in course content or ideas for delivering this content, no literature to date has described what an entire program for preparing social justice leaders could entail. As such, the purpose of this session is to engage in conversation about the structure and content of an educational leadership program whose aim is to prepare principals for social justice work in their schools.

8.5, Cheekwood G
Symposium: The Trappings of Equity in Addressing Social Justice
Kieran Killeen, Susan Hasazi, Cynthia Gerstl-Pepin, University of Vermont; Madeline Hafner, University of Utah

The research symposium seeks to broaden and deepen contemporary discussions of social justice in leadership preparation. Through a presentation and discussion of three papers, the authors emphasize how equity based conceptions of social justice undercut more global and rights based approaches to justice based pedagogy, research and practice. Empirical and conceptual perspectives are emphasized in each of the three papers.

8.6, Cheekwood H
Symposium: Developing Leaders Through Disclosure: Using Autoethnography to Understand Unjust Use of Power
Amy Besnoy, Mike Kramer, University of San Diego; Sarah Boland, Holy Names University; Jill Brownlee, San Diego City Schools; Xochitl Miramontes, Nativity Preparatory Academy; Anne Fennell, Vista Academy of Visual and Performing Arts; Daniel M. Miller

The impetus of this symposium stems from the positive response to a symposium on reflexive writing at UCEA in 2004. This session is an extension of that symposium in that it includes the autoethnographic work of six graduate students in a leadership preparation program prompted to write two vignettes related to unjust uses of power. The revelations contained in their work demonstrate a heightened sensitivity to their own use of power and how they have been impacted by others’ use of power.

8.7, Belle Meade AB
Paper Session: *Democracy and Religion*
Chair: Fred Lunenburg, Sam Houston State University
Discussion Leader: Jeffrey S. Brooks, Florida State University

*Democracy or Theocracy? The Historical and Contemporary Role of Religion in Public Schools*
Joanne Marshall, Iowa State University

As we define democratic ideals in educational leadership, two current questions to answer are: What role does religion play in public schools? and What role *should* religion play in public schools? In order to answer these questions, this paper compares the purpose of public schooling as defined by Horace Mann with the purpose of public schooling as tacitly defined by contemporary court cases, media responses, and the Bush administration. Suggestions for educational leadership programs are offered.

*Democracy in Educational Leadership: Preparing Global Leaders to Promote Social Justice in Parochial School Settings*
Marla Israel, Vivian Gordon, Janis Fine, Loyola University, Chicago

This paper presentation will discuss case study research resulting from a unique university educational leadership program designed for non-traditional students to prepare them for educational leadership positions within parochial school settings. The conceptual framework developed from this case study will highlight the need for expanding the definition of leadership, and leadership preparation programs, within a global society in an effort to promote social justice and democracy.

*Establishing Justice for All: An Overview of Religion and Religious Oppression in U.S. Schooling*
Joanne Marshall, Iowa State University

As UCEA this year considers the question of how justice is represented in educational leadership/administration, this paper argues that socially just educational leaders need to be aware of how religion has historically played a part in U.S. schools, how particular groups have faced oppression of their religious belief or unbelief, and what the current U.S. religious landscape is.

8.8, Belle Meade CD
Paper Session: *Parental Involvement*
Chair: Merrie Clark, Vanderbilt University
Discussion Leader: Lauri Johnson, SUNY at Buffalo

*Parent Involvement Through the Voices of High School Students*
Bonnie Stelmach, University of Alberta

In 1991 Fullan lamented, “We hardly know anything about what students think about educational change because no one ever asks them” (p. 182). This paper honors the voices of high school students from two jurisdictions in Alberta, Canada, a province where parent
Parents Helping Parents: A Descriptive Study of Parents’ Social Networks
Carolyn L. Wanat, Nicholas P. Wysocki, University of Iowa
The study examines parental involvement in schools within the context of parents’ social networks. The parental involvement literature infrequently discusses the collective involvement of parents as members of social networks. Yet parents who join together often influence school activities and policies. The researchers sought to describe the nature of parents’ social networks, specifically group membership, relationships, communications, and school issues that engaged parents.

Implementation of a Special Education Parent Advisory Committee: The Members’ Experience of the Committee’s Impact
Jeff Romanczuk, University of Tennessee, Knoxville
This paper reports on a mixed methods case study of the initial effectiveness of one school system’s Special Education Parent Advisory Committee (SpEd PAC), as perceived by its founding members. Although the phenomenological approach is primary, this research includes analyses and syntheses of data obtained by both qualitative and quantitative means.

School Principals’ Ethical Engagement of Homeless Mothers in Special Education Decision Making
John Palladino, Eastern Michigan University
The literature reported the prevalence of emotional-behavioral disabilities (EBDs) among homeless youth and their need to access services often associated with special education. It identified collaboration as an essential process for the identification and implementation of the interventions needed to ensure equity and excellence. An absent discussion regarded the specific collaboration between school administrators and homeless mothers of children with EBDs.

8.9, Belmont B
Paper Session: Decision-Making and Problem Solving
Chair: Kris Bosworth, University of Arizona
Discussion Leader: Franklin CampbellJones, California State University, Los Angeles

Resolving Issues of Conflicting Interests: Putting an Ethical Frame on Problem-Solving
David Stader, Jerry Lowe, University of Texas at Arlington
This research explores the use of a problem-solving model based on the discourse ethics of Jurgen Habermas (1990) to illustrate one practical method of applying an ethical model to problems candidates will likely face in the real world of campus leadership.

Can Zero Tolerance and Social Justice Simultaneously Exist? An Ethical Analysis of Policies and Decision-Making
Floyd Beachum, University of Wisconsin-Milwaukee; Carlos R. McCray, Alabama State University
In the wake of increasing use of zero tolerance policies in our schools and the mounting assault on such polices by stakeholders (i.e., parents and outside community groups), the authors have chosen to conduct an ethical inquiry, using specific ethical frameworks (e.g., ethic of critique, ethics of caring, and the ethic of justice) to ascertain whether zero tolerance policies are being carried out consistently and fairly in schools.

Ethical Decision Making Processes Among Superintendents and School Board Members in Ohio: Exploring Contextual Factors
Pamela Bruno, Bellevue City Schools; Patrick Pauken, Bowling Green State University
Inspired by Langlois’ (1999) work in Canada, and previous research by the authors of the present study, the purpose of this study was to further explore ethical decision-making among superintendents and school board members representing twelve Ohio school districts. Of particular interest were the ethical decision making processes employed and the impact of context on the resolution of moral dilemmas.

Zero Tolerance: Exclusionary Discipline Policies
Augustina Reyes, University of Houston; Johanna Weld, Harvard Civil Rights Project; Ronnie Cassell, University of Connecticut; M. Karega Rausch, Indiana University

In a study of the Texas Zero Tolerance policy, data show that in 2000-2001, there were 1,675,746 discipline actions recorded, of which 95 percent were for discretionary reasons and five percent were for state-mandated reasons. A total of 798,666 students were removed from the regular instruction classroom a total of 2.1 times.

8.10, Belmont C
Conversation: The Leadership Pipeline: Undergraduate Leadership Studies Programs
Edith Rusch, James Coaxum, Rowan University; Mimi Wolverton, University of Nevada, Las Vegas; Joseph Murphy, Vanderbilt University

Educational leadership programs are focused almost exclusively on graduate education. This conversation will explore the few undergraduate leadership programs operating in UCEA-affiliated institutions from the perspective of participating educational leadership faculty. Our purpose is to explore the nature of undergraduate leadership programs, the benefits of engaging in undergraduate education and untapped research opportunities for understanding the development of leadership skills and dispositions.

8.11, Cheekwood D
Conversation: Immersed in Ambiguity: Educational Leadership in Post-Conflict Contexts
Tim Goddard, University of Calgary; Olof Johansson, Umeå University; Gary Ubben, University of Tennessee at Knoxville; Charles Russo, University of Dayton; George White, Lehigh University

In this proposed conversation, five panelists will discuss their work in Belarus, Bosnia, Bulgaria, Kosovo, Lebanon, Romania, Serbia & Montenegro, and Ukraine. 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.

8.12, Hermitage CD
Paper Discussion Session

Table 1: Illuminating Contributors and Barriers to Women’s Leadership: A University/State Association Partnership Towards Social Justice
Helen Sobehart, April Hershey, Janet Wojtalik, Arlene Wheat, Shelly Riedel, Duquesne University

This roundtable discussion will highlight five dissertations which focus on the barriers and opportunities women face in the field of educational leadership. In order to effectively represent and disseminate the “voice” of women school administrators, a relationship between
a university and a state chapter of the American Association of School Administrators will be discussed as an example for future collaborative efforts. The intent is to impact the small representation of women in the highest levels of leadership as a social justice need.

Table 2: *Students with Disabilities Included in NCLBA’s Accountability System*
Katherine Heeren, The Pennsylvania State University

Students with Disabilities comprise one of the four designated student groups of the No Child Left Behind Act of 2001 (NCLBA) expected to meet Adequate Yearly Progress (AYP) in schools that contain a minimum amount of students in each group. Including students with disabilities in statewide and districtwide assessments is mandated not only by NCLBA but additionally by the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA).

Table 3: *A Case Study: Leadership and Its Effect on Achievement of Children from Poverty in a Rural Setting*
Marilyn Dishman-Horst, Pittsburg State University; Barbara N. Martin, Southwest Missouri State University

The purpose of this research in progress case study is to examine the perceived effectiveness of leadership in a Missouri rural K-8 school with a high incidence of poverty that consistently met federal and state accountability mandates. Accountability is measured by the level student achievement as described by the MSIP process. This study focuses on leadership characteristics and practices that led to consistent achievement.

Table 4: *A Phenomenological Study of Technology’s Impact on Collaboration: Perceptions of Secondary School Administrators*
Leslie Williams, Mary John O’Hair, University of Oklahoma

This phenomenological study examines the conditions that accompany the successful development of school collaboration using technology as a tool. Data from in-depth interviews with secondary school principals were analyzed to determine themes in how technology impacts the development and sustainability in school collaboration and learning.

Table 5: *Equitable Mentoring Within the Learning Organisation: A Case Study*
Lyse Langlois, Claire Lapointe, Laval University

This paper presents the results of a study conducted in the spring of 2005 in order to measure the outcomes of an ethically-inspired tailor-made mentoring program for educational administrators. The program was also based on the notion of the learning organization. Seventeen school districts participated in the project.

Table 6: *Transformative Leadership: Achieving Equity in Educational Change*
Steven Oberg, University of British Columbia; Carolyn M. Shields, University of Illinois at Urbana-Champaign

The purpose of this paper is to examine the concept of transformative leadership (conceptualized as including moral purpose, sense of agency, and ethical use of power) as a way of promoting equity in educational settings. In this paper, we describe and critically reflect on the experiences of principals from three different sites in which the expressed goals were similar but for whom the outcomes were very different.

Table 7: *African-American Superintendents in High Performing Diverse Urban School Districts Creating an Organizational Identity Orientation Structure That Has Been Successful in Narrowing the Achievement Gap*
Nick Cormier, Park University; Bret D. Cormier, University of Texas at Austin; Jean A. Madsen, Texas A & M University

There has been a gap in the scores on achievement test between students of color and White students. This gap was closing rapidly in the 70s and 80s; however, the gap is now widening.
This paper examined the impact of three African-American superintendents leading high performing diverse urban school districts who created an identity orientation within their organization that fostered interpersonal cooperation, and a free exchange of information and ideas to narrow the achievement gap.

Table 8: *Teachers Removing License Endorsements: When Individual Rights, Common Good, and Bureaucratic Need Clash*
Penelope Earley, S. David Brazer, George Mason University

This paper proposal is a follow-up to a study completed in 2004 that explored policies and procedures regarding teachers’ rights to remove endorsements from their licenses. In this paper we delve deeper into how states handle license endorsement removal. If teachers begin to remove endorsements, in particular for teaching special needs children, then there could be an impact on the teacher labor market such that school districts will find themselves in an even greater crisis than exists today.

Table 9: *Making Sense of the Aspiring Leader’s Experience*
Jill Sperandio, Karen Evans Stout, Lehigh University

This paper examines the evaluation of a preparation program for a diverse group of aspiring urban principals. The evaluation was designed not only to improve the program but to generate knowledge about the journey for a particular group of individuals to leadership roles. The study used first hand observations, participants’ narratives and interviews to chart the course of each individual’s journey from self perception as teacher to self perception as leader.

Table 10: *Communicative Leadership and Deliberative Democracy: A Study of Leadership Acts Enabling a Thai School to Appreciate and Accommodate the Religious Practices of Its Muslim Students*
Brendan Maxcy, Ekkarin Sungtong, University of Missouri-Columbia

This paper reports on a qualitative case study of an elite demonstration school located at a public university in Southern Thailand where a festering Islamic insurgency has recently turned violent. The school has traditionally served a select and largely non-Muslim student group in a heavily Muslim border province. Mounting religious-ethnic tensions over the past five years precipitated a reconsideration of institutional position, mission and tradition by the school community.

Table 11: *The Superintendent As a Model of Social Justice*
Mariela A. Rodriguez, Janet R. Shefelbine, Michelle H. Abrego, University of Texas at San Antonio

A case study of a highly successful superintendent in a high-poverty district explores the behaviors and attitudes that promote social justice practices. Reviewing results through an equity framework and implications for superintendent preparation are discussed.

Table 12: *Are We Preparing Democratic Leaders? Assessing the Social Justice Impact of Doctoral Programs Preparing School Leaders*
Leslie Hazle Bussey, Saint Louis University

How do we know graduates of leadership development programs are prepared to promote “justice for all”? What are feasible measures and acceptable indicators for determining the degree to which graduates are “stewards of social justice”? Faculty in the department of educational leadership of a Jesuit university embarked on a process of ongoing institutional evaluation of these questions.

Table 13: *Qualities of Democracy: Links to Democratic Leadership*
JoAnn Klinker, Texas Tech University
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 19 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, Vanderbilt University, has provided invaluable assistance.

Vanderbilt University Dean Camilla Benbow of Peabody College will welcome UCEA attendees at the Thursday evening Opening General Session. Faculty members from Vanderbilt University participated in the convention planning committee and coordinated two key sessions and a graduate student symposium, provided substantial support to the Executive Committee, arranged for two musical groups (a faculty jazz group and the Swinging ‘Dores), and co-hosted the Past President Reception. Please take a moment to help us thank Vanderbilt University for their generous contribution to the 2005 Convention.

UCEA would also like to extend a sincere thank you to the University of Missouri-Columbia’s continuing support as the host of UCEA’s headquarters. UCEA has been very appreciative of the many years that MU has supported UCEA. Also, a special thanks to new UCEA member institutions who have extended their support of the UCEA Convention and Governance events this year. Florida State University and Duquesne University have collaborated in sponsoring the UCEA Featured Speaker, Pedro Noguera. Texas A & M University sponsored the UCEA Plenary session Luncheon and have agreed to sponsor the UCEA Featured Speaker for 5 years, beginning in 2006. A special thanks goes out to Miami University for the Sunday Morning Breakfast with the UCEA Featured Speaker. Finally, each year, The Pennsylvania State University and the Mitstifer family sponsor The Pennsylvania State University Mitstifer Lecture. UCEA is always very fortunate to have the support of these sponsors and we greatly appreciate them and their continuing endorsement.

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 e-mail at execucea@missouri.edu.
Three trends have shaped the challenges education faces today: “increasing diversity among students within the context of disparities in achievement and resources, increasing tension regarding the role of education in a democracy, and increasing accountability through testing.” These trends have formed “a perfect storm” for educational administrators, specifically principals. Democratic leadership rooted within three substantive qualities of a democracy—responsive, equality, and respect for rights/freedoms — offers hope for survival.

8.13, Hermitage A
Conversation: *Strengthening Leadership in Schools, Districts, and States (Continued)* – Data-Based Practice, Leadership Roles and Authority, and District Governance
Michael S. Knapp (Chair), Juli Swinnerton, Jack Monpas-Huber, Bradley Portin, Liz Marzolf, Marge Plecki, Julie McCreery, University of Washington

This interactive session continues a set of conversations, initiated in session 7.14, that concern the “state of the field” in six important areas of leadership practice. This session will follow a similar format, combining 45-minute roundtable conversations with a cross-cutting conversation about how these issue areas connect to each other and to a larger agenda of leadership revitalization, undertaken by the Wallace Foundation.

8.14, Ryman B
Meeting: *UCEA Handbook on Educational Leadership (Continued)*
Michelle Young, UCEA; Gary Crow, University of Utah; Joseph Murphy, Vanderbilt University; Rod Ogawa, University of California-Santa Cruz

Session 9, Friday, 5:00 PM – 6:20 PM

9.1, Cheekwood A
Symposium: *Aligning NCLB and IDEA: Promoting Equity of Denying Diversity*
James Yates, Lynn Grace Locson, Megan Cusson, Anthony Osborn, Mary Bach, University of Texas at Austin

While No Child Left Behind has captured the attention and response of most educators, the reauthorized Individuals with Disabilities Education Act complicates responses to NCLB by the creation of a series of dilemmas and complexities when addressing these two federal laws. This symposium will address some of these dilemmas by comparing and contrasting the points of agreement and apparent conflict in these two major pieces of federal education legislation.

9.2, Cheekwood B
Symposium: *Leadership for Student Learning*
Ken Leithwood, Stephen Anderson, Blair Mascall, Doris Jantzi, OISE/University of Toronto; Suzanne Stiegelbauer, Southwest Texas State University; Karen Febey, Karen Seashore Louis, Judy Meath, Kyla Wahlstrom, University of Minnesota

The papers included in this symposium are based on evidence collected during the first year of a five-year national study of leadership at the state, district and school levels. The purpose of the study as a whole is to clarify the nature and distribution of successful leadership and to better understand how successful leadership practices eventually result in improved student learning.

9.3, Cheekwood C
Point/Counter-Point: *Performativity or Performance? A Values-Driven Approach to Delivering Both Diversity and Equity in Democratic Public Education Systems Designed for Social Justice*
Fergus O’Sullivan, University of Lincoln; Edith Rusch, University of Nevada, Las Vegas
This interactive session will address the issue of competing values in contemporary educational leadership. It commences with a Point-Counter Point presentation of the arguments for, on the one hand, bringing in the efficiency and focus of a marketized approach to public education as against the social and moral responsibility of developing the full potential of all learners in an integrated public education system on the other hand.

9.4, Cheekwood F
Innovative Session: *Turning the Traditional Clinical Field-Based Experience on Its Ear*
Dru McGovern-Robinett, Juanita Garcia, Vera Matocha Wehring, University of Texas at Austin

Critiques of the preparation of educators at all levels indicate a great disconnect between what is taught in academia and what practitioners need to do in their schools. Leadership development schools and other innovative approaches to clinical practice serve as proxies for the field-based experience and as virtual laboratories for best practice.

9.5, Cheekwood G
Symposium: *All Means All “Elementary Principals”’ Sense-Making of a District-Wide Third Party Partnership on International Improvement of Literacy*
Dan Lysne, Chrysan Gallucci, Beth Boatright, Juli Swinnerton, University of Washington

Three principals, engaged in a third-party professional development partnership with a school district on improving instruction, are studied to provide a better understanding of how principals make sense of new initiatives. Using a leadership perspective, a policy perspective, and a literacy perspective the symposium will report the findings of the study and its potential impact on future research of similar initiatives.

9.6, Belle Meade AB
Innovative Session: *Tootsie Roll Democracy*
Johnny Lake, University of Oregon

Education has historically been an important means of defining privilege and power in American society, as it still does today. Despite the modern claims of freedom and democratic ideals for all Americans, a rigid system of inclusion and exclusion was also created and practiced in the new democracy. While the ideals have been taught to all Americans, and express powerful messages of freedom and inclusion, the actual practices have historically fell far short for many Americans.

9.7, Belle Meade CD
Paper Session: *Teacher Quality and Evaluation*
Chair: John Freeman, University of Alabama
Discussion Leader: James Satterfield, University of Texas at El Paso

*The 500 Million Dollar Question: What Has Been the Impact of the National Board for Professional Teaching Standards?*
William L. Boyd, Jillian Reese, The Pennsylvania State University

After eighteen years of existence, over $300 million in support from government and foundation grants, and several hundred million dollars in candidate fees and state incentive money, the National Board for Professional Teaching Standards (NBPTS) has certified some 40,000 teachers, about one percent of the U.S. teaching force.

*Teacher Evaluation Policy and Professional Culture: The Effects of Implementing Results Based Systems*
Kathleen Topolka Jorissen, Bowling Green State University; Sandra McKinley, University of Toledo

Accountability for school improvement requires evidence of results. Yet, most teacher evaluation systems still assess teaching behaviors rather than the results of teaching. This
qualitative study investigated the implementation of new results-based models of teacher evaluation in three Midwest school districts. Findings indicate that such systems can merge accountability and professional development.

*Measuring Teacher Quality: Can Policy Relevant Variables Explain Teacher Behavior?*
Robert Knoeppel, Joyce Logan, Clare Keiser, University of Kentucky

This paper presents findings from a study of teacher quality in the Commonwealth of Kentucky. Attempts to define a quality teacher have largely been the result of the identification of variables that are easily measured and policy relevant. Findings confirm earlier studies in the literature that teacher quality, as currently defined, only explains about 7% of the variance in student achievement on state mandated exams.

*Exploring Connections Among Relational Trust, Teacher Efficacy, and Student Achievement*
James S. Rinehart, Donna Kerley, University of Kentucky

This study investigated the relationships among relational trust, teacher efficacy, and student achievement in a sample of Kentucky public high schools undergoing reform, and explored the connections among these variables and student achievement. To measure perceptions of relational trust and teacher efficacy, teachers were asked to complete the Relational Trust Survey and Hoy and Woolfolk’s (1993) version of the Teacher Efficacy Scale.

**9.8, Belmont B**
Innovative Session: *Demonstration of a Web-Based Performance Assessment System for Candidates for Certification for School Building and School District Leadership*
Hanne Mawhinney, University of Maryland; Nona Prestine, The Pennsylvania State University

In this session online interactions are used to demonstrate the design and development of a Web-Based Performance Assessment System created to meet the accreditation requirements recently established by the Education Leadership Constituent Council for graduate programs leading to certification in school building and school district leadership.

**9.9, Cheekwood H**
Paper Session: *Democratic Leaders and Leadership*
Chair: Launey F. Roberts, Jr., Texas Southern University
Discussion Leader: Thomas Alsbury, Iowa State University

*School Leaders and Their Sense-Making about Race*
Andrea Evans, Northern Illinois University

School leaders play a primary role in defining, constructing, and shaping meaning of and for their school contexts. The significance of the school leader as a sense-maker is critical when considering that schools are places where broader socio-political issues are played out. This presentation reviews findings of a study examining several suburban high schools undergoing demographic change.

*Beliefs and Practices of Democratic Leaders Who Meet the Needs of All Students*
Katharine G. Shepherd, Susan B. Hasazi, University of Vermont

This presentation will highlight findings of a multi-year, cross-site study utilizing multiple research methods, in which we visited 65 schools within sixteen regional school districts. The purpose of the study to be presented was to explore the roles, values, and functions of school leaders (e.g., principals and assistant principals) in implementing state reform policies designed to meet the needs of all students, including those with disabilities and those at-risk of academic failure.
Negotiating Democracy: Reconceptualizing Leadership in the Managerialist State
Janice Wallace, University of Alberta

I explore questions with a view to enabling a more rigorous understanding of what democratic practice means in schools and how school administrators negotiate those practices within the constraints of neo-liberal governments in three Canadian provinces whose political ideologies are congruent with “the new managerialism.” I will explore how democratic purposes of public education are understood in the policies and practices of schools internationally.

The Messy Process of Democratic Educational Decision Making
David Brazer, Susan Ross, George Mason University; William Rich, California State University, Chico

Democratic decision making involves multiple stakeholders with multiple objectives and varying degrees of influence. The specific ways in which influence is exercised and objectives are brought to bear is not yet clearly understood. This paper addresses the question: How do school districts decide to initiate and implement change as a result of multiple stakeholders exercising influence in decision making?

9.10, Hermitage B
Paper Session: Building Effective District-University Partnerships
Chair: Larry Dlugosh, University of Nebraska-Lincoln
Discussion Leader: Richard Englert, Temple University

Building a Partnership for Change Employing a Social Justice Framework
Peter Miller, Duquesne University; Madeline Hafner, University of Utah; Robert Crowson, Vanderbilt University

This qualitative case study of a university-school-community partnership sought to understand how the collaboration developed as one that was characterized by tenets of social justice. Employing Marullo and Edwards’ (2000) framework, the study evaluated the partnership in five key areas related to social justice. The findings indicated that the partnership was largely successful at infusing characteristics of social justice into its various phases.

Bridging Theory and Praxis Through Professional Development for School Administrators: A University and School District Collaboration
Arnold Danzig, Arizona State University

The Learner-Centered Leadership (LCL) Program promotes educational leadership and focuses on the professional development of school leaders in urban settings. Currently, the LCL Program is a collaboration among Arizona State University’s Division of Educational Leadership and Policy Studies, the Southwest Center for Educational Equity and Language Diversity, and four Phoenix school districts.

Standards and Indicators for School Improvement: Identification of Exemplary Schools
Tricia Browne-Ferrigno, University of Kentucky; Michael Rowe, Pat Hurt, Kentucky Department of Education; Larry Allen, Kentucky School District, Retired

Opportunity for learning and high-stakes accountability are addressed in this paper, which presents findings from statistical analyses of multiyear school data collected as part of a statewide school improvement accountability system. Findings indicate significant differences among the performance descriptors of high-performing and low-performing schools, suggesting ways to identify core components of exemplary schools.

9.11, Belmont C
Symposium: Socialization for Social Justice: How Educational Leaders Learn to Fight for Equity and Excellence in Schools
Jeffrey S. Brooks, Florida State University; Anthony Normore, Florida International University; Jonathan Grantham, Leon County Public Schools

The purpose of the session is to promote discussion about various aspects of social justice toward the end of gaining a better understanding of which preparation and socialization experiences best prepare educational leaders to promote social justice issues and promote a social justice agenda. The session features a panel of educational leaders from throughout Tennessee who hold different positions (teacher leaders, administrators, central office, etc.) and are diverse with respect to gender and race.

9.12, Hermitage CD
Conversation: Conversations on the Levine Report
Ted A. Zigler, Kent Seideel, Lawrence J. Johnson, University of Cincinnati; Gregory R. Bernhardt, Wright State University; Theodore J. Kowalski, Thomas J. Lasley, II, C. Daniel Raisch, University of Dayton; Scott R. Sweetland, Ohio State University

Reports such as “Educating School Leaders” by the Educational Schools Project and authored by Arthur Levine represent critiques of current administrator preparation programs. This session will offer an opportunity to move beyond point/counterpoint and to consider how state policymakers should make sense of the current conflicting reports and perspectives. Participants will be asked to aid in the identification of ways in which one can work with their state policymakers to help them understand the different reports and research findings.

9.13, Cheekwood D
Paper Session: Leadership and Global Perspectives
Chair: Motoko Akiba, University of Missouri-Columbia
Discussion Leader: Charles Russo, University of Dayton

School Leadership in a Globalized World: Toward Homogenization or Sovereign Variation?
Paul V. Bredeson, University of Wisconsin-Madison; Olof Johansson, Umeå University

Forces of globalization — economic, political and cultural — have significantly affected institutions and people across the world: altering in some ways the very terrain of public and private life. Public education has in no small way been challenged by new realities and new demands in an increasingly interdependent yet competitive world environment. The purpose of this paper is to examine school leaders’ understanding of their work and their work role priorities, with regard to teaching and learning.

Engagement in Leadership: Alternatives for the Inclusion of Domestic Outsiders
Elizabeth Murakami-Ramalho, University of Texas at San Antonio; Maenette Benham, Michigan State University

Scholars from a number of ethnic backgrounds have increasingly contributed to ameliorate the strong influences responsible for the educational misfit that prevents students of color from democratic participation in schools and society. Alternative leadership styles that walk away from Eurocentric ideas, however, still encounter much resistance, mainly due to a divide between the traditional and alternative knowledge, which is at times perceived as folkloric.

School Leadership and Equity: Canadian Elements of an International Comparative Study
Tim Goddard, University of Calgary

There are great movements of people taking place around the world and our societies are becoming more diverse and multiethnic in nature, especially in the urban environments of the larger cities. In most countries, schools still represent the “status quo” and most principals are from the “majority culture” There is little empirical evidence describing how schools respond to the changing demographics of the contemporary world. In this proposed paper such empirical evidence will be presented.
Nanci Shaw, Iowa State University

Amidst fiscal austerity, high unemployment, and changing political and social conditions, the centralized Berlin school law enacted in 2004 tasked school leaders with unprecedented responsibilities and increased autonomy in local schools. This qualitative study explores the influence of background from either the communist East or the democratic West on school leaders, particularly with regard to the implementation of school reform and democratic processes in multicultural and pluralistic organizations.

Barbara L. Jackson Scholars Network Reception and Workshop
Friday, 5:00 PM - 8:00 PM
(By Invitation Only)

The Barbara L. Jackson Scholars Network program is in honor of Barbara L. Jackson, a professor and leading scholar, for her contributions to the discipline. The program will provide mentoring and a support network for future educational leadership professors, to help prepare them for entry into higher education.

This year’s workshop will be focused on the fundamentals of mentorship. The event will give an opportunity for mentors, advisors, and scholars to meet and put into practice the elements of mentoring. The event will also include entertainment by the Show Stoppers, sponsored by Tennessee State University. A reception will follow the event.

A special thanks goes out to the Tennessee Board of Regents for the sponsorship of this year’s reception.

Session 10, Saturday, 7:30 AM - 8:50 AM

10.1, Cheekwood A 🍎
Paper Session: Democracy and Social Justice
Chair: Judith Mathers, Oklahoma State University
Discussion Leader: Philip McCullum, University of Oregon

A Study of Democratic Principles at Both the District and School Level
Lisa Kensler, George White, Lehigh University; Traci Fenton, WorldBlu, Inc.

A founding purpose of public education is to serve our democracy by preparing engaged citizens and yet, it can be said that many of our schools may actually be the least democratic organizations in our country (Glickman 2003). Murphy (2002) calls for reframing the educational leadership profession around the unifying concepts of social justice, democratic community, and school improvement.

A Scholar-Practitioner Stance: Practices of Social Justice and Democracy
Patrick Jenlink, Stephen F. Austin State University
The author theoretical positions leadership as social justice practice that must necessarily be mediated by inquiry and scholarly practice as well as be animated by concerns for equity, justice, and democracy. Examined are social justice practices of school leaders, supporting the value of recognitive justice in a democratic culture.
Democracy Works When Principals Partner with Minority Parents
Sharon Brooks, SUNY at Buffalo

Literature by Fine and Weis (1993) states minority parents have an asymmetrical relationship with principals. Principals often consider minority parents inferior thus dismissing their concerns as unimportant. In one case study of a high-performing urban predominantly African American elementary school, the principal formed a working relationship with parents that enabled both groups to benefit.

Toward Creating Effective Educational Environments: Perceptions of Collaborative Efforts to Support Sexual Minority Youth
Brianne Reck, Lynn Mattiace, University of South Florida, St. Petersburg

This study explores the collaborative efforts of Gay Straight Alliances (GSA’s) and community support agencies to affect school culture and climate to support the success of lesbian, gay, bisexual, transgendered and questioning youth. Four critical correlates of effective school environment were considered: academic expectations; collaborative school leadership; school community member relationships and the degree to which an ethic of care and respect is part of the normative culture in the schools they serve.

10.2, Cheekwood B
Paper Session: School, Community, and University Partnerships
Chair: Ann Allen, The Ohio State University
Discussion Leader: John Palladino, Eastern Michigan University

University Collaboration with an Urban School District
Barbara Jo McKinley Bennett, Joe Dinan, Shin-Hyun Ka, Sherry Lepine, Terry Clark, Janice Hansel, University of Texas at Austin

An urban research university builds partnerships with area public schools serving diverse student populations with the intent of helping schools analyze student performance data to inform school improvement, yet, interactions at the campus level suggested many of the issues faced by teachers, administrators, and communities in their work to improve student performance were hampered by organizational problems and issues involving democracy, social justice and shared decision-making.

Connections: Schools, Communities, and the People Who Made Them
Cynthia J. Reed, Jay Lamar, Conner Henton, Joshua Adams, Auburn University

This paper presents research exploring the connections between schools, communities, and people living within these communities by exploring the personal histories about education and the quality of life in a southeastern community. We conducted individual and group oral histories with a range of citizens, representing current and past educators, community leaders, parents, and many others.

Moving Toward Dialogical Collaboration: A Critical Examination of a University –Community Partnership
Peter Miller, Duquesne University; Madeline Hafner, University of Utah

To contribute to the expanding literature in the field of civic engagement, this study utilized qualitative case study research methods and a critical epistemological perspective to examine a university-community partnership’s collaborative process. The analytical framework that was employed was influenced by Paulo Freire’s (1970) concept of dialogue. The study sought to reveal the extent to which the Freirean dialogical tenets of humility, faith, hope, and critical thinking were embodied in this collaborative process.
10.3, Cheekwood C
Paper Session: Race, Policy, and Practice
Chair: Janelle Scott, New York University
Discussion Leader: Sylvia Mendez-Morse, Texas Tech University

Racial Identity Development and Its Impact on Leadership Practice: Case Studies of Six Latino Principals in the Upper Midwest
Frank Hernandez, University of Wisconsin-Madison
The purpose of this multiple case study was to examine the racial identity development of Latino principals and how this development impacts their leadership practice. The study also examines the ways their racial identity is suppressed and expressed, and the mediating factors that influence this suppression and expression.

From Perception to Reality: Principals and the Racial Nexus of Policy, Theory, and Practice
Lisa Follman, Lehigh University
This thought-piece explores the role of the principal in relation to the school community and racial bias. Through an exploration of the nexus of critical race theory, transformative leadership theory, and conservative educational policy, perceptions may be challenged concerning school leadership. This paper examines the salient points made about race and leadership in order to add to the discourse on social justice and inform administrators who are the stewards of the school community.

Making a Difference: The Critical Role Educational Leaders Can Take to Narrow the Science and Mathematics Gap Among Hispanic Students
Philip Kramer, Rodolfo Rincones, University of Texas at El Paso
This study examined how science, technology, engineering, and mathematics (STEM) postsecondary faculty at a Hispanic-serving Institution were engaged in pre-service teacher education, K-12 teacher professional development, and K-12 science and mathematics education in a region where nearly 90% of the population is Hispanic. The STEM faculty participation in teacher education was part of a national Math and Science Partnership grant funded by the National Science Foundation.

Persistence of First-Generation Mexican-American University Students in a Hispanic Serving Institution
Diana M. Pino, Cy-Fair College; Martha N. Ovando, University of Texas at Austin
Mexican Americans are underrepresented in higher education and are less likely to complete a college degree than any other group in the United States. College drop out rates of Mexican-American students are highest in the first year of college as a result of the many barriers they face. One such barrier is being the first in one’s family to attend college, leaving one on their own to navigate through the college system.

10.4, Cheekwood F
Symposium: Developing Effective Leadership Preparation: The Potential of Learning Communities II
Gini Doolittle, Rowan University; Cynthia Norris, Alison Buehler, Maragaret Bascom, Ellen Trombetta, University of Tennessee, Knoxville; Lynn Perez, San Diego State University; Bruce Barnett, University of Texas at San Antonio
This interactive symposium extends the current knowledge base about the value of creating professional learning communities in leadership preparation programs. Explicating how faculty can help aspiring school leaders acquire the skills and competencies for developing learning communities and then, transfer them into the workplace, the papers examine how such practices enhance the development of democratic ideals in higher education by developing self-awareness, engaging instruction, reflective practice, and the use of adult learning strategies.
Leadership Stability and Principal Turnover: A Study of Effects on School and Student Performance Indicators
Floyd D. Beachum, Katerina Belazelkoska, Gail Schneider, Seelpa H. Keshvala, University of Wisconsin-Milwaukee
The findings of the first phase of a study exploring the effects of leadership stability and principal turnover on selected school and student performance indicators will be presented. Data pertaining to the tenure and turnover of elementary principals within a large urban district over a 10-year period (1995-2005) were collected. Using the turnover data, schools were identified as having low/stable, normal, or high/unstable leadership patterns.

Predicting Rigid Response: The Impact of Trust and Leadership on Educational Systems under Stress
Alan J. Daly, Janet Chrispeels, University of California, Santa Barbara
While laudable for bringing social justice and equity issues to the fore, NCLB’s threat and sanction driven methods are increasing stress levels and potentially causing a threat-rigid response. We hypothesize that trust and adaptive democratic leadership dimensions that support the questioning of existing approaches, development of risk tolerant cultures, and participative decision-making will be predictive of an educational organization’s ability to minimize a threat-rigid response and flexibly negotiate new demands.

An Open Market for School Leaders: Michigan’s Little Known Experiment
BetsAnn Smith, Michigan State University
In 1995, the Michigan legislature repealed the section of its School Code requiring public school administrators to be certified or to hold specific degrees. The repeal removed all state sponsored barriers to educational leadership positions, legally permitting any individual to assume them. This presentation shares findings from research investigating the candidate pools and selection processes of superintendent searches in Michigan since certification was repealed.

Cognition, Conflict, and Distributed Leadership
William Firestone, Rutgers University
The most conceptually developed approaches to distributed leadership rely on distributed cognition and activity theory but attend to little to conflict. We suggest that they need to be supplemented with micropolitical theories and offer areas of inquiry for integrating these two theoretical approaches.
Faith Ngunjiri, Bowling Green State University; Judy Alston, Widener University

Very little is known about African women and their leadership experiences. This paper is an attempt to bring to light the experiences of select African women leaders whose search for social justice has resulted in institutional entrepreneurship of schools for the marginalized among other endeavors. The author will present mini-portraits of women leaders, explore the context of their leadership, and explicate the challenges and strategies for thriving amidst the intersecting domains of race, ethnicity and culture.

C.Cryss Brunner, University of Minnesota-Twin Cities; Margaret Grogan, University of Missouri-Columbia

The study discussed in this paper takes a beginning look at the largely untapped resource of qualified women superintendency candidates, and asserts the position that not only are women underutilized, but also due to numerous factors, may lack the aspiration to pursue the positions. In a nationwide study 3,000 of the 5,500 surveys were sent to women holding central office positions of Assistant Superintendent or higher.

Examining Leadership Through Media Exploration: Where Are the Women?
Patricia Ann Marcellino, Adelphi University

This paper will present the results of a qualitative action research study composed of 43 aspiring administrators. Participants who were mainly female (35) were asked to examine the media’s influence on their individual perceptions and assumptions about leadership. Even though a majority of participants were female, results illustrated that there was an absence of female leaders and role-models in the films’ chosen and depicted by these participants.

10.7, Belle Meade AB
Paper Session: Diversity and High Needs Populations
Chair: Kris Bosworth, University of Arizona
Discussion Leader: Susan Faircloth, The Pennsylvania State University

Contextual Leadership: Responding to the Issues of Social Justice in High-Risk Schools
Debra J. Touchton, Stetson University; Michele Acker-Hocevar, Florida Atlantic University

This paper discusses Contextual Leadership, a theoretical perspective grounded in social justice, in an effort to reframe the discussion of school improvement and educational reform to include not only the student and school performance, but the communities in which the reforms need to occur so that democratic learning structures are assured.

Preparing Principals for Cultural and Linguistic Diversity
Augustina Reyes, University of Houston

A pre-service principal preparation program at the University of Houston was designed for practicing bilingual/ESL teachers who sought administrative positions. The program involved developing a sequence of study for a cohort of students, 75% women and 72% Hispanic. This paper describes the program design and outcomes. It includes quantitative and qualitative data on students and program results.

Developing an Adaptive Organizational Structure to Address Intergroup Differences
Patrice McClellan, Bowling Green State University

In responding to intergroup differences, leaders must create a task and reward structure that will shape how teachers will interact with each other to ensure organizational effectiveness. The intent of this study is to examine how principals in high performing urban schools created an adaptive structure that overcame intergroup differences to insure high performing students’
outcomes. Chemers’ (1993) leadership effectiveness model is useful in describing how to structure an organization to address diversity issues.

**Leadership for High-Needs Urban and Suburban Schools**
Ronda Tighe, Werner Rogers, Randall Dobbs, Georgia State University

This paper presents a description and overview of a continuum of leadership programs for school leaders developed by the Principals Center at a large Southeastern urban university. The programs are designed to meet the needs of current and future leaders in schools throughout the state that have undergone rapid changes in demographics.

**10.8, Belle Meade CD**

**Paper Session: Technology, Technical Issues, and Race**
Chair: Dianne Hoff, University of Maine
Discussion Leader: Gerardo R. López, Indiana University, Bloomington

**Technology Leadership in Native American Schools**
Jayson Richardson, Scott McLeod, University of Minnesota

Principals in schools serving Native American students have a unique role as technology leaders. They must be cognizant of digital demands, government demands, as well as cultural demands. These leaders must be aware of issues of diversity, equity, social justice, and ethics. Over the 2004-2005 academic year the researchers conducted interviews with principals in schools serving Native American students to explore issues of technology leadership, cultural views of technology, and the use of technology to maintain tribal culture.

**Organizational Power and Management in Technical High Schools in Mexico**
Charles Slater, Trinidad Cerecedo, Carlos Topete, Isaías Alvarez, Texas State University

The purpose of this study was to examine the effects of the exercise of power in the management of technical high schools in Mexico with the goal of improving the quality of education. Qualitative methodology was used to interpret the context, capture the experiences of those who were interviewed and allow them to describe the school in terms of its daily life. From the participants’ comments, we identified ten entrenched factors that worked against the goals of the school.

**The Technical Core of a Hispanic-Serving Public School District**
James Satterfield, University of Texas at El Paso

This study examines the curricular offerings at a Hispanic-Serving Public school district (HSPSD) in Texas and organizes them into a curricular taxonomy. In addition, this study provides an understanding of HSPSDs by examining the nature of the relationship between their technical core and the dominant social group’s normative, regulative, and cognitive categories. The use of a curriculum taxonomy provides an explanation of how and into what areas students who attend this HSPSD are being educated.

**10.9, Belmont B**

**Conversation: Lessons from the Encyclopedia of Educational Leadership**
Fenwick English, University of North Carolina at Chapel Hill; Jackie M. Blount, Iowa State University; Catherine Lugg, Rutgers University; Khauala Murtadha, Indiana University; Charles J. Russo, University of Dayton

This proposed conversation/symposium will present the 2005 SAGE Encyclopedia of Educational Leadership and School Administration. The Encyclopedia was an ambitious project involving over 270 authors writing over 500 entries. The authors came from over 80 institutions of higher education in the U.S. and Canada, as well as some from P-12 school systems and other social agencies.
Conceptions of Resilience: Beyond Compliance to Transformation
Brenda McMahon, Nipissing University

This paper offers an initial philosophical inquiry of resilience factors and processes as they are enacted within educational institutions. I provide an overview of current educational literature on resilience, loosely categorized into two areas. The first depiction of resilience identifies it as a set of individual traits or characteristics. The second portrays it as a process existing within relationships.

A Shared Model of Transactional and Transformational Leadership
Susan Printy, Michigan State University

The proposed paper argues that a new conception of transactional leadership is necessary, one that provides a means for principals to establish basic trust with teachers and to develop an internal sense of accountability. These transactional behaviors serve as a base upon which transformational leaders can encourage school members to new levels of accomplishment.

The Architecture of Leadership and School As Public Space
Donna Breault, Georgia State University

This paper offers an alternative image of leadership that rejects a reform cannon focused on trajectories of action. Instead, an argument is developed to consider school as public space by presenting a normative framework based upon principles of architecture. By rejecting a trajectory of action approach to school reform, leaders can avoid the overly simplistic solutions offered by commodified and otherwise “scientifically proven” programs that merely need to be applied into any given context.

A Distributed Leadership Perspective on How Artifacts Are Used to Create Professional Community in Schools
Richard Halverson, University of Wisconsin-Madison

This paper explores a distributed leadership perspective on how leaders create contexts which build and support professional communities in schools. I argue that professional community results from intentional coordination of social interaction among teachers through the design of structures in a situation of practice. School leaders put these structures, or artifacts, into play to intentionally shape professional community in schools.

Sarah W. Nelson, Francisco Guajardo, Miguel A. Guajarado, Texas State University-San Marcos; William R. Black, IUPUI

In this interactive session, the authors will present 3 narrative accounts of their experiences as practitioner-researchers working within a high-stakes accountability system. While the focus of previous studies on accountability systems have largely focused at the macro level, each of the papers presented in this symposium examines the effects of such systems at the micro level. Specifically, each of the researchers examines how high stakes accountability systems affect individuals who live within such systems.

Symposium: Reviving a Radical Social Justice Discourse: Troubling the Progressive Conversation in Educational Leadership
This symposium examines the need to preserve the radical nature of social justice as one of its primary essentialisms. It further calls for the primacy of developing a radical consciousness in the spirits of school leaders in order for the social justice agenda of educational leadership to become effectual. Finally, the symposium will delineate the elements of a critical consciousness where social justice is concerned that serve to contour the research agendas of each symposium panelist.

10.13, Cheekwood D
Conversation: Organizational Justice as a Frame for Advancing Social Justice in Schools
Colleen Larson, New York University; Paula Short, Tennessee Board of Regents; James S. Rinehart, University of Kentucky; Patsy Johnson, University of Connecticut; Michelle D. Young, UCEA

An interactive symposium is proposed to explore the possibilities, benefits, and problems associated with moving toward organizational justice as a theoretical frame for advancing social justice in educational leadership. A panel will present a theoretical grounding of the constructs and applications for educational settings.

10.14, Hermitage CD
Meeting: Program Centers Directors’ Meeting
Trudy Salsberry, Kansas State University; Mimi Wollverton, University of Nevada, Las Vegas; Walter H. Gmelch, University of San Francisco; Lars Bjork, University of Kentucky; C. Cryss Brunner, University of Minnesota; Stephen L. Jacobson, SUNY at Buffalo; Kenneth A. Leithwood, OISE/University of Toronto; M. Scott Norton, Arizona State University; David C. Thompson, Kansas State University; R. Craig Wood, University of Florida; Leonard Burrello, Indiana University; Edith Beatty, Indiana University; Carl Lashley, University of North Carolina at Greensboro; Lauren P. Hoffman, Lewis University; Paul Begley, The Pennsylvania State University; Nancy Evers, University of Cincinnati; Angus MacNeil, University of Houston

CALL FOR ARTICLES FOR

The Journal of Research in Leadership Education

This journal will be published on a quarterly basis with its first issue published Spring 2006. The JRLE editor and her team are seeking research and conceptual papers from a multiplicity of epistemological perspectives that help to build a strong base of knowledge around leadership education.

For more information on this new UCEA electronic journal, visit the UCEA website at www.ucea.org or simply contact JRLE Editor, Edith Rusch, University of Nevada, Las Vegas, at edith.rusch@ccmail.nevada.edu.
Session 11, Saturday, 9:00 AM – 10:30 AM
Magnolia Ballroom
Welcomes and Introductions:
   Judy Alston, Widener University
   Jim Scheurich, Texas A & M University
Presentation of the Roald F. Campbell Award
   Alan Shoho, University of Texas at San Antonio; Rod Ogawa, University of California, Santa Cruz and other supporters
The Pennsylvania State University Moeister Lecture: Lani Guinier
   Meritocracy, Inc.: How Wealth Became Merit, Class Became Race and Higher Education Became a Gift from the Poor to the Rich
   Introduced by William L. Boyd, The Pennsylvania State University
   In 1998, Lani Guinier became the first black woman to be appointed to a tenured professorship at Harvard Law School. Before joining the faculty at Harvard, she was a tenured professor for ten years at the University of Pennsylvania Law School. During the 1980s she was head of the voting rights project at the NAACP Legal Defense Fund and had served in the Civil Rights Division during the Carter Administration as special assistant to then Assistant Attorney General Drew S. Days. Guinier came to public attention when she was nominated by President Bill Clinton in 1993 to head the Civil Rights Division of the Department of Justice, only to have her name withdrawn without a confirmation hearing. Guinier turned that incident into a powerful personal and political memoir, Lift Every Voice: Turning a Civil Rights Setback into a New Vision of Social Justice. Dean of Yale Law School Anthony Kronman calls Lift Every Voice a “moving personal testimony, a story of dignity and principle and hope, from which every reader can take heart.”

Session 12, Saturday, 10:40 AM – 12:00 PM
12.1, Cheekwood A
Paper Session: The Bush Administration’s Influence on Educational Policy
   Chair: William Ingle, Florida State University
   Discussion Leader: Dennis Brennan, University of the Pacific

   Public Good vs. Private Good: The Ideological Shift From Mission to Market in the School Choice Movement
   Judith Jackson May, Patrick Pauken, Bowling Green State University
   The growing struggle for student dollars has indeed become the new battle ground for educational leaders. Public schools that once focused on the creation of a mission now must focus on the creation of effective market competition strategies. Moving from a mission to market philosophic focus is a paradigm shift that brings with it foreign and often conflicting values. Traditionally, the foundation of our public schools were perceived as a “public good,” a system for the betterment of the “common good.”

   High Stakes Testing in Louisiana: Perpetuating Social Injustice
   Dianne Taylor, Monica Mancuso, Amy Dellinger, Louisiana State University
   Louisiana is at the forefront in using assessment for promotional purposes in the USA. Our examination of high stakes test results for all Black and White Louisiana eighth graders uncovered disparate outcomes that disadvantage Black students. Focus groups interviews conducted with parents of Black and White eighth graders supported the state testing program, but opposed use of the test as the single criterion for promotion.
The “New Normal” in Public Education: Be Patriotic and Shut up!
Pat Somers, Hillary Hutchinson, Patrick Biddix, Jessica Geier, Michael Phelps, Curtis Brewer, University of Texas at Austin

Barely had flames from the Twin Towers been doused when free speech was similarly “hosed.” We examine and analyze a series of cases involving K-12 students and teachers and make recommendations and conclusions about the future of civic education and free expression in education.

Buyer Beware: The Role of Education in an Ownership Society
Eric Freeman, Georgia State University

President Bush touts the benefits of enacting domestic reforms designed to create what he calls an “ownership society.” The basic framework of an ownership society serves as a unifying theme for a variety of proposals ranging from retirement and social security to education, home ownership, and health care. Education is a central facet in the design of an ownership society.

12.2, Cheekwood B
Symposium: The New DEEL: Towards Justice and Beyond
Joan Shapiro, Steven Jay Gross, Temple University; Kathy Sernak, Rowan University; William L. Boyd, Dana Mitra, Paul Begley, The Pennsylvania State University

The six papers, composing this symposium, are meant to serve as an introduction to the concept of Democratic Ethical Educational Leadership or the New DEEL. The papers will highlight different aspects of this concept. Two of them will discuss the “D” in the New DEEL, democracy. Two other papers will focus on community. Finally, two papers will emphasize the first “E” of the New DEEL, ethics.

12.3, Cheekwood C
Paper Session: Minority Parent Involvement
Chair: Bradley Portin, University of Washington
Discussion Leader: Peter Miller, Duquesne University

New Perspectives in Educational Leadership: Opportunities Versus Barriers in Migrant Parent Involvement
Amalia C. Chamorro, St. Mary’s College of California

This study utilizes a descriptive quantitative design. The study describes and examines the perceptions of migrant parents in site leadership positions at kindergarten through sixth-grade elementary schools participating in the Migrant Education Program, in one migrant region in Northern California. The opinions that are herein studied relate to the opportunities and barriers experienced by those migrant parents in their interaction with their children’s school.

Increasing Minority Parent Involvement by Changing the Parameters from Teacher-Centered to Parent-Centered Models
Sharon Brooks, SUNY at Buffalo

Involving African-American parents in their children’s education has been a challenge for many urban principals. During case studies of two high-performing urban elementary schools with predominantly African-American students, it was noticed that the principals were able to successfully increase parent participation by changing the criteria for involvement.

The Alchemy of Hardship: How Latino Parents’ Evolving Capital Shapes Their Involvement
Katherine Taylor Haynes, Vanderbilt University

This paper is based on a larger qualitative study that seeks to understand how Latino parents participate in their children’s education. Drawing from the research literature on social- and cultural capital, immigration and parent involvement, this study establishes a framework for understanding Latino parents’ perceptions of their involvement.
Excellence and Inequity: A Case Study of a Principal Confronting Shifting Demographics
Victoria Maslow, University of Wisconsin-Madison

The purpose of this case study was to interrogate a high school’s response to the shifting demographics of its student population. The study also examines the role of the principal as a change agent and the organizational factors at play as issues of equity and social justice are introduced into the discourse. The theoretical framework juxtaposes contrasting service delivery models grounded in equity and social justice theory.

12.4, Cheekwood F
Paper Session: Race and Higher Education
Chair: Dana E. Christman, New Mexico State University
Discussion Leader: James Coaxum, Rowan University

Cracks in the Mortar: Higher Education Faculty Trust, Rank, Race and the Future of Leadership Preparation
Page Smith, Alan R. Shoho, University of Texas at San Antonio

This study involved an analysis of faculty trust in a university located in a large southwestern state. First, a valid and reliable instrument to measure higher education faculty trust in administrators, colleagues and students was identified. Second, the Higher Education Faculty Trust Inventory (HEFTI) was employed to gauge various aspects of faculty trust. Third, significant trust differences between professors of varying academic ranks (i.e., adjunct, assistant, associate, and full professor) were found.

Exploring the Experiences of Underrepresented Educational Leadership Faculty at a Professional Association’s Conference: A Phenomenological Inquiry
William MacLean, Washington State University

This paper will present the results of the second phase of a phenomenological study and inquiry focusing on the “lived” experiences of participants in the UCEA’s Annual Conference and the impact these experiences have upon Educational Leadership professionals. This qualitative investigation of nine underrepresented scholars and nine non-underrepresented scholars portrays their interpretations of their experiences within UCEA’s formal and informal provisions of professional opportunities at the conference.

A Conversation with Latino/a Practitioner-Scholars
Encarnacion Garza, Jr., Mariela A. Rodriguez, University of Texas at San Antonio; María Luisa González, New Mexico State University

This session is a conversation with five Latino/a doctoral students and three Latino/a professors. The three professors work in predominantly Latino serving institutions. Given the dismal number of Latinos/as that earn doctorates, the panelists will share their experiences and challenges as Latinos/as seeking a doctoral degree. The professors will share current practices to recruit, retain and most importantly to provide Latinos/as support for completion of their doctoral degrees. How do we encourage Latinos/as to consider the professoriate considering the lack of representation in academia?

Mentoring for Social Justice: Learner Centered Approach for Retaining Students of Color In Educational Leadership Programs
Patrice McClellan, Bowling Green State University

Students of color face overwhelming obstacles at institutions of higher education. In an effort to address feelings of cultural isolation, achievement, and success, this paper suggests a mentoring program using a learner centered approach in order to provide a “safe space” for students of color, particularly black men to openly discuss the challenges faced during their tenure in educational leadership programs at predominantly white institutions (PWI).
Unprecedented Liberation, Unparalleled Leadership: The Case of a Deaf School Administrator’s Superintendency Preparation Experience
Christen Opsal, C. Cryss Brunner, Sean Virnig, University of Minnesota
This proposal describes a pedagogical technique/tool which “leveled the playing field” for a school administrator with a disability, allowing him to demonstrate his leadership skills to his non-disabled peers and giving them a rare opportunity to note his skills and qualifications before they knew of his disability.

Facing an Uncertain Future: An Investigation of the Preparation and Readiness of First-Time Superintendents to Lead in a Democratic Society
George J. Petersen, California Polytechnic State University; Lance D. Fusarelli, North Carolina State University; Theodore J. Kowalski, University of Dayton
Superintendent preparation faces an uncertain future as evidenced by recent calls for deregulation (e.g., Broad Foundation and Thomas B. Fordham Institute, 2003; Hess, 2003) and by suggestions that practitioners should not earn doctoral degrees (e.g., Levine, 2005). Several substantial policy changes affecting the superintendency already have been promulgated.

Educating All Children: Teachers’ Perspectives on the Influence of the District Superintendents in Fostering Instructional Capacity
George Petersen, California Polytechnic State University; Chad W. Sayre, University of Missouri-Columbia
One of the greatest challenges of the twenty-first century is to reinvent, reshape and transform our educational institutions to provide equitable access to resources and benefits for all children. Using the conceptual lenses of instructional leadership and instructional capacity, this study explored the attitudes and perspectives of 279 teachers’ in eight medium sized school districts about superintendent’s influence on their ability to produce worthwhile and substantial student learning.

Effective School Districts: Are Superintendents Meeting the Challenge?
Jimmy Byrd, Cindy Edwards, Edna Biggerstaff, Don M. Beach, Russ Higham, Tarleton State University
The purpose of the study was two-fold: 1) to identify the top effective school districts in Texas based on 15 key academic indicators, and 2) to identify promising practices and strategies that Texas school superintendents use to improve student performance in their educational systems. Findings revealed that superintendents of effective districts used specific leadership strategies to create organizational conditions that promoted student success.

Understanding Leadership Content Knowledge from Efforts to Improve It: Early Results from a Large-Scale Study
Barbara Scott Nelson, Education Development Center; Will Jordan, Temple University; Apriel K. Hodari, The CAN Corporation
This paper presents preliminary results from the first stage of a large-scale, research and technical assistance project that investigates the nature of 500 elementary and middle school...
An Examination of Wisdom-Oriented Leadership in an Era of Accountability
Rose M. Ylimaki, SUNY at Buffalo; Leslie McClain, University of Wisconsin

This paper examines, based upon empirical evidence from a study of district curriculum administrators and the literature, wisdom-oriented leadership for the current era of high-stakes accountability.

What Leadership Characteristics and Training Are Needed for Chairs to be Effective in a Democratic Society?
Judy Harris, University of Central Arkansas; Barbara N. Martin, Southwest Missouri State University

This mixed design inquiry examined the leadership characteristics of chairs of five nationally recognized Educational Leadership Departments. Data collection included the Leadership Practices Inventory, Q-sort, and interviews. The purpose was to develop a profile of an effective chair in a leadership department and identify the training that made them effective. The data revealed that the chairs had prior administrative experience and a commitment to ongoing professional development.

Connecting Theory and Practice: Findings from a Study of the Leadership Development School Model
Dru McGovern-Robinett, Juanita Garcia, Vera Matocha Wehring, University of Texas at Austin

This paper focuses on a three-year study of the Leadership Development School Model, which anchors the preparation and internship experiences of principalship candidates. Focused on the notions of distributed leadership and leadership capacity building within schools, this model includes an emphasis on the inquiry process among teachers and school leaders, such that various components of school reform and the stakeholders associated with such reform are addressed in tandem, rather than piecemeal.

Innovative Session: Integrating Gay/Lesbian/Bisexual/Transgender Topics and Their Intersections with Other Differences into the Leadership Preparation Curriculum: Practical Ideas and Strategies
Colleen Capper, University of Wisconsin-Madison; Kathleen Brown, University of North Carolina at Chapel Hill; C.P. Gause, University of North Carolina at Greensboro; Don Fraynd, University of Wisconsin-Madison; James Koschoreck, University of Cincinnati; Catherine Lugg, Rutgers University; Kathryn McKenzie, Texas A & M University; Judy Alston, Widener University; Gerardo R. López, Indiana University

The purpose of this community-building session is to provide a forum for professors in educational leadership preparation programs to learn practical ideas and strategies for integrating lesbian/gay/bisexual/transgender (LGBT) topics into their courses. Session participants will engage in activities in a simulated leadership preparation course that they can then use in their own university courses, including organizational theory, the principalship, politics of education, supervision of instruction, research methods, and other courses.

Symposium: Building an Integrated Approach to Social Justice Research: In the Shadow of the New Global Economy
Gary L. Anderson, Colleen Larson, Janelle Scott, New York University; Noel Anderson, Brooklyn College
Viewing educational leadership from a social justice perspective requires increasingly sophisticated analyses of democracy, political economy, language, race, gender, class, disability, and sexuality. In an era of globalization, it is becoming increasingly untenable to treat categories of oppression in isolation. Duggan (2003) argues that social justice-oriented researchers have been divided into camps that pit one another.

12.9, Belmont B
Paper Session: Ethics
Chair: Weldon Beckner, Baylor University
Discussion Leader: Patricia First, University of Arizona

The School Administrator and Ethical Behavior in Schools
Fred Lunenburg, Beverly Irby, Sam Houston State University

Principals and Ethical Behavior in Schools This paper examines five aspects of principals and ethical behavior in schools: (1) principals and philosophical concepts of ethics, (2) principals promoting ethical behavior in athletic programs, (3) principals promoting ethical behavior in character education, (4) policies and procedures that promote ethical behavior in schools, and (5) national and state codes of ethics for principals.

Democracy in Action: Defining and Acknowledging the Ethic of Diversity
Joseph Oluwole, Lisa Bass, The Pennsylvania State University

The paper seeks to examine the issues surrounding diversity, assimilation, and pluralism in the American school system through a new ethical lens. This paper poses a new conceptual model, building on the works of Starrett (1994, 2003); Shapiro and Stefkovich (2001); and Furman (2003). With the increasing importance of diversity to schools, it is important for a separate ethic to be created for diversity.

Ethics of Learning For a Thick Democracy
Robert Starratt, Boston College

This paper connects the ethics of becoming an authentic person with the ethics of learning, and relates both ethics to the demands of membership in a vibrant democracy. The key to understanding the link between authenticity in persons and authenticity in learning is relationality, that is, the moral claims made on persons and on the activity of learning to respond to the other in genuine reciprocity.

Reclaiming the Concepts of Calling, Profession, and Professional Obligations: A Mindful Pedagogy for Teaching the Ethics of School Administration to Future and Practicing School Leaders
Marla Israel, Loyola University, Chicago

This paper presentation presents data from 100 school administration graduate students indicating that ethical behavior is not innate nor developed within practicing teachers who aspire to be school administrators. Using James Rest’s four aspects of moral life (1999): awareness, reasoning, motivation, and implementation, this paper provides a much needed teaching model for the instruction of school administration ethics to future and practicing school administrators.

12.10, Belmont C
Symposium: Scenes From High School Walk-Throughs: Symposium about a District’s Instructional Improvement Practice
Beth Boatright, Juli Swinnerton, Dan Lysne, Michael S. Knapp, University of Washington

As educators face increasing demands on performance and results, school districts across the country are looking for ways to effectively support high quality instruction. This symposium will illustrate how members throughout the school district system, including central office
leaders, instructional coaches (located at the central office and within each school), principals and teacher leaders in one urban district in Washington state, engage in efforts to improve instructional practice in literacy at all levels of the K-12 system.

12.11, Hermitage CD
Innovative Session: *Beliefs Matter in Matters of Democracy*
Connie Moss, Robert L. Furman, David C. Goldbach, Richard B. Ragan, Duquesne University

Beliefs are the best gauges of the decisions that people will make in their lives. This innovative session, we engage the participants in examining the idea that the most meaningful social justice experiences engage aspiring leaders in the constant excavation, examination and transformation of the beliefs, assumptions, and dispositions that shape their actions and relationships.

12.12, Hermitage B
Conversation: *Education Law Update: Finishing the Quest in the Journey Towards Justice*
Charles Russo, University of Dayton; Reynaldo Contreras, San Francisco State University; Nelda Cambron McCabe, Miami University; J. John Harris, University of Kentucky; Frank Brown, University of North Carolina at Chapel Hill; 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.

12.13, Hermitage A
Conversation: *Modeling “Creative and Courageous” School Leadership Through District-Community-University Partnerships*
Ellen Goldring, Pearl Sims, Vanderbilt University; Pedro Garcia, Metro Nashville Public Schools

While the difficulty of community-university-district partnerships has been well documented, far less is understood about the processes of developing productive partnerships. This presentation will use a framework associate with interorganizational relationships (IORs) to analyze the process of developing cooperative interorganizational relationships among a university, a school district, and its urban community around professional development for school site leaders.

12.14, Cheekwood D
Graduate Student Symposium II: *Professors and Students of Color: Dialoguing for Success*
Floyd L. Beachum, University of Wisconsin-Milwaukee; María 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.

12.15, Ryman C
Meeting: *UCEA Center for School Technology Leadership (CASTLE)*
Scott McLeod, Joan Hughes, University of Minnesota

The new UCEA Center for School Technology Leadership (CASTLE) will serve as a critical national focal point for K-12 technology leadership initiatives. The CASTLE directors are currently leveraging their nearly 40 corporate and organizational partnerships to attain external support for a number of new activities, including a technology leadership research summit and a national survey of educational leadership programs’ technology preparation
practices. If you have an interest in technology, please attend this meeting to see how you can become involved in center activities.

12.16, Ryman B
Meeting: *UCEA Taskforce on Research*
Michelle Young, UCEA; Margaret Terry Orr, Columbia University; Rod Ogawa, University of California-Santa Cruz; John Hoyle, Texas A&M University; Diana Pounder, University of Utah; Edie Rusch, University of Nevada, Las Vegas; Fen English, University of North Carolina at Chapel Hill; Theodore Creighton, Sam Houston State University; Trisha Browne-Ferrigno, University of Kentucky; Martha McCarthy, Indiana University; Nelda Cambron-McCabe, Miami University; Robert Kottkamp, Hofstra University; Marilyn J. Bartlett, University of South Florida; Margaret Grogan, University of Missouri-Columbia; Fran Kochan, Auburn University; Trisha Browne-Ferrigno, University of Kentucky; Martha McCarthy, Indiana University; Nelda Cambron-McCabe, Miami University; Robert Kottkamp, Hofstra University; Martha McCarthy, Indiana University; Nelda Cambron-McCabe, Miami University; Robert Kottkamp, Hofstra University; Marilyn J. Bartlett, University of South Florida; Margaret Grogan, University of Missouri-Columbia; Fran Kochan, Auburn University; Miles Bryant, University of Nevada, Las Vegas

**Session 13, Saturday, 12:10 PM – 1:30 PM**

13.1, Cheekwood A
Paper Session: *Law, Higher Education, and Democracy*
Chair: Ken Brinson, North Carolina State University
Discussion Leader: Charles Russo, University of Dayton

*The Shifting Sands of Affirmative Action at California’s Public Universities*
George Perreault, Reyes Ortega, University of Nevada, Reno

This study explores the impact of state and federal legislation on the transfer practices between California’s community college system and the University of California system. Major findings include: (1) a pervasive sense of caution which has emerged since the mid-1990s; (2) a willingness to change admissions preference from race-sensitive to class-sensitive approaches; (3) a willingness of focus more on student preparation issues than on university action. Social justice concerns clearly emerge from these findings.

*Pursuing the American Dream: A Study of a North Carolina Bill to Impact the Higher Education Access of Undocumented Students*
Marla Sanders, North Carolina State University

A federal policy currently prohibits states from offering residency tuition rates to illegal immigrants or undocumented students. Because of this policy, many undocumented students, who are succeeding academically in American public schools and desire to further their education, are not able to afford a postsecondary education. The purpose of this on-going case study is to investigate the social and political factors influencing a North Carolina bill to extend residency tuition rates to undocumented students.

*The Educational Benefits of Diversity: The Unfinished Journey from “Mandate” in Brown to “Choice” in Grutter*
Kathleen M. Brown, University of North Carolina at Chapel Hill

This paper reviews the rationale behind the recent US Supreme Court ruling in the University of Michigan’s *Grutter v. Bollinger* (2003) case. It describes the educational benefits of diversity as argued by the seventy-five amicus briefs filed in support of the Law School’s race-based admissions policies and then discusses the implications of the Grutter decision on race-conscious decisions, on “choice” integration programs, and on increased diversity strategies in K-12 schooling.

*Investigating the Parameters of Institutional Autonomy: Determining the Limits of Judicial Deference to Academic Decision-Making*
John LaNear, University of Wisconsin-Milwaukee

This research will investigate the historical development of academic abstention in American jurisprudence in an effort to provide a better understanding of the breadth and scope of judicial deference to academic decision-making in American colleges and universities. Early judicial applications of academic abstention are compared with recent applications in an effort to clearly delineate how and when courts are likely to defer to institutional decision-making.

13.2, Cheekwood B
Symposium: Democracy and Social Justice in Schools: A Grounded Response from Research on Schools and Schooling
Kathryn Bell McKenzie, Rebecca Garza, Jim Scheurich, Texas A & M University; Khauala Murtadha, Indiana University; Gerardo R. López, Indiana University

The current UCEA call for proposals challenges us to “advance the conversations of issues related to diversity, equity, social justice and ethics.” According to the call, these complex concepts are essential in the enactment of democracy in our schools. Furthermore, we are asked to “continue to critique” the enactment of democracy in order to develop initiatives, action steps and purposeful civic engagement so that all of education’s stakeholders can complete this unfinished journey toward, “justice for all.”

13.3, Cheekwood C
Paper Session: Gender Influence on Leadership
Chair: Felecia Wilson, The Pennsylvania State University
Discussion Leader: Nancy Evers, University of Cincinnati

The Impact of Principal Gender and Principal Leadership Skills on Elementary School Student Achievement
Sharon Gieselmann, University of Evansville; John Keedy, Namok Choi, University of Louisville

This study focused on 180 Kentucky elementary principals and 799 of their teachers. The researcher used a causal comparative design for the two-way ANOVA and correlation design for the multiple regression. The study extends existing knowledge about principal gender, leadership skills and student achievement and provides, at best, tenuous evidence that female principals impact student achievement on state assessments more than male principals.

Women at the Table: How Gender Influences School Governance
Meredith Mountford, University of Missouri-Columbia; C. Cryss Brunner, University of Minnesota

The absence of women on boards is not just a historical fact, but is still an issue today. This paper presents the results of one of the few studies of women school board members and, at once, uses some of the published literature on women superintendents to support discussions and to increase insight into how gender dynamics play out at the school board table.

Mentoring for Change: Women Aspiring to Urban School Leadership
Jill Sperandio, Alice E. LaPier, Lehigh University

This paper will examine how the mentoring process embedded in a leadership program contributes to the empowering of women teachers aspiring to be urban principals, with an emphasis on distributive leadership and social justice. The experiences of eight women and their mentors during the course of an internship lasting a year in an urban school are examined for the insights they offer about aspects of leadership training and mentoring specific to women, and minority women.

Women Leaders As Democratic Change Agents: A Cross-Cultural Analysis
Linda Lyman, Illinois State University; Anastasia Athanassoula-Reppa, Angeliki Lazaridou, Athens School of Pedagogical and Technical Education
This paper presents a cross-cultural analysis of women educational leaders in Greece and the United States as democratic change agents. The analysis is based on findings from an qualitative exploratory pilot study of 8 women leaders completed in Greece in 2005, and a larger scale collective qualitative study of 18 women leaders completed in Illinois in 2000-2001.

13.4, Cheekwood G
Symposium: How to Reform Educational Leadership Preparation for Excellence and Equity: One Program’s Journey
Jeffrey S. Brooks, Laura Hassler, Pamela Flood, Stacey Rutledge, William Kyle Ingle, Lynn Wicker, Shana Goldwyn, Florida State University

This symposium offers a multifaceted look at how faculty in a university-based educational leadership program reformed their program around overarching concepts of excellence and equity. The first paper offers an historical and theoretical context for educational leadership preparation. The second paper explains the process of involving multiple external stakeholders in the reform process.

13.5, Cheekwood H
Innovative Session: Walking the Walk of the Journey Towards Justice: Reforming Administrative Preparation to Support Leadership Development for a Culturally Diverse Society
Karen DeMoss, Stephen Preskill, Carolyn J. Wood, University of New Mexico

Critical aspects of a four-year process of transforming an educational leadership program demonstrate both processes and outcomes possible from a commitment to using principles of social justice and transformational leadership as keystones to the program work. Audience participation occurs through use of an electronic audience response system that tracks participants’ responses to key descriptive and provocative questions, providing whole-group perspectives from which to probe the ideas brought forth in the session.

13.6, Belle Meade AB
Symposium: Voicing Success: Latino Scholar Administrators Making Sense of Reflexive Life Histories
Michael Richards, Encarnacion Garza, Vangie Aguilera, Michael Contreras, Ruby Rocha, Mona Lopez, Alicia Olivera, Michael G. Richards, University of Texas at San Antonio

Deficit thinking in public education is so entrenched that it may be difficult to see where success stories fit in to current school leadership practices. More often than not, we speak of school failure and our accountability discourse views schools as failing institutions. When our language focuses on deficit and failure, we risk overlooking the subtle dynamics of individual success. By looking only at the statistical picture, we miss the clues contained in an individual’s story.

13.7, Belle Meade CD
Symposium: New Perspectives on Distributed Leadership: The Democratic Potential of Leadership Emerging Through Collective, Collaborative and Communicative Activity
Brendan Maxcy, Jay Paredes Scribner, University of Missouri-Columbia; Sheldon T. Watson, Central Connecticut State University; Betty Malen, University of Maryland; William R. Black, IUPUI; Thu Suong Thi Nguyen, University of Texas at Austin

Teacher leadership has captured a good deal of interest over the past two decades. Efforts to tap teacher leadership through governance restructuring in the 1980s and 1990s were largely ineffective. This raised interesting questions about teacher leadership: Is it less potent than promised? Did the reforms fail to capture it, and if so, why? Did the reforms run afoul of it, and if so, how?
13.8, Belmont B
Symposium: The Activist in the Principals Office: Social Justice Principals Identity and Their Call to Enact Justice
George Theoharis, Syracuse University; Frank Hernandez, University of Wisconsin-Madison; Brad Kose, University of Illinois at Urbana-Champaign; Michelle Thompson, University of Florida; Brynnen Ford, University of Washington
This symposium centers on examining social justice principals and will include five papers that came from five distinct qualitative studies on K-12 principals committed to social justice. This dialogue will provide insight into who these social justice principals are, why they seek to enact justice, and how their identity and commitments to social justice influence their leadership practice.

13.9, Belmont C
Conversation: Leading for Social Justice: Our Roles and Responsibilities in Closing Learning and Achievement Gaps
Andrea Rorrer, Sandra Buendia, Enrique Aleman, Jim Martin, University of Utah; Teresa Nowlin, University of North Carolina at Chapel Hill; Mark Gooden, University of Cincinnati
The panel for this conversation session includes professors, school and district practitioners, and graduate students. The purpose of this session is to engage participants in an interactive dialogue about the current state of learning and achievement gaps that face schools and the educational leaders being prepared today, the necessity for preparing educational leaders who can address these gaps, and how we as researchers, professors of educational leadership, and practitioners can serve a role.

13.11, Hermitage CD
Symposium: Using the Critical Friends Review Process to Strengthen Preparation Programs in School Leadership: Insights from Delaware, New Jersey and Texas
Joseph Murphy, Vanderbilt University; John Gray, Wilmington College; Gini Doolittle, Rowan University; Donald Leake, College of New Jersey; Rex Carr, Texas A & M University-Commerce; Betty Alford, Stephen F. Austin State University
The purpose of this symposium is to hear from colleagues from three states — Delaware, New Jersey, and Texas — whose programs have recently gone through the CFR process. Time is directed to both the state policy and professional dimensions of CFR in school administration. The theory-in-action powering the strategy is described as is the embedded model of change. The nuts and bolts of the CFR process are described as well.

13.12, Hermitage B
Symposium: Leading Change: Kentucky’s Statewide Preparation Initiative
James S. Rinehart, University of Kentucky
Institutional collaboration can leverage essential improvements in leadership preparation. A group of chairs from 11 leadership preparation programs in the state of Kentucky meet monthly to discuss statewide issues for leadership preparation. This interactive symposium will focus on the chairs’ collaboration, discussions and important statewide achievements as well as barriers to change. Achievements extend from developing common course numbers and similar syllabi to collaborating with SAELP and LEAD projects.

13.13 Ryman B
Meeting: UCEA Taskforce on Research Continued

13.14, Cheekwood F
Reva Joshee, John Portelli, Lorayne D. Robertson, OISE/University of Toronto; Lauri Johnson, SUNY at Buffalo; Catherine Lugg, Rutgers University; Jim Ryan, Alan R. Shooho, University of
The presenters’ goal is to initiate a dialogue on democracy, social justice, and leadership, which will continue over time. The Dialogue will center on three main questions: What is/should be the role and responsibility of the field in addressing issues of democracy and schooling? How do we prepare school leaders to promote academic success for all children while simultaneously facilitating the development necessary for citizenship in a participatory democracy? How is justice represented in educational leadership/administration?

**Session 14, Saturday, 1:40 PM – 3:00 PM**

**14.1, Cheekwood A**

**Symposium: Ethics and Democratic Leadership: Perils and Possibilities**

- Bruce Kramer, University of St. Thomas; Ernestine Enomoto, University of Hawaii at Manoa; Robert J. Starratt, Boston College; Michael E. Dantley, Miami University; Gary L. Anderson, University of California, Irvine; María Luisa González, New Mexico State University

  With standards and accountability creating a high stakes environment, school administrators often act efficiently rather than ethically. Working with diverse interest groups of parents, teachers, and community, they contend with ethical dilemmas resulting in conflicts and confusion. In this symposium, four noted scholars reflect upon how school administrators enact democratic leadership and wrestle with ethical issues facing them.

**14.2, Cheekwood D**

**Symposium: Part I: Researching the Big Picture of Leadership Preparation Programs**

- Margaret Terry Orr, Columbia University; Bruce Baker, University of Kansas; Bruce Kramer, University of St. Thomas; Jo Barbour, Texas Woman’s University; Diana Pounder, University of Utah; Elaine Willmore, University of Newcastle upon Tyne; Jerry Waddle, Southeast Missouri State University; Miles Bryant, University of Nebraska-Lincoln; Brenda Le Tendre, Pittsburg State University; Peggi Zelinko, U.S. Department of Education; Martha McCarthy, Indiana University; Judy Alston, Widener University

  Current state political attention and advocacy research on university-based leadership preparation programs have raised critical questions about the landscape and its quality. In the face of these pressures, researchers from universities across the country have been working together to provide research-based evidence.

**14.3, Cheekwood C**

**Paper Session: Social Justice and Principals**

- Chair: Cynthia Gerstl-Pepin, University of Vermont
- Discussion Leader: Mack T. Hines, III, University of Arkansas-Monticello

  **Principals’ Perceptions of Social Justice**
  - A. William Place, Patricia Blyden, University of Dayton; Julia Ballenger, Betty Alford, Stephen F. Austin University; John Freeman, Michael Natarella, University of Alabama

  This paper presents some preliminary findings from a few of those involved in the UCEA Voices 3 project. Specifically, these authors conducted three focus group sessions and examined the focus groups of these principals in terms of social justice issues. The three focus groups involved in this manuscript were from Louisiana, Alabama and Ohio.

  **Leadership and Professional Development for Social Justice: A Multi-Case Study of Three School Principals**
  - Brad Kose, University of Illinois at Urbana-Champaign
In this paper, I present a multi-case study of three public school principals for social justice and their direct and indirect influence on professional development in their buildings. Important findings include principals who created opportunities for formal and informal professional learning that 1) encouraged personal diversity awareness including White privilege, 2) challenged staff to close the achievement gap, 3) supported inclusive education, and 4) affirmed diversity through teaching and learning.

**Conflict-Handling Styles of Exemplary Principals**
Stacey Edmonson, Anthony Indelicato, Sam Houston State University

The degree of success to which principals can effectively manage teacher-administrator conflict has an effect upon the degree to which all stakeholders maintain focus on the highest academic achievement possible, which, based upon the Texas accountability system, is an Exemplary rating. If the leadership (i.e. the principal) is not effective at managing teacher-administrator conflict, there is a strong likelihood that the climate and academic focus in the classroom could suffer.

**Isolating the Principal Factor in Teacher Turnover**
Karen Jackson, Indiana University

This study seeks to expand our understanding of what factors motivate teachers to change schools or leave the teaching profession by focusing on the impact of principals in the stay/leave decision. Data from the Schools and Staffing Survey (1999-2000) and Teacher Follow-up Survey (2000-2001) are analyzed in a hierarchical linear model (HLM) to identify which principal characteristics are significant contributors to determining whether a teacher will stay at or leave his/her school.

**14.4, Cheekwood F**
Symposium: *Voices of Experience: Sensemaking in Urban School Reform*
Joy C. Phillips, Patricia E. Holland, Joseph A. Kotarba, Stefanie A. Mueller, Sabera Sobhan, University of Houston

This symposium presents case study data from three high schools engaged in a district-wide high school restructuring initiative in a major urban city in the southwest U. S. The authors present papers featuring findings collected ethnographically from the 2nd year of a 4-year research and evaluation study. Each case study school is distinctly different in physical structure, student population, community embeddedness, and reform activity stage.

**14.5, Cheekwood G**
Symposium: *Leadership in the Best Interests of Students: Interpretations, Possibilities and Tensions*
Jacqueline Stefkovich, Catherine Taylor, Brad Zdenek, Jerry Shoemake, Paul Begley, Michael McConnell, The Pennsylvania State University; Olof Johansson, Umeå University

This symposium is composed of five papers that explore the nature and practice of school leadership in the best interests of students. The first paper explores the different meanings attached to the phrase “best interests of students” and outlines a conceptual framework — grounded in philosophy, applied psychology, case law and existing empirical research, for thinking about and conducting research on ethical school leadership.

**14.6, Cheekwood H**
Paper Session: *Race and Oppression*
Chair: Ibrahim Duyar, University of Arkansas, Little Rock
Discussion Leader: Sharon Brooks, SUNY at Buffalo

*Speaking White and Acting Black: Student Protest and Administrator Resistance During the Movement for the Sonja Haynes Stone Black Cultural Center at the University of North*
Carolina at Chapel Hill
Donyell Roseboro, Southern Illinois University, Edwardsville

In researching the student movement for the Sonja Haynes Stone Black Cultural Center at the University of North Carolina at Chapel Hill, I discovered that the question of identity served as the catalyst for student resistance and protest. Under the tutelage and guidance of black instructors and administrators, black student leaders of the movement developed a racial identity predicated upon a social justice interpretive framework.

Comparing End-of-Course Exams of 10th Graders Who Are Enrolled Bilingual/ESL Classes and Those Not Enrolled in Bilingual/ESL Classes
Gary D. Brooks, University of Texas at El Paso; Nancy G. Lara, Socorro Independent School District; Irma R. Brooks, Radford Schools

This proposed paper presentation/research report is based on a doctoral dissertation completed in May 2005. The focus of the dissertation was a comparison of 10th grade End of Course Exams administered to students in the three largest school districts in El Paso, Texas. Scores of immigrant students who took English as a Second Language (ESL) classes were compared with Hispanic students who indicated that the primary language spoken at home was Spanish and did not take ESL classes.

Postmodern Community: Representations of One’s School’s Anti-Bias Vision
Jennifer Lindsay, University of Washington

This study looks at one school community pushing the boundaries of mainstream school restructuring rhetoric combining equity and excellence creating an anti-bias school culture. By analyzing how whiteness operates within an anti-bias vision, this study seeks to show a) various ways social justice is represented within a vision and b) how one community struggles to create a shared vision of anti-bias amongst a socio-economic and ethnically diverse community.

Living in the Land of Pharoah: The Role of Standardization in the Continued Oppression of African-American Students
Traci Davis, Miami University

Why should democracy matter in educational leadership? For some students, there will be no academic success without equity and social justice. Some African Americans still share the vision of education as the way to opportunity, but in the face of harsh social and economic realities others doubt the relevance of public education. This belief is amplified by schools that are becoming more disconnected from the communities that nurture their students.

14.7, Belle Meade AB
Paper Session: Policy and Law at the State Level
Chair: Patricia Ehrensal, Fordham University
Discussion Leader: A. Reynaldo Contreras, San Francisco State University

Resource Adequacy, Equity, and The Right To Learn: Access to a Quality Teacher in Kentucky
Robert Knoeppel, University of Kentucky

This paper presents the results of a study of resource adequacy in the Commonwealth of Kentucky. Finance inquiries in the Commonwealth have focused largely on equity of dollars available to school districts. The notion of education adequacy requires the researcher to examine the actual resources that are brought to bear in any given school so that all children may have an equal opportunity to achieve to state mandated levels.

Milliken Remedies and Legislative Tradeoffs Between Cost, Efficiency and Segregation: The Case of Kansas City, Missouri
Bruce Baker, University of Kansas; Preston C. Green III, The Pennsylvania State University
Kansas City, Missouri is perhaps the most frequently cited poster child urban school district for why (a) litigation solves nothing when it comes to racial segregation and disparities in schooling quality, (b) throwing money at poor urban schools, the children that attend them and employees that work in them is simply inefficient and will never lead to improvements in student outcomes and more simply, (c) why money just doesn’t matter when it comes to education quality.

Brendan Maxcy, University of Missouri-Columbia
Teacher leadership has captured a good deal of interest over the past two decades. Efforts to tap teacher leadership through governance restructuring in the 1980s and 1990s were largely ineffective. This raised interesting questions about teacher leadership: Is it less potent than promised? Did the reforms fail to capture it, and if so, why? Did the reforms run afoul of it, and if so, how? Arguably, deliberate instrumental use of teacher leadership undermined a largely deliberative phenomenon.

The Associations Between Policy Mechanisms, Social Justice, and Student Performance in Minnesota, from 1990 - 2005
University of Minnesota: Nicola Alexander, Peggy DeLapp
The purpose of this paper is to explore the systemic relationship between policy mechanisms, social justice, and academic performance. Minnesota is a good state in which to explore these relationships because of the transition in its political culture over the past 15 years. We use the theoretical framework of McDonell and Elmore and expounded on by Fowler to identify the different policy instruments adopted by various administrations over the past decade and a half.

14.8, Belle Meade CD
Conversation: The Temple of our Unfamiliar II: The Scholars of Color Network in Educational Administration
Judy Alston, Widener University; Gerardo R. López, Indiana University; Bowling Green State University; Faith Ngunjiri, Patrice McClellan
In this session, scholars of color as well as those interested in these issues in educational administration will continue the conversation that they began at the last UCEA conference 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.

14.9, Belmont B
Conversation: Monitoring Data for Educational Leadership Programs: Accountability As a Feature of Democratic Schooling
Janie Clark Lindle, Garnett A. Lindle, Jr., Joy C. Phillips, Clemson University; Brenda Rhoden, University of Houston
The press for educational accountability reaches into educational leadership programs beyond mere issues of preparation for aspiring and practicing school leaders. Institutions that provide such programs face increasing demands to justify their use of public funds for all educational degrees and certificates or licenses. Because many educational leadership programs exist within institutions of higher education (IHEs), the accountability demands on IHEs affect leadership program development, monitoring and productivity.

14.10, Belmont C
Symposium: “Scientific” Research and Educational Leadership: Politics, Paradox and Panaceas
Gail Furman, Washington State University; Fenwick English, University of North Carolina at Chapel Hill; Carolyn Shields, University of Illinois; Carolyn Riehl, University of North Carolina at Greensboro; Catherine Lugg, Rutgers University; Carol Karpinski, Farleigh Dickinson University

What research is needed in Educational Leadership? What does this mean in terms of the federal mandate for “scientific” research in education? This session will include five varying perspectives on the politics, paradoxes, and possibilities for research in the field.

14.11, Hermitage CD
Paper Discussion Session

Table 1: Leadership Challenges in Secondary School Improvement: Case Studies from the Edge
Rosemary Foster, University of Alberta

Despite persistent claims from the policy arena that secondary schools need improving, there is ambiguity surrounding the sources and role of leadership in that process. Further, there is little research documenting school-based members’ (educators, parents, students) perceptions and expectations of leadership in implementing school improvement policies, and a relative absence of evidence from social settings outside urban centres.

Table 2: Democracy and Mentoring: A Doctoral Cohort’s Engagement in Leadership
Deborah Erickson, Cecilia Travick Jackson, California Lutheran University

The students attending the Doctorate in Educational Leadership Program at a small liberal arts college in California find a distinctive program structure: students complete coursework while writing and successfully defending their dissertation within four years. Embedded within the coursework are assignments that promote active learning on their journey towards becoming school leaders.

Table 3: The Examination of Conditions and Factors that Inhibit and Discourage Hispanic Lead Teachers from Entering the School Principalship
Richard Sorenson, University of Texas at El Paso

This study provides a critical examination, analysis, and evaluation of potential barriers on the U.S./Mexico border that discourage or inhibit Hispanic lead teachers from entering the school principalship. Principals across the nation are quickly becoming endangered species and this is most evident on the U.S./Mexico border where social justice for Hispanic and Mexican immigrant students has long been ignored and denied.

Table 4: Lessons in Leadership: A Study of AASA’s Superintendents of the Year
Bonnie Fusarelli, North Carolina State University

This study was an exploratory, comparative case study of former AASA Superintendent of the Year Award winners from the last ten years (n=10) and includes a cross-case analysis. The overarching objective was to examine the leadership styles of award-winning school superintendents. Data were drawn from a series of semi-structured interviews with the superintendents and from documents obtained from their school districts, including longitudinal student performance data.

Table 5: Perceptions and Interpretations of Distributed Leadership: Implications for Leadership Development and School Improvement
David Mayrowetz, University of Illinois at Chicago

Despite all the “hoopla” surrounding distributed leadership we are plagued by uncertainty about what the term actually means. Indeed, because of the lack of a shared definition, the phrase may actually confuse rather than clarify our thinking about what is required for school improvement. In this paper, I will explore how the term, “distributed leadership” is being used by scholars, other non-profit sector actors, and school practitioners.
Table 6: Reconsiderations of Democratic Natures in No Child Left Behind—Its Conceptual Ambiguities and Consequences
AnNa Choi, University of Texas at Austin

The purpose of this paper is to reconsider the democratic natures that permeate the No Child Left Behind legislation. It focuses on the conceptual ambiguities therein and the lived consequences in public education in terms of the normative sense of education and the formation of democratic mind.

Table 7: Constructions of the “Highly Qualified” Teacher: The Impact of a Federal Policy on High School Math Teachers
Debbie Blue, University of Texas at Austin

The “highly qualified teacher” requirement of the No Child Left Behind Act of 2001 establishes minimum standards for new entrants to the teaching profession, and is also intended to reduce the incidence of out-of-field teaching. While the policy is intended to provide better prepared teachers, it has the potential to exacerbate shortages in the core subject areas in which knowledgeable teachers are in short supply, among them, secondary math.

Table 8: Informing Parents About Supplemental Educational Services
Lois Andre-Bechely, California State University, Los Angeles

The paper introduces a conceptual framework and argument for the critical examination of school-based texts written for parents. By extending the theories and methods of content and text analysis to include texts written for parents, the research shows how discourses and textual processes operate to subordinate parents’ involvement in their children’s schooling to the needs of educational institutions, regardless of educators’ own intentions.

Table 9: Collaborative Leadership: A Case Study Defining the Phenomenon
Cynthia H. Baker, University of Missouri-Columbia; Barbara N. Martin, Southwest Missouri State University

The purpose of this research in progress is to examine the perceived effectiveness of a collaborative process employed by stakeholders directly involved in a school-linked service integration model focused on the following core principle: children succeeding in school. Examined through a qualitative, case study inquiry, was collaboration and collaborative leadership as a developmental process of reform for fragmented service delivery.

Table 10: Talking Past Each Other: Conflicting Assumptions of Teachers and Legislators
Curtis Brewer, Jay D. Scribner, Ken McIntyre, Shannon Stackhouse, Joe Dinan, Thu Suong Thi Nguyen, University of Texas at Austin

In recent state of Texas legislative sessions, the nature of standardized based, high stakes testing is once again on the agenda, in House Bill 2. In this debate, teachers, administrators, and legislators, each bring a narrative about the nature of this reform effort. The extent to which each of their narratives is validated by the others determines not only the influence they can have, but also the direction of the policy.

Table 11: Havens of Hope or the Killing Fields: African-American Administrators’ and Teachers’ Perceptions of Student Success in an Urban Middle School
Floyd Beachum, Audrey Dentith, University of Wisconsin-Milwaukee; Carlos R. McCray, Alabama State University

This paper focuses on the actions and relationships among educators that promote an environment of failure or success among African American students. The researchers examined the perspectives of African-American teachers and administrators as related to pedagogy and practice in a Midwestern urban middle school. Specifically, the study employed a hybrid design
that uses ethnographic strategies to develop a comprehensive case study. Investigation evolved around issues of student success.

Table 12: *Learning from the Learners’ Perspective*
Vadna Murrell-Abery

This study closely monitored the individual learning and subsequent development of four adult learners who were engaged in training to become competent police officers. Their voluntary responses to semi-structured purposive questions: about their learning, Practice and Perceptions of their transition provided a unique opportunity to offer a close investigation of the difficulties they encountered as they tried to become socialised and integrated within the organisation.

14.12, Cheekwood B
Symposium: *The Texas Principal Preparation Network Lighthouse Initiative: Voluntary Engagement of Selected Principal Preparation Programs in a Continuous Improvement Process*
Betty Monk, Bobbie Eddins, Tarleton State University; Jimmy Williamson, Baylor University; Joseph Murphy, Vanderbilt University

In February 2003, with funding from two Texas foundations, a continuous improvement process for principal preparation programs was launched under the guidance of the Texas Principals Leadership Initiative. The eleven university-based principal preparation programs voluntarily participating in the pilot project have completed their second year in the project and are entering into a peer-supported phase. Six key components of the improvement process will be examined in the session.

14.13, Hermitage A
Invited Discussion: *UCEA and the Signature Pedagogy Initiative*
Facilitator: Khaula Murtadha, Indiana University, UCEA Executive Committee

A common criticism of educational leadership programs is that the connections between the university course of study and day-to-day work in schools are very loose. In response to such concerns, UCEA is supporting a generative discussion around leadership preparation, asking several key questions: 1) What is unique about pedagogy in leadership preparation? 2) What is it that takes preparation beyond the acquisition of knowledge, skills, and dispositions to deal with the cultural, social, and political challenges confronting educators on a daily basis? The purpose of this session is to further discuss these questions and to share the understandings that have developed thus far.

14.14, Ryman B
Meeting: *Taskforce on the Development of a Statement of Ethics for Those Engaged in the Preparation of Educational Leaders*
Facilitators: Joan Shapiro, Temple University; Adrienne Hyle, Oklahoma State University

During this meeting, chairs of the UCEA Ethics Committee will facilitate a discussion on the development of a statement or code of ethics for those (professors, adjuncts and professional developers) engaged in the preparation and development of educational leaders. Following discussion, participants will be invited to participate in the development of the statement.

14.15, Hermitage B
Roundtable Symposium: *Differentiating the Ed.D. and Ph.D. in Educational Leadership*
Margaret Grogan, University of Missouri-Columbia; Nona Prestine, The Pennsylvania State University; Betty Malen, University of Maryland; Joseph F. Murphy, Vanderbilt University; Scotty Scott, Saint Louis University; James J. Scheurich, Texas A & M University; Michelle D. Young, UCEA
The focus of this conversation session is the difference between the EdD and PhD degrees in educational leadership programs and departments. Arguments in support of and in opposition to such differentiation shall be offered within a larger conversation of providing effective preparation for educational leadership practitioners and researchers. Several papers commissioned on this topic by UCEA will be distributed during the session.

Session 15, Saturday, 3:10 PM – 4:30 PM

15.1, Cheekwood D
Symposium: Part II: Evaluating Student Experiences in and Through Leadership Preparation and Leadership Practice
Margaret Terry Orr, Columbia University; Margaret Barber, University of San Diego; Robert Kottkamp, Hofstra University; Tricia Browne-Ferrigno, University of Kentucky; Gini Doolittle, Rowan University; Lew Smith, Fordham University; Ruth Silverberg, College of Staten Island, CUNY; Marilyn Bartlett, University of South Florida-St. Petersburg; Kaetlyn Lad, George Washington University; Donald Hackmann, University of Illinois at Urbana-Champaign

In the current climate of criticism of leadership preparation programs, quality comparative evaluation research of leadership preparation is essential to illuminate the relationships among programs in terms of program practices and their influence on leader outcomes. This symposium presents three papers that compare leadership preparation across multiple programs.

15.2, Cheekwood B
Symposium: The Practice of Democratic Ethical Educational Leadership: Examples of the New DEEL in Action
Steven Jay Gross, Temple University; Kathleen Sernak, Rowan University; Judith Aiken, University of Vermont; Lindy Zaretsky, Simcoe County District; Jean Cate, University of Oklahoma

The five papers proposed for this symposium take the concept of Democratic-Ethical Educational Leadership (the New DEEL) into the realm of experience through the introduction of exemplars, that is, cases of individuals who embody the values of the New DEEL through their work as leaders at various levels. The New DEEL itself has grown through dialogue among UCEA faculty and practitioner colleagues from eight UCEA institutions.

15.3, Cheekwood C
Paper Session: Race and Intergroup Conflicts
Chair: Donyell Roseboro, Southern Illinois University, Edwardsville
Discussion Leader: Len Foster, University of Montana

Developing an Adaptive Organizational Structure to Address Intergroup Differences
James Earl Davis, Temple University; Jean A. Madsen, Texas A & M University

In responding to intergroup differences, leaders must create a task and reward structure that will shape how teachers will interact with each other to ensure organizational effectiveness. The intent of this study is to examine how principals in high performing urban schools created an adaptive structure that overcame intergroup differences to insure high performing students’ outcomes.

Intergroup Conflict in South African Schools: The Challenge of Leading Demographically Diverse Schools
Jean A. Madsen, Texas A & M University; Reitumetse Mabokela, Michigan State University

During the apartheid era, language (among other strategies) was used as a tool to exclude the African majority students and to preserve certain privileges for whites. The use of Afrikaans
and English as the dominant language of instruction in schools, both considered colonial and oppressive languages by the majority African students, effectively compromised the ability of these students to achieve at their best potential.

*Disadvantaged from Birth to Death: America’s Black Male*
Lionel Brown, University of Cincinnati

Urban education is often viewed today as failing in its major goal of educating students, especially those students characterized as minorities. Among these minority groups, the African American male is affected most adversely. This pattern of failure does not begin when the bright-eyed, brown-complexioned little boy enters school. But rather when the little boy, who began school filled with enthusiasm, reaches middle school as an apathetic, sometimes disruptive, young man.

*Wearing the Mantle: Intersecting Critical Race Theory, Servant Leadership, and Spirituality as Black Men Discuss Their Leadership Journey*
Patrice McClellan, Bowling Green State University; Judy Alston, Widener University

The status of Black men in the United States is often explored and studied from a variety of perspectives. Much of what is known about Black men is rooted in the deficit model. Moreover, there is a litany of studies, reports, and books that examine the roles and implications of successful leadership. However, studies that explore and document the experiences of leaders in professional settings often ignore the voices of Black men.

**15.4, Cheekwood F**
Innovative Session: *The Student-Sized Hole in the Dialogue*
Alison Buehler, Larry Stein, Jeff Romanczuck, Steve Farmer, Teresa Robinson, Vicki Violette, Elton Frerichs, Chris Henderson, John Dalton, Monty Howell, University of Tennessee

This seminar would give participants a chance to listen to and question ten students who have finished their doctoral coursework in educational leadership within the past year. The conversation would center on student shifts in perspectives regarding the purpose of education, thereby illuminating the process of how educational leadership programs might become more compelling places with the ability to impact student values and convictions.

**15.5, Cheekwood G**
Symposium: *Changing Contexts of Educational Leadership: The Principal’s New Roles*
Kathleen M. Brown (Chair), Melissa Rasberry, Teresa Y. Nowlin, University of North Carolina at Chapel Hill; Linetta D. C. Collins, University of Cincinnati/Indiana Wesleyan University; Lisa Maria Grillo, University of New Mexico-Albuquerque

In order to be an effective leader in today’s society, individuals must learn to negotiate the dynamics of change. Urban school administrators, in particular, must decide how to appropriately respond to the changing contexts of educational leadership. Adopting novel strategies to manage change, as some have proposed, is only the first step in completing the unfinished journey towards justice.

**15.6, Cheekwood H**
Paper Session: *Leadership Preparation and Curriculum*
Chair: Merrie Clark, Vanderbilt University
Discussion Leader: Colleen Larson, New York University

*Administrative Leadership Preparation Programs: Rigorous Standards For Effective Leadership or Unresponsive Curriculum?*
Judith Jackson May, Patrick Pauken, Bowling Green State University

Recent times have witnessed critical scrutiny concerning the effectiveness of our public schools. Political and legislative attention is focused on school leaders and the administrative
preparatory institutions responsible for training them. A proliferation of concerns plague the effectiveness of administrative training curriculum and the call for radical program reform is unmistakable.

Examining the Curriculum For Aspiring Leaders: A Content Analysis of One State’s Approved Principal Preparation Programs
Donald Hackmann, University of Illinois at Urbana-Champaign; Carolyn Wanat, University of Iowa

After adopting the ISSLC standards, one state initiated a multi-year rigorous principal program review process, which resulted in higher quality leadership preparation programming. This paper session analyzes the content and substance of the conceptual framework and curricula for those programs that were successful in attaining approval. Similarities of course structures and consistency of clinical experiences are described, as well as differences in course structures and field experiences.

Leaders and/or Researchers? Contradictions and Complements: Assessing the Use of Case Study Methods For Aspiring School Leaders at the Masters Level
Dru McGovern-Robinett, Juanita Garcia, Vera Matocha Wehring, University of Texas at Austin

Critiques of the preparation of educators at all levels indicate a great disconnect between what is taught in academia and what practitioners need to do in their schools. The use of case study research at the Masters level as a tool for the leadership development of aspiring administrators has not been explored to a great degree.

Recommendations from Principals of Highly Successful Schools Regarding Principal Preparation
Vicki Petzko, University of Tennessee at Chattanooga

This study explores topics that principals of highly successful middle level schools perceive as important in principal preparation programs and compares those recommendations to topics recommended in other research. Similarities and discrepancies are noted. Topics identified as important are then viewed through the lens of where they would be addressed in the ISLLC Standards.

15.7, Belle Meade CD
Symposium: Dare Educational Leaders Build a New Social Order?
Alan Shoho, University of Texas at San Antonio; Catherine Lugg, Rutgers University; George Theoharis, Iowa State University; Nancy Yoder, Dianne L. Hoff, Peter S. Hoff, University of Maine; Michelle D. Young, UCEA; Meredith Mountford, University of Missouri-Columbia; Linda Skrla, Texas A & M University; Colleen A. Capper, James Sebastian, University of Wisconsin-Madison

This symposium offers four papers from a special issue of JEA which examined The Role of Social Justice in Educational Administration Programs. The first paper provides a context for the practicing social justice. The second reports on a study of three cohorts involved in a program with a social justice emphasis. The third offers a framework for preparing leaders to practice social justice. The fourth reports on resistance incurred in integrating a social justice perspective into a leadership preparation program.

15.8, Belmont B
Conversation: Silence of the Man: Is the Lack of Male Voice Regarding Gender Equity in Educational Leadership an Issue of Social Justice?
Helen Sobehart, Rick McCown, Peter Miller, Launcelot Brown, Duquesne University; Sharon Adams-Taylor, AASA; C. Cryss Brunner, University of Minnesota; Fenwick English, University of North Carolina at Chapel Hill; Marilyn Grady, University of Nebraska-Lincoln; Jane McDonald, George Mason University; Sue Shepard, Southeast Missouri State University;
This session questions the limited male discussion on the topic of underrepresentation of women in educational leadership, and is spurred by past conference presentations and document searches. A fishbowl conversation among female and male researchers, both senior and junior, will discuss two questions: 1. Is the lack of male voice regarding the small representation of women in the highest level of educational leadership a social justice issue?; 2. Should UCEA seek to influence male interest in this topic?

15.9, Belmont C

Conversation: Co-Constructing Democratic Classrooms When Social Justice Meets Student Resistance: Challenges, Politics, and Strategies
Camille Wilson Cooper, C.P. Gause, University of North Carolina-Greensboro

Our presentation describes the challenges faculty members of color face when mediating White students’ resistance to social justice ideas and teaching. We draw from our experience working in a graduate educational leadership program in a historically White Southern university. Our presentation will delve into the conflicts that come with countering the status quo to teach for social justice in a democratic way. We will facilitate dialogue with our audience by asking several provocative questions regarding democracy, educational leadership and professorial authority.

15.10, Hermitage CD

Paper Discussion Session

Table 1: Toward a Theory of Meeting Student Needs Without Labeling
Jan Chynoweth, University of Wisconsin-Madison

The study explores how educator beliefs, practices, and school and district policies impact the labeling of students with disabilities. The work of Weatherly (1979) and Lipsky (1980)’s Street-Level Bureaucracy and grounded theory guided the data collection and analysis for these case studies of two school districts, similar in size and demographics, but who had widely discrepant percentages of students labeled with disabilities.

Table 2: ACT Assessment Differences for Students from Urban and Suburban Public High Schools
Katerina Belazelkoska, University of Wisconsin-Milwaukee

One of the most pressing concerns being addressed in education today is the achievement gap. There are gaps between girls and boys, gaps between poor and wealthy students, and gaps between urban and suburban students, just to name a few. As in most communities with diverse student populations, a significant achievement gap exists in Milwaukee County’s school districts.

Table 3: Facilitating Leadership for Social Justice: The Role of the Facilitator in Collaborative Inquiry
Monica Byrne-Jimenez, University of Massachusetts-Boston

This paper presents learnings from two facilitators engaged in a collaborative inquiry with six community-based leaders. Over the course of two years, the facilitators/co-inquirers developed insight into their pivotal role in guiding the collaborative inquiry to meet the needs of participants, strengthening commitments to broader understandings of social justice issues, and in fostering the continued leadership development of all the participants, including the facilitators.
Table 4: Considering the Influence of Organizational Contexts on Leadership Responses to the Adequate Yearly Progress Provisions of the No Child Left Behind Act
Chris Miller, University of Wisconsin-Madison

Adding to a growing literature on school reform under accountability systems and the use of data by school leaders, this study investigates the responses of educational leaders to the Adequate Yearly Progress Provisions of the No Child Left Behind Act. In the first phase of data collection, eight Wisconsin school districts were investigated through interviews with central office and science department leaders.

Table 5: Assembling or Dismantling Educational Civil Rights: The Battleground of Assessment Accountability on Student Achievement Outcomes
Matthew Militello, University of Massachusetts-Amherst

The pursuit of educational excellence and equity are rarely debated in educational circles. However, the current mandate-based, sanction-laden, and hortatory assessment policy mechanisms from the No Child Left Behind legislation have produced a conceptual and empirical battleground. The purpose of this interactive discussion is to address the aims and outcomes of assessment accountability on student achievement.

Table 6: Dewey’s Democracy and Education Revisited: A Continuing Leadership Agenda
Robert Starratt, Boston College

Dewey’s Democracy and Education was written after Dewey had more or less completed his major philosophical achievement, namely, the transformation of the two competing traditions in American history: the Protestant tradition of the individual’s freedom to define himself and his beliefs, as well as being the carrier of his community’s social norms of public responsibility, and the liberal secular tradition of the individual’s right to pursue his own interests within a commonly agreed social contract.

Table 7: Celebration or Contestation of Democracy? Educators’ Perceptions of a Professional Learning Community Model
Carolyn Gartke, University of Alberta

Although there are many claims regarding the merit of schools operating as professional learning community models, there is little empirical research regarding the impact of these models on educators’ personal and professional identity. As educators have a significant effect on the success or failure of school reforms, it is important to understand how participation in such a model affects teachers.

Table 8: How Are Programs in Administration Preparing Aspiring Principals for Democratic Leadership, Social Justice, and Accountability?
Faye Patterson, University of Tennessee

This session will be an interactive roundtable discussion of how professors of educational administration are balancing the plural tasks of teaching the knowledge, skills, and dispositions required for principal licensure, facilitating the acquisition of democratic leadership principles needed to promote social justice in schools, and at the same time, equipping aspiring principals to become effective leaders in an educational environment that is primarily concerned with accountability.

Table 9: Inclusion: The Context for Democratic Leadership
Lynn Doyle, Old Dominion University; Patrick M. Doyle, Milwaukee Public Schools

While democratic leadership focuses on principles of equity and social justice, exclusionary practices in the administration of services for students with disabilities is antithetical to these principles. Powerful examples in practice show that inclusion is the context in which leaders build democratic schools. This session provides a forum to discuss these examples and ways to help democratic leaders develop.
Table 10: The Professional Learning Community in Action: A Case Study of a Democratic School
University of Oklahoma: Perri Applegate, Leslie Williams, Mary John O’Hair, Randy Averso

Educational theory abounds on the components of a successful democratic school. Many theorists agree that the professional learning community model is most likely to increase school success. Very few case studies exist to verify that this is, indeed, true and to demonstrate how this framework is implemented in an actual school.

Table 11: Cultural Identity Development: Implications For Social Justice Leadership
Carolyn Ridenour, University of Dayton

Continuing a line of this author’s research on cultural diversity, eight theories of cultural identity development are first analyzed. Both common and disparate themes across the theories are revealed. Then these theories served as a backdrop for examining the cultural identities of 20 pre-service school administrators in a graduate course on cultural diversity that emphasized social justice leadership as its goal.

15.11, Hermitage A
Gary L. Anderson, New York University; Robert Donmoyer, University of San Diego; Khauala Murtadha, IUPUI; Catherine Marshall, University of North Carolina at Chapel Hill; Franklin CampbellJones, Rowan University; Brenda CampbellJones, Azusa Pacific University

This conversation will provide an alternative vision of how leadership programs might be not merely restructured, but also reconceptualized, particularly with an eye to implications for promoting a greater focus on democracy and social justice.

15.12, Hermitage B
Paper Session: Administration and Leader Response
Chair: Nan Restine, Texas Woman’s University
Discussion Leader: Sue Mutchler, University of Texas at Austin

Socializing and Supporting New Leaders: Examining the Mentor and Protege Relationship
Diane Ricciardi, Clemson University

The purpose of this study was to examine mentoring relationships of new school administrators. The study explored effects of protege and mentor similarity on the quality of the mentor relationship, assessed in areas of race, gender, and school level (elementary, middle, and high), and in areas of perceived similarity, as measured by common work values and supervisory styles. This utilized statewide survey research with 283 participants who were in a formal mentoring relationship.

Perceptions of the Space Between: How Principals and Novice Teachers View Administrative Support
Louise Allen, Mark Robertson, Dawson Hancock, Georgia State University

This paper session will present the findings of a comparative study in two large urban school districts in North Carolina. It identified principal and novice teacher perceptions of administrative support that contributed to the districts’ teacher retention and turnover. These two districts with widely disparate teacher turnover rates were compared for factors that have been identified by Rosenholtz & Simpson (1990) as organizational influences on novice teacher commitment and satisfaction, and thus retention in the profession.

Applying for and Receiving Administrative Positions: Findings from a University Leadership Development Program
Linda Vogel, Kathryn Whitaker, University of Northern Colorado
This study examines the application and acquisition process of individuals completing a principal licensure program to obtain school administrative positions over a period of five years. While relatively low compensation and high-pressure accountability demands were viewed as deterrents by those deciding not seek principalships, the majority of the study participants actively sought and obtained a school administrative position.

**Leveling the Field: The Significance of Professional Teacher Behavior and School Climate**
Page Smith, University of Texas at San Antonio; Patti Birney, East Central Independent School District

School environment is a critical piece of the effective schools’ puzzle with previous research suggesting that organizational climate factors may impact the performance of students. Seeking to add to the extant literature on effective schools, this study investigates teacher perceptions of organizational climate factors on the academic emphasis of elementary and middle schools.

**15.13, Ryman B**

**Meeting: Educational Administration Quarterly Editorial Board Meeting**

**Session 16, Saturday, 4:40 PM – 6:00 PM**

**16.1, Cheekwood A**

**Paper Session: Diversity, Democracy, and Leadership**
Chair: Phillip Cusick, Michigan State University
Discussion Leader: Rhonda McClellan, New Mexico State University

**The Rainbow Tether: How Closeted and Semi-Closeted Gay School Administrators View Their Personal Democracy and the Responsibilities of Leading**
Autumn Tooms, Kent State University

This paper seeks to advance the current national discussions about democracy in leadership by exploring the concept of personal democracy as experienced through the lives of an arguably oppressed class of administrators: those who are queer. Semi structured, open interviews were conducted with seven gay school administrators who described themselves as closeted or semi-closeted.

**Leadership for Diversity in a Democratic Society**
Jacky Lumby, University of Lincoln; Marlene Morrison, University of Leicester; Krishan Sood, University of Lincoln; Alama Harris, University of Warwick; Daniel Mujis, University of Newcastle

Democracy is founded on an inclusive society. If education is to support democracy, it therefore follows that educational leaders must address issues of diversity in their practice. Evidence suggests that this may not be the case and both preparation programmes and leadership practice may ignore or be hostile to such issues. A study in the United Kingdom
constructed ten cases studies of different types of organization in different contexts to explore leadership, leadership development and diversity.

Cross-National and Feminist Postmodern Perspectives of School Leadership
Rose Ylimaki, Lauri Johnson, Corrie Giles, SUNY at Buffalo

This paper draws on empirical research findings from a larger international study and the literature to examine successful school leadership through multiple lenses, namely a feminist postmodern lens and cross-national perspectives. Such an examination may provide us with a stronger and richer model of school leadership for current and aspiring school leaders of all kinds.

Personal and Professional Struggle: Its Role in the Unleashing of Spiritually-Guided Leadership Praxis
Timothy Schaid, University of Wisconsin-Madison

This study inquired into the role personal and/or professional struggle may play in the practice of spiritually-guided educational leaders. The study is conceptually framed with a transpersonal growth model and loss survival identity typology which outlines psychospiritual distress therapy toward new or affirmed post-loss spiritual identity. Eight public school principals and superintendents were included in this study.

16.2, Cheekwood B
Symposium: Spirituality and Democratic Schools: An Oxymoron?
Mark Edwards, University of British Columbia; Michael Dantley, Miami University; Maenette Benham, Michigan State University; Matthew Meyer, St. Francis Xavier University; Claire Lapointe, Laval University; Robert J. Starratt, Boston College; Carolyn M. Shields, University of Illinois at Urbana-Champaign

In recent years there has been much interest, both in academia and beyond, in the topic of spirituality. Often, issues related to spirituality and/or religion (we will differentiate between these terms) have often prompted divisiveness and have been seen as beyond the realm of what is legitimate to incorporate into public education.

16.3, Cheekwood C
Paper Session: Race and Language
Chair: Patrice McClellan, Bowling Green State University
Discussion Leader: Sylvia Mendez-Morse, Texas Tech University

Limited English Proficient Student Achievement
Jimmy Byrd, Matt Stephen, Tarleton State University

The future success of U.S. public schools will greatly depend upon the ability of educational leaders to improve academic achievement for Limited English Proficient (LEP) students. Public school administrators are seeking research-based instructional strategies for improving the academic achievement of Limited English Proficient (LEP) students; however, factors other than instructional programs can influence achievement of LEP students.

Constructing and Negotiating Accountability Performance Standards for English Language Learners: An Unfinished Journey Toward Language Minority Rights
William R. Black, Indiana University

A meeting of the Texas Educator’s Accountability Task Force is utilized to examine the negotiated construction of three Texas accountability policies that impact English Language Learners and Bilingual Education policies: the Reading Proficiency Test in English; the implementation of performance “exceptions”, or waivers; and the negotiated construction of performance categories.
Access, Equity and the Opportunity to Learn Among Latino High School Students
Frances Contreras, University of Washington

This exploratory research illustrates the differences in achievement between Latino college-bound students compared to their White counterparts, with respect to key socioeconomic background and achievement variables. This research presents the gaps in “inputs” that Latino students possess regarding disparate income, parent education levels, access to Advanced Placement courses, access to a college preparatory curriculum, and performance on standardized exams and in coursework (GPA).

Racializing Language Neutrality: Interrogating the Perceptions of School Personnel Toward Latina/o students in Indiana
Gerardo R. López, Vanessa A. Vázquez, Indiana University

The purpose of this study is to examine how administrators, teachers, and other school personnel in a Latina/o-impacted community frame the needs and concerns of non-native-English speaking students. It aims to deconstruct the linguistic ideology of schools while shedding light on “official” perceptions regarding language and culture as it relates to America’s (imagined) national community.

16.4, Cheekwood F
Innovative Session: Missing Pieces in the Puzzle of Democratic Education? Studies On the Role of Creativity in Leadership
Jen Katz-Buonincontro, University of Oregon; Joy Phillips, University of Houston; Edith Rusch, Rowan University; Robert Kottkamp, Hofstra University

This innovative session brings together three separate perspectives grounded in theory construction, empirical study, and the scholarship of teaching in order to understand the role creativity plays in the leadership of democratic educational environments. Our research-based presentations will focus on evidence of creative leadership practice in schools, an arts-infused model for teaching creativity in leadership programs and an instructional process that addresses supports and barriers to creative thinking in educational leadership programs.

16.5, Cheekwood G
Innovative Session: Who Best Develops Leaders: Universities, Non-Profits or Districts?
Lew Smith, Jann Coles, Barbara L. Jackson, Michele Hancock, Rob Carroll, Fordham University

The presenters have had first-hand experience in observing, designing and conducting three different approaches to succession leadership development initiated by school districts. Using a conceptual framework drawn from an extensive literature review, three different approaches will be analyzed: the university approach; a program conducted by a non-profit, and a “home-grown” program implemented by a major urban school district.

16.6, Cheekwood H
Symposium: Promoting Academic Success for all Students: Leadership Lessons from the Virginia Schools Turnaround Specialists Program
Daniel Duke, Jennifer Higgins, LeAnn Buntrock, Pamela Tucker, University of Virginia

The Virginia School Turnaround Specialist Program (VSTSP) uses an innovative mixture of business and education concepts to help 10 experienced Virginia principals, who have been challenged to “turn around” consistently low-performing schools. Individuals in this symposium will address the education and business principles around which the principal training is based, the role of school system leaders in supporting the school turnaround process, and the programs, policies, and practices that have contributed to successful school turnaround.

16.7, Belle Meade CD
Symposium: P-16 Policy and Accountability: Implications For Democratic Reform and Society
Erica Hunter Lopez, Jessica Geier, Julie Ecklund, University of Texas at Austin

The purpose of this symposium is to synthesize and disseminate discourse surrounding P-16 models for educational reform and policy. This specific symposium will seek to excavate threads of conversation centering on social justice, equity, and accountability that are inherent in proposals for P-16 educational models. This symposium will seek to answer a few questions concerning P-16 models, specifically as they relate to underserved populations of students.

16.8, Belmont C
UCEA Center for the Study of the Superintendency Symposium: The UCEA Center for the Study of the Superintendency: Development of a New Superintendents’ Curriculum
Lars Bjork, University of Kentucky; C. Cryss Brunner, University of Minnesota; Margaret Grogan, University of Missouri-Columbia; George J. Petersen, California Polytechnic State University; Michelle D. Young, UCEA; Joseph F. Murphy, Vanderbilt University; Theodore J. Kowalski, University of Dayton

During the past two decades, education reform reports called for fundamentally altering the manner in which schools are structured, managed and governed. Growing interest in systemic reform not only heightened interest in the role of superintendents to sustain school improvement initiatives but also raised concerns about the relevance and efficacy of university-based professional preparation programs.

16.9, Hermitage CD
Paper Discussion Sessions

Table 1: The Effects of the Adequacy of General Education Teachers on Special Needs Students in Inclusive Classrooms
Lisa Currie, Tennessee State University

This study was designed to examine two key factors surrounding the implementation of inclusive programs. The first was the general education teachers’ professional preparation for inclusion. The latter being the general education teachers’ attitude toward inclusive programs. The researcher attempted to determine whether or not these two factors affected the academic success of special needs students being educated in inclusive classrooms.

Table 2: No Child Left Behind: A Catalyst for Superintendent Action to Eliminate Test-Score Gaps?
Whitney Sherman, Old Dominion University

Although superintendents are constrained by board policy, they hold powerful positions and a great deal of moral authority in our educational systems. As expectations for school and district leaders increase and include instructional leadership duties more than ever before, superintendents are expected to be attuned to test-score data as well as achievement gaps and to set the tone for change in their districts. This study analyzes superintendent responses to the achievement gap since implementation of No Child Left Behind, 2001.

Table 3: School Leadership at the Edge of Chaos: A Complexity Science Perspective on Educational Administration
Malcolm Richmon, York Region District School Board

This paper draws on advancements in complexity science with a view towards interrogating and challenging the epistemological foundations of scholarly work in the areas of school improvement, school effectiveness, and school leadership. Emergent understandings from research in the areas of complex adaptive systems and self-organization are considered alongside prominent trends in educational research to examine whether these trends are compatible with our best understandings of how knowledge is produced, transmitted, and acquired.
Table 4: Narrowing the Digital Divide: Addressing the Need for Media Literacy and Technology Training in Educational Leadership Preparation Programs
Eric Anctil, Washington State University

Being media literate and technologically savvy is key for educational leaders in the 21st century. Likewise, educational leadership programs must begin to develop and deliver curricula that accomplish the goal of creating a new brand of leadership in these areas. This paper addresses the critical curricula gaps that contribute to education lagging so far behind industry in technology and media literacy. Students, parents, and employers are demanding that schools provide media and technology leadership and administrators need to be prepared to do so.

Table 5: Bureaucracy in the Guise of Leadership: Governance and Control in Education
Douglas Davis, Georgia State University

Arthur Levine’s recent report, Educating School Leaders, provides us an opportunity to reconsider the idea of “leadership” in education. Levine’s report purports to explain what’s wrong with the current ways in which school leaders are educated and provides a framework for evaluating such education. The UCEA's critique of the report focused mostly on its inaccuracies, flawed methodology, and over-simplifications.

Table 6: Trust As a Predictive Condition for Leadership
Alan Daly, Janet Chrispeels, University of California, Santa Barbara

A core condition for social justice is academic achievement for all students, yet in far too many schools an achievement gap exists. In the United States under federal governmental pressure, schools are refocusing resources to increase student achievement for all. The achievement gap persists, and under NCLB schools are focusing resources to increase student achievement. Recent studies have suggested that educational leaders enacting a balance of adaptive and technical leadership have a direct effect on increasing student achievement.

Table 7: Teaching Efficacy Does Impact upon Parent Involvement
Sharon Brooks, SUNY at Buffalo

Involving minority parents in their children’s education is a challenge for many principals. Two case studies of two high-performing urban elementary schools with predominantly minority students revealed that when the principals provided their teachers with professional development which addressed all aspects of teaching-efficacy, parents, teachers and the principals attest that parent involvement increased.

Table 8: Professional Development: Beyond Accountability
Emily Short, University of Cincinnati

Professional Development: Beyond Accountability is a qualitative study that examines the use of program fidelity checks as a vehicle for developing teacher voice as a tool for enriching and refining professional practice. The study was conducted in an urban elementary school in Cincinnati with a population of 495 students of which 98% receive free or reduced price lunch, which was a part of a Reading First initiative in Cincinnati, Ohio. The study conceptualizes change as a social endeavor that requires meaningful participation by teachers.

Table 9: Bridging U.S. and Mexican Educational Systems: Cultural Expectations and Learning
Susan Rippberger, University of Texas at El Paso

Mexican cultural expectations for education often do not articulate with those in U.S. educational settings. This work explores subtle cultural differences underlying schooling in both countries. The purpose is to help guide educational leaders to better serve their immigrant student populations.

Table 10: Transforming the Participation Rates of Hispanics in Graduate School Education
Philip Kramer, University of Texas at El Paso
This interactive roundtable session engages participants in a discussion of the extremely low Hispanic participation rate in graduate school. Participants will discuss and debate the possible barriers Hispanics may face as they consider graduate school as well as how to (a) help Hispanic undergraduate students prepare for and successfully pass standardized graduate entrance examinations, (b) increase the rate of Hispanic application and (c) increase the completion rates of Hispanics in graduate school programs.

Table 11: Pedagogy of Praxis: Developing Leaders to Move Beyond Conscientization Toward Troubling and Transforming the Status Quo
Daniel M. Miller

The purpose of this paper is to respond to Peter McLaren’s call for a critical pedagogy that moves social justice education, in this case, educational leadership development, beyond knowledge transfer and conscientization toward praxis and revolution. This paper argues that most educational leadership programs, even though including significant amounts of field work, do not develop the leadership skills to engage in efforts of social change at the school or community levels.

Table 12: A Journey Toward Social Justice: Project MAISA, a Preparation Program for American Indian Administrators
María Luisa González, Dana Christman, New Mexico State University

This program provides a model for educational leaders to address the needs of American Indian students, both culturally and linguistically. The Model of American Indian School Administration (MAISA) provides a collaborative, comprehensive degree program leading to licensure as well as on-going professional development following receipt of the degree for American Indian aspiring principals.

16.10, Belle Meade AB
Meeting: Information Session on Membership in UCEA
Fenwick English, University of North Carolina at Chapel Hill; Fran Kochan, Auburn University, Gail Furman, Washington State University

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 Executive Committee members will provide information and answer questions about membership in UCEA. All UCEA convention attendees are welcome.

16.11, Hermitage A
Invited Session: What Editors Want: An Editorial Perspective of Reviewing and Writing for EAQ
Diana Pounder, Michael Owens, April Heiselt, Bob Johnson, University of Utah; Colleen Capper, University of Wisconsin; Margaret Grogan, University of Missouri-Columbia; Paul Winter, University of Louisville; Michael Knapp, University of Washington; BetsAnn Smith, Michigan State University; Karen Seashore-Louis, University of Minnesota; Michelle D. Young, UCEA

This session seeks to examine the issue of scholarly writing for journals in educational leadership and specifically addresses how scholars might prepare works that are both technically proficient and topically relevant for top-tiered academic journals.

16.12, Cheekwood D
UCEA Center for the Study of School-site Leadership Symposium: UCEA Center for the Study of School-Site Leadership
Stephen Jacobson, Lauri Johnson, Rose Ylimaki, Corrie Giles, SUNY at Buffalo; Kenneth Leithwood, OISE/University of Toronto

The International Successful School Project (ISSLP) is a unique research project designed to identify the qualities, characteristics and competences of successful school leaders in primary
and secondary schools in different socio-economic circumstances in eight countries - Australia, Canada, China, Denmark, England, Norway, Sweden and the US. In this session, we will report findings from six high needs US schools to show how building principals used the enabling principles of accountability, caring and learning to enable school improvement.

**ANNUAL BANQUET**
**Saturday, 7:00 PM - 9:30 PM, Governor’s Ballroom**

This year’s UCEA Banquet will be held at the Gaylord Opryland’s Governor’s Ballroom on Saturday evening. The banquet will begin at 7:00 pm with a reception and dinner will follow at 7:30 pm. During the early part of the banquet, a Vanderbilt faculty jazz group, *Among Friends*, will begin the festivities. Vanderbilt University has also arranged for an after-dinner treat: an undergraduate singing group called the *Swinging ‘Dores* will perform for UCEA. 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 17, Saturday, 6:00 PM – 7:00 PM**

17.1, Cheekwood A  
SIG Meeting: *Politics of Education*  
Lance Fusarelli, North Carolina State University

**Session 18, Sunday, 7:30 AM – 8:50 PM**

18.1, Cheekwood A  
Innovative Session: *In a Democracy, All Voices Count: The Legal, Political, and Community Relations Implications of Teaching Democratic Ideals in American Schools*  
Eric Anctil, Washington State University; Don Fraynd, University of Wisconsin-Madison; Susan Eckes, Indiana University

In this session, a recent political event — when over 800 students, parents, faculty, and leadership of a Chicago public school demonstrated in the streets of Chicago to draw attention to school financing issues in the state — is presented as an artifact that is analyzed from three angles: political, legal, and school-community relations. Discussion will be centered around explaining how the event was staged, who participated, how the media were handled, how legal issues were addressed, and what educational leaders should know about staging a similar event.

18.2, Cheekwood B  
Symposium: *The Complex and Necessary Role of District Leadership in Reform*  
Andrea Rorrer, University of Utah; Linda Skrla, Texas A & M University; Enrique Aleman, University of Utah; Meredith Honig, University of Maryland

The participants in this symposium examine the role of the district leadership within multiple contexts, including small schools initiatives, and school finance and accountability reform. As these authors illustrate, the district’s role in reform is complex and a necessary element of change, particularly those changes directed at achieving educational equity in public schooling and promoting social justice.
Innovative Session: *Unpacking the Toolbox: Examining the Use of New Criteria to Better Assess Social Justice Within Educational Leadership and Administration*

Teresa Y. Nowlin, Erin Alojan, Catherine Marshall, University of North Carolina at Chapel Hill; Catherine Lugg, Rutgers University

This collaborative tool development session will attempt to examine and critique new criteria that seek to assess social justice within educational leadership and administration. Today’s schools are being held accountable for the new demands of equity and excellence. Many educators and politicians are searching for ways to raise achievement, heighten efficiency, and increase equity, all at once. This session focuses on equity and on developing tools for leaders for social justice.

Symposium: *From the Trenches to Ivory Tower and Back: Scholarly Practitioners’ Perspectives on School Leadership*

Lindy Zaretsky, Denese Belchetz, Beate Planche, York Region District School Board; Lisa Walsh, Malcolm Richmon, OISE/University of Toronto

This symposium seeks to exploit a rare opportunity by reporting on scholarly inquiries into educational administration from five practicing educators. Though scholarly practitioners themselves are not all that uncommon, the panelists in this symposium provide a unique perspective on substantive administrative concerns in that they also share a common professional context, working within the policy agenda of a single province.

Symposium: *Developing Practitioner-Based Doctoral Programs: Addressing the Ed.D. Issue*

Joseph Murphy, Claire Smrekar, Vanderbilt University; Bill Rebore, St. Louis University

This symposium attends to efforts to develop distinct doctoral programs for school leaders, to create practitioner-oriented Ed.D. programs. The first two papers present efforts underway at two universities to reforge the Ed.D. degree. The final paper examines efforts afoot throughout the country to create practitioner-grounded culminating experiences in Ed.D. programs.

Symposium: *Educational Leadership and Democratic Ideals: Cultural Studies Perspectives*

Dennis Carlson, Greg Dimitriadis, Glenn M. Hudak, Michael Dantley, Leila Villaverde, Miami University; C. P. Gaushe, University of North Carolina at Greensboro

This symposium, that grows out of an edited book project, takes a fresh look at educational leadership and the democratic promise of public education through the lens of cultural studies theory and research. We begin with the premise that in an age when the democratic promise of public education is at risk of being forgotten and abandoned, democratic educational leaders must be keepers of the promise.

Symposium: *District Reform as Teaching and Learning: How the System “Learns” to Improve Instruction*

Chrysan Gallucci, Juli Swinnerton, Dan Lysne, Beth Boatright, Michael Copland, University of Washington

This symposium presents the findings of a one-year, in-depth case study of the relationship between an external support organization and a mid-sized urban school district. The partnership exists for the purpose of improving instructional practice across the district. The findings are presented in terms of what is being taught by the external support provider, what is being learned by district actors, and the nature of the relationship between the two organiza-
18.9, Belmont B
Symposium: *Trials and Tribulations of Creating Small Learning Communities in a Big District*
Edward J. Fuller, Patricia Holland, Jessica Geier, Shannon Stackhouse, Curtis Brewer, Joy C. Phillips, Pedro Reyes, Michelle Galindo Cruz, University of Texas at Austin

The small schools movement is spreading across the nation. Based on experiences in two districts, participants in this symposium take a critical look at the problems and prospects of creating small learning communities in urban high schools.

18.10, Belmont C
Symposium: *A Stable and High-Quality Faculty for Every School: The Impact of Recruitment and Induction Policies and Practices on New Teacher Satisfaction and Retention*
Edward Liu, Rutgers University; Lora Bartlett, University of California, Santa Cruz; Susan M. Kardos, Brandeis University; Thomas M. Smith, Vanderbilt University

Ensuring that all schools are staffed by a stable, high-quality teaching faculty is one of the central responsibilities of school administrators. This symposium brings together four studies that examine the influences of various state-level policies and school-level practices on new teachers’ satisfaction and retention. The studies use a variety of data collection and analytic strategies in an attempt to understand which policies and practices hold promise for promoting the retention of new teachers.

18.11, Hermitage A
Symposium: *Democracy and Education for a Changing America: Dewey's Philosophy Revisited*
Audrey Dentith (Chair), University of Wisconsin-Milwaukee; Patrick M. Jenlink, John Leonard, Lee Stewart, Stephen F. Austin State University; Raymond A. Horn, Jr., Jeanne Brady (Discussant), Saint Joseph’s University; Kathleen S. Sernak, Rowan University; Robert J. Starratt, Boston College

This symposium reconsiders Dewey’s ideas set forth in Democracy and Education, in consideration of responding and evolving to meet the challenges that are redefining leadership practice. Specifically, the session will focus upon what Dewey would say about education if he were here today, and what he would offer for leadership.

18.12, Hermitage CD
Conversation: *A Conversation about Postsecondary Access As a P-16 Policy Issue*
James Guthrie, Will Doyle, James Hearn, Vanderbilt University; Patricia Gándar, University of California, Davis; Don Hossler, Indiana University; Michael Kirst, Stanford University; Thomas Kane, Patricia McDonough, University of California, Los Angeles; Russell Rumberger, University of California, Santa Barbara; Edward St. John, University of Michigan; Andrea Venezia, National Center for Public Policy & Higher Education

This session will focus on the two primary emphases in research regarding access to higher education: ensuring appropriate academic preparation in the K-12 systems in eventual enrollments, while the other focuses on governmental funding for postsecondary students and institutions. Because of somewhat distinct policy and structures, progress in policy integration and research in this arena has been slow. The intent of this session will be to encourage more nuanced attention to a problem of national significance.

18.13, Belle Mead AB
Graduate Student Symposium III: *Writing and Publishing in the Academy: Overcoming Obstacles*
Lance Fusarelli, North Carolina State University; University of Utah: Andrea Rorrer, Madeline Hafner
This graduate student symposium features 3 professors who will discuss the challenges of writing and publishing in academe. Specifically, the panelists will offer proven strategies for writing and publishing after the dissertation.

18.14, Cheekwood D
Symposium: Study of Innovative Principal Preparation and Professional Development Programs
Margaret Terry Orr, Columbia University; Joe Flessa, OISE/University of Toronto; Joseph Murphy, Vanderbilt University; Stephen Davis, Stanford University; George J. Petersen, California Polytechnic State University; María Louisa González, New Mexico State University; Margaret Barber, University of San Diego; Carol Cohen, The Finance Project

This proposed symposium provides mid-course findings of a multi-state policy analysis and local program study of exemplary principal preparation and in-service principal professional development programs. The study is based on the two key premises that high quality teaching and learning for all students depends substantially on effective school leadership, and second, that there appears to be a significant shortfall of effective leadership in American schools for the challenges those schools now face.

18.15, Hermitage B
Symposium: The Promises and Problems of Urban Education in a Democratic Society: How Can/Should a Leadership Preparation Program Respond
Louise Allen, Douglas Davis, Eric Freeman, Donna Breault, Georgia State University

This interactive symposia will discuss how a preparation program in an urban setting can/should prepare leaders for schools in a democratic society. The session leaders will speak to three guiding questions: Why should democracy matter in educational leadership? What is/should be the role and responsibility of professors of educational administration in addressing issues of democracy and schooling? How do professors prepare educational leaders to develop the capacity for participatory democracy within their schools and districts?

Session 19, Sunday, 9:00 AM – 10:40 AM
Magnolia Ballroom
Sunday Morning General Session and Breakfast
Welcomes and Introductions:
Mark Gooden, University of Cincinnati
Education as a Civil Right: Keeping Justice and Equity Central to Educational Reform in the U.S.
UCEA Featured Speaker: Pedro Noguera

Pedro Noguera is a professor in the Steinhardt School of Education at New York University. An urban sociologist, Noguera’s scholarship and research focuses on the ways in which schools are influenced by social and economic conditions in the urban environment. Noguera has served as an advisor and engaged in collaborative research with several large urban school districts throughout the United States. He has also done research on international issues. From 2000 - 2003 Noguera served as the Judith K. Dimon Professor of Communities and Schools at the Harvard Graduate School of Education. From 1990 – 2000 he was a Professor in Social and Cultural Studies at the Graduate School of Education and the Director of the Institute for the Study of Social Change at the University of California, Berkeley.

Session 20, Sunday, 11:00 AM – 1:00 PM
20.1, Cheekwood B
Workshop: When Parents Walk into My Office with Their Lawyer, What Do I Do?
Mark Gooden, University of Cincinnati; Frank T. Brown, University of North Carolina at Chapel Hill; Philip T.K. Daniel, The Ohio State University; Charles Russo, University of Dayton; Jackie Stefkovich, The Pennsylvania State University; Martha McCarthy, Indiana University

This special session will include brief presentations by international experts in school law about current trends and particularly litigious issues in schools. Experts will pay special attention to demystifying the legal issues in an effort to make the session more practical and practitioner-friendly. The session will be moderated and experts will have ample time to address questions after they make their presentation.

20.2, Cheekwood C
Workshop: Using the Journal of Cases in the Classroom
Michael Dantley, Miami University; Judy Alston, Widener University; Floyd Beachum, University of Wisconsin-Milwaukee; Dan Duke, University of Virginia; Richard Fossey, University of Virginia; Lance Fusarelli, North Carolina State University; Mark Gooden, University of Cincinnati; Madeline Hafner, University of Wisconsin-Madison; Jim Koschoreck, Hofstra University; Robert Kottkamp, Hofstra University; Colleen Larson, New York University; Gerardo López, Indiana University; Catherine Lugg, Rutgers University; Julie Mead, University of Wisconsin-Madison; Andrea Rorrer, University of Utah; Charles Russo, University of Dayton; James Scheurich, Texas A & M University; Alan Shoho, University of Texas-San Antonio; Paula Short, Tennessee Board of Regents; Linda Skrla, Texas A & M University; Pam Tucker, University of Virginia

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.

20.3, Cheekwood D
Workshop: Teaching Strategies for Developing School Leaders Who Can “Promote and Deliver Social Justice”
Madeline M. Hafner, University of Utah; Kathleen M. Brown, University of North Carolina at 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.

20.4, Cheekwood F
Workshop: Enhancing Social Justice and Instructional Leadership Content in Educational Leadership Preparation Programs Through Web-Based Modules
Susan Hasazi, Kieran Killeen, Cynthia Gerstl-Pepin, University of Vermont; David Conley, University of Oregon; University of Minnesota: David Johnson, 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.

20.5, Cheekwood G
Workshop: Words into Print: Getting Your Book Published
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.

20.6, Cheekwood A
New Project Meeting: Designing Cases to Support the Development of Leader’s Research Skills
Gary Crow, University of Utah; Michelle Young, UCEA; Jerry Sroufe, AERA

UCEA has a long history of developing cases to support educational leadership preparation. This new collaborative project builds on this tradition and enhances it by focusing on leaders’ growing needs for strong research and data management skills.
An Introduction to UCEA

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

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

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

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

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

**UCEA Member Institutions**

Arizona State University  
Auburn University  
Brigham Young University  
Clemson University  
College of William & Mary  
Duquesne University  
Florida State University  
Fordham University  
Georgia State University  
Hofstra University  
Illinois State University  
Indiana University  
Iowa State University  
Kansas State University  
Kent State University  
Lehigh University  
Louisiana State University  
Miami University  
Michigan State University  
New Mexico State University  
New York University  
Northern Illinois University  
The Ohio State University  
Oklahoma State University  
The Pennsylvania State University  
Rutgers University  
St. John’s University  
Sam Houston State University  
SUNY at Buffalo  
Temple University  
Tennessee State University  
Texas A&M University  
University of Alabama  
University of Arizona  
University of California-Santa Barbara  
University of Cincinnati  
University of Connecticut  
University of Dayton  
University of Florida  
University of Georgia  
University of Houston  
University of Illinois  
University of Iowa  
University of Kansas  
University of Kentucky  
University of Lincoln, UK  
University of Louisville  
University of Maryland  
University of Michigan  
University of Minnesota  
University of Missouri-Columbia  
University of Nebraska-Lincoln  
University of Nevada, Las Vegas  
University of New Mexico  
University of North Carolina at Chapel Hill  
University of Northern Colorado  
University of Oklahoma  
University of Oregon  
University of Pittsburgh  
University of Tennessee  
University of Texas at Austin  
University of Texas at San Antonio  
University of Toledo  
University of Utah  
University of Virginia  
University of Washington  
University of Wisconsin-Madison  
University of Wisconsin-Milwaukee  
Vanderbilt University  
Washington State University  
Wayne State University

**Partner/Provisional Member Institutions**

Bowling Green State University  
Clemson University  
Portland State University  
Texas State University  
University of British Columbia  
University of Texas-Pan American
The Roald F. Campbell Lifetime Achievement Award

The Campbell Award was established in 1992 to recognize senior professors in the field of educational administration whose professional lives have been characterized by extraordinary commitment, excellence, leadership, productivity, generosity and service.

1992 ......................................................... Daniel E. Griffiths, New York University
1993 ....................................................... Jack A. Culbertson, Ohio State University
1994 ......................................................... David L. Clark, University North Carolina-Chapel Hill
1995 ......................................................... Richard A. Schmuck, University of Oregon
1996 ......................................................... Edwin M. Bridges, Stanford University
1997 ......................................................... Donald J. Willower, Pennsylvania State University
1998 ......................................................... Norman Boyan, University of California-Santa Barbara
1999 ......................................................... No Award
2000 ......................................................... Luvern Cunningham, University of Akron
2001 ......................................................... Barbara L. Jackson, Fordham University
2002 ......................................................... William L. Boyd, Pennsylvania State University
2003 ......................................................... Wayne Hoy, The Ohio State University
2004 ......................................................... Martha McCarthy, Indiana University, Bloomington

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

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

1983 ................................................... Patrick B. Forsyth, Oklahoma State University
1984 ................................................................ L. Dean Webb, Arizona State University
1985 ................................................................ Jeri Nowakowski, Northern Illinois University
1986 ................................................................ Joseph Murphy, University of Illinois
1987 ................................................................ Walter H. Gmelch, Washington State University
1988 ................................................................ Charol Shakeshaft, Hofstra University
1989 ................................................................ Carol A. Veir, University of Texas–Austin
1990 ................................................................ Paul V. Bredeson, Pennsylvania State University
1991 ........................................................ Kent D. Peterson, University of Wisconsin–Madison
1992 ........................................................ Ann W. Hart, University of Utah
1993 ................................................................ Paula M. Short, Pennsylvania State University
1994 ................................................................ Stephen L. Jacobson, SUNY-Buffalo
1995 ................................................................ Neil Theobald, Indiana University
1996 ................................................................ Frances C. Fowler, Miami University-Ohio
1997 ................................................................ Patsy E. Johnson, University of Kentucky
1998 ................................................................ C. Cryss Brynner, University of Wisconsin-Madison
1999 ................................................................ Carolyn Kelley, University of Wisconsin-Madison
2000 ................................................................ Jeffrey Maiden, University of Oklahoma
2001 ................................................................ Jay Paredes Scriber, University of Missouri-Columbia
2002 ................................................................ Julie Fisher Mead, University of Wisconsin-Madison
2003 .......................................................................... Roger D. Goddard, University of Michigan-Ann Arbor
2004 ................................................................ Cynthia Reed, Auburn University

The Culbertson Award was organized by former associate directors of UCEA. Individuals who are nominated must have been professors for six years or fewer and currently serve in a UCEA university. Contributions for which an individual may be nominated include: (a) innovation in administrator preparation; (b) a published book; (c) instructional materials; (d) development of a new course or program; and (e) a completed research project or related product. Donations to the Culbertson Award Fund are welcome and may be made by check, payable to UCEA Culbertson Award Program, University Council for Educational Administration, 205 Hill Hall, Columbia, Missouri 65211.

The Paula Silver Case Award

1999 ................................................... James S. Rinehart, University of Kentucky
2000 ................................................................ Karen Seashore, University of Minnesota
2001 ................................................................ Stephen Davis, University of the Pacific
2002 ................................................................ George White, Lehigh University
2003 ................................................................ Sandra Lowrey, Stephen F. Austin State University
2004 ................................................................ Sandra Harris, Stephen F. Austin State University

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