UCEA Convention 2006
Co-hosted with the University of Texas at San Antonio

Exploring Contested Intersections of Democracy, Social Justice, and Globalization

November 9-12, 2006
The St. Anthony, A Wyndham Historic Hotel
San Antonio, Texas

University Council for Educational Administration
University of Texas at Austin
College of Education
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Program Designed by Laarni D. Goma, UCEA Director of Conventions

UNIVERSITY OF TEXAS SAN ANTONIO
MAIN BUILDING IMAGE HERE

College of Education and Human Development
University of Texas at San Antonio

Special thanks to our 2006 institutional host, the
University of Texas at San Antonio,
for helping UCEA make this convention a success!
On behalf of the faculty, students, and staff of the College of Education and Human Development at the University of Texas, San Antonio, welcome to the Twentieth Annual UCEA Convention. We are excited about co-sponsoring this year’s conference and believe that our community is uniquely situated with respect to the convention theme, “Exploring Contested Intersections of Democracy, Social Justice and Globalization.

Founded in 1718, San Antonio has long been a crossroad and gathering place for a rich array of cultural groups whose contributions enrich every aspect of life in the city. As an Hispanic Serving Institution, the University mirrors the diversity of the community in its three campuses: the 1604 Campus, the Downtown Campus and the Institute of Texan Cultures, which serves as the state’s center for multicultural education. With over 27,000 students enrolled in 123 undergraduate and graduate degree programs, the university is the second-largest component in the University of Texas System and has been one of the state’s fastest-growing public universities for much of the last decade. We encourage you to visit our campuses, to meet our faculty and students and to learn more about our university and its mission.

We also hope that you enjoy the cultural richness of San Antonio and its many historic and cultural treasures as well as its natural beauty. Take a stroll along the famous Paseo del Rio, the two-and-a-half mile “River Walk” that winds its way twenty feet below street level, through the middle of the business district. Now the eighth largest city in the United States, the largest employment sectors in San Antonio are manufacturing, government and services. While the city has a thriving tourism industry, the medical and biomedical industries now account for the largest part of the city’s economy.

The UCEA Annual Convention provides an important opportunity for discussing current and emerging issues that are critical to educational leadership in complex, rapidly changing contexts. We appreciate the opportunity to participate in these discussions and are confident that you will enjoy the conference and your time in San Antonio. Bienvenida!

Sincerely,

Betty M. Merchant
Professor and Dean, College of Education and Human Development
University of Texas at San Antonio
2006 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:

Cristi Ford
Michele Acker-Hocevar
Rahimah Haji Ahmad
Judith A. Aiken
Motoko Akiba
Christopher R. Alejano
Nicola Alexander
Ann Allen
Louise Anderson Allen
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Shirley Johnson
Tony Johnson
Sophia Jones-Redmond
Kathleen Topolka Jorissen
Carol Karpinski
Jen Katz-Buonincontro
Jacqueline Kearns-Barber
Deborah Kaye Jenkins

A SPECIAL THANK YOU TO ALL OF OUR SPONSORS AND EXHIBITORS FOR THIS YEAR’S CONVENTION!
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Jay Scribner
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Janet Shefelfbine
Whitney Sherman
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Alan R. Shoho
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Lee Stewart
Karen Evans Stout
Catherine F. Taylor
Theera Harithaithanasan
David Thompson
Linda Thurston
Ronda Tighe
Linda C. Tillman
Autumn Tooms
Mario Torres
Debra Touchton
Megan Tschanne-Moran
Darla Twale
Allan Walker
Dawn C. Wallin
Lisa Walsh
Nathalis Wamba
Carolyn L. Wanat
Teresa Wasonga
Lemuel W. Watson
Robert Watson
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Gwendolyn Webb-Johnson
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Ann Zweben Werner
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Frankie Keels Williams
Leslie Williams
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Yao Yao
James R. Yates
Rose Ylimaki
Jennifer York-Barr
Sally Zepeda
Ran Zhang
Ted Zigler
Judith A. Zimmerman
Sara Olin Zimmerman
Perry Zirkel

**KEEP UP-TO-DATE ON UCEA NEWS!**

The *UCEA Review* is published three times a year (winter, spring, and fall) and distributed as a member benefit by the University Council for Educational Administration. If you would like to receive the *UCEA Review*, contact us at 512-475-8592.
It is my great honor and pleasure to welcome you to San Antonio, Texas and the twentieth Annual UCEA Convention. This year’s conference theme, *Exploring Contested Intersections of Democracy, Social Justice, and Globalization* is a continuation of the discourse that began several years ago that locates the work of educational leadership in a broad social, cultural, and political space. The notions of democracy, social justice and globalization automatically call for a celebration of multiple voices, ideologies and perspectives on educational leadership in contemporary times. I applaud the program committee of Fenwick English, Juanita Garcia, and Charles Russo for their insight in compelling UCEA to continue the hard work of locating ourselves individually, as professional educators, and as an organization in this contested discourse in the field of educational leadership. By doing so, we are made to come to grips with a number of realities in our field, to critique through progressive research and substantive conversations those rituals and structures in educational leadership that maintain vestiges of an undemocratic status quo, while at the same time buttressing those portions of our field that emphasize academic achievement in an atmosphere of equity and excellence. There is no doubt in my mind that this year’s conference will be an exciting, challenging and thought-provoking one.

Our 2006 convention will feature not only intellectually and ideologically challenging paper sessions and symposia, but will also include highlighted speakers who will require us to continue to think in progressive ways about the work that we do. The Penn State Mitstifer Lecture will be presented by Richard Elmore. We are honored to present the newly established Texas A&M Social Justice Lecture featuring Angela Valenzuela and the Barbara Jackson Scholars speakers will be Ted and Edmond Gordon. Our UCEA featured speaker will be the U.S. Ambassador to Mexico, Tony Garza. Texas State University is also sponsoring a keynote address by Mexican scholar, Jorge Gonzalez. On top of all of these powerful speakers, this year’s convention is offering two new types of sessions. The *Flashpoint Panel* and the *Advocacy Forum with Rejoinder* are the two new types of sessions you will not want to miss.

We are grateful for the generosity and the many ways our host institution, the University of Texas-San Antonio and their dean, Betty Merchant have made every effort to ensure that we will have a tremendous convention while here in San Antonio. Without a doubt, this year’s convention could not have come together without the stellar planning and organizational efforts of our executive director, Michelle Young and the convention coordinator, Laarni Goma. They have been able to pull this convention off in the midst of our transition to our new UCEA headquarters at the University of Texas-Austin. Many, many thanks to Michelle and Laarni for a job well done.

Thank you for coming to this year’s convention. I hope that you will have a challenging and fulfilling time here in San Antonio.

*Michael Dantley, 2005-2006 UCEA President*

*Miami University*
Executive Committee:
Daniel R. Davies, 1954-1959
Jack Culbertson, 1959-1981
Charles L. Willis, 1981-1984
Daniel Griffiths, 1984-1985
Patrick B. Forsyth, 1985-1999

Ex-officio:
Michelle D. Young, UCEA Executive Director
Jay D. Scribner, University of Texas at Austin

Associate Directors:
Linda Tillman, University of North Carolina-Chapel Hill, Graduate Student Development
Catherine Lugg, Rutgers University, Publications
Trudy Salsberry, Kansas State University, Program Centers

2006 Convention Committee
Fenwick English, University of North Carolina-Chapel Hill, Convention Chair
Juanita Garcia, University of Texas at Austin, Program Chair
Charles Russo, University of Dayton, Program Chair
Mariela Rodriguez, University of Texas at San Antonio
Alan Shoho, University of Texas at San Antonio
Michelle D. Young, Ex-Officio, UCEA
Laarni D. Goma, Convention Director, UCEA

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Catherine Lugg, Assoc. Dir. of Publications
Trudy Salsberry, Assoc. Dir. of Program Centers
Anne Lynch, Executive Administrative Assistant
Laarni D. Goma, Convention Director
Lisa C. Wright, Financial Director
Pei-Ling Lee, Graduate Assistant

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

MARK YOUR CALENDARS!

UCEA CONVENTION 2007
Hilton Alexandria Mark Center
Washington, D.C.
November 15-18, 2007
MESSAGE FROM THE EXECUTIVE DIRECTOR
Michelle D. Young

Greetings and Welcome to San Antonio!

The 20th Annual University Council for Educational Administration’s Convention explores the relationship between educational leadership and the intersections between democracy, social justice, and globalization. The state of Texas is the perfect location to host such an important conversation as the population of Texas is one of the most diverse in the country, with a large percentage of bi-national and bi-lingual students.

UCEA’s President Elect, Fenwick English (University of North Carolina-Chapel Hill) and his Convention Planning Committee, consisting of Juanita Garcia (The University of Texas) and Charlie Russo (The University of Dayton) have planned a meeting that explores the relationship between educational leadership and the “Contested Intersections of Democracy, Social Justice and Globalization.” Educational administration is centrally about providing democratic and moral leadership in educational institutions with the purpose of supporting the education and development of all students. However, what democratic moral leadership means, how such leadership is developed, and, even, whether this should be the goal of leadership development is subject to intense debate. The UCEA Program Committee members designed the program to facilitate such intense debates and hope that convention participants will benefit from the experience.

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. Moreover, because the theme of the Convention is centered on unpacking the fissures within the contemporary educational leadership discourse, two new session formats are envisioned in the 2006 UCEA Convention. These are the Flashpoint Panel and the Advocacy Forums with Rejoinder. 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. We look forward to hearing your thoughts about these and other issues.

Sincere gratitude is extended to the 2006 Convention Committee for a job well done as well as to our Convention Host, The University of Texas-San Antonio, and our many Convention sponsors, for their substantive contributions to the 2006 Convention.

I wish you all a successful Annual Convention.

Sincerely,

Michelle D. Young, UCEA Executive Director
University of Texas at Austin
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 serve as a catalyst for many activities in which UCEA is involved.

Alexander-Knight, Nicola, University of Minnesota
Anfara, Vincent Jr., University of Tennessee, Knoxville
Baker, Bruce D., University of Kansas
Beachum, Floyd, University of Wisconsin-Milwaukee
Becker, Jonathan D., Hofstra University
Brooks, Jeffrey S., Florida State University
Brown, Kathleen M., Univ of North Carolina at Chapel Hill
Browne-Ferrigno, Tricia, University of Kentucky
Bueschel, Ellen V., Miami University
Campbell-Salsberry, Trudy, Kansas State University
Carr, Carolyn S., Portland State University
Cattaro, Gerald, Fordham University
Christman, Dana, New Mexico State University
Crawford, James R., University of Nevada, Las Vegas
DiPaola, Michael F., College of William & Mary
Finch, Janet, Tennessee State University
Freeman, John A., University of Alabama
Freeman, Eric, Georgia State University
Garcia, Juanita., University of Texas at Austin
Garn, Greg A., University of Oklahoma
Gates, Gordon, Washington State University, Spokane
Glasmann, Naftaly S., University of California, Santa Barbara
Goddard, Roger D., University of Michigan
Gross, Steven Jay, Temple University
Haack, Marcus, University of Iowa
Halverson, Richard, University of Wisconsin-Madison
Harris, James E., Duquesne University
Hite, Julie M., Brigham Young University
Honig, Meredith, University of Maryland
Hughes, Sean, University of Pittsburgh
Iry, Beverly, Sam Houston State University
Johnson, Patsy E., University of Connecticut
Jorissen, Kathleen, Bowling Green State University
Keeley, John L., University of Louisville
Koschoreck, James W., University of Cincinnati
LaCost, Barbara Y., University of Nebraska-Lincoln
LaPlante-Sosnowsky, Frances, Wayne State University
Liu, Edward, Rutgers University
Lopez, Gerardo R., Indiana University
Lyman, Linda L., Illinois State University
MacNeil, Angus, University of Houston
Marshall, Joanne, Iowa State University
Mazawi, Andre, University of British Columbia
McCullum, Phil, University of Oregon
Mcghee, Marla W., Texas State University-San Marcos
McKenzie, Kathryn Bell, Texas A&M University
Murphy, Joseph, Vanderbilt University
O'Sullivan, Fergus, University of Lincoln, UK
Portin, Bradley, University of Washington
Printy, Susan, Michigan State University
Russo, Charles J., University of Dayton
Sauceda, Noe, University of Texas - Pan American
Scott, Janelle, New York University
Scribner, Jay Paredes, University of Missouri-Columbia
Shields, Carolyn M., University of Illinois at Urbana-Champaign
Shoho, Alan R., University of Texas at San Antonio
Sielke, Catherine C., University of Georgia
Sperandio, Jill, Lehigh University
Sweetland, Scott R., The Ohio State University
Tarter, C. John, St. John’s University
Taylor, Dianne L., Louisiana State University
Tomos, Autumn K., Kent State University
Tucker, Pamela D., University of Virginia
Wasonga, Teresa, Northern Illinois University
Whitaker, Kathryn S., University of Northern Colorado
Wood, Carolyn J., University of New Mexico
Wood, Craig R., University of Florida

UCEA FIRESIDE CHATS

In this first ever Fireside Chat, convention attendees will be given an opportunity to meet UCEA authors in a small and more intimate venue. The Fireside Chats will give each invited author an opportunity to discuss his or her recently published book, take questions, and sign copies. This year, the Fireside Chats will be held in the outer foyer of Georgian Hall, just outside of the Exhibit Room and near the coffee station. Check the program for author appearances.
UCEA Convention participants are encouraged to participate actively in all UCEA social events, workshops, meetings, general sessions, regular sessions, and special sessions. Each session features topics key to our convention theme.

THURSDAY, NOVEMBER 9
Pre-session, Jefferson Manor, Taskforce to Evaluate Educational Leadership Preparation Effectiveness Closed Seminar, Planning and Data Analysis Session, 1:00 pm – 5:00 pm
Session 1.0, Anacacho Ballroom, UCEA Presidential Address: Michael Dantley, 5:00 pm - 6:30 pm

FRIDAY, NOVEMBER 10
Session 5.14, Gunter Hotel, Julie Laible Memorial Session for Jackson Scholars, 11:05 am – 12:20 pm
Session 6.13, Anacacho Ballroom, School System Leadership in Sweden, 12:40 pm – 1:45 pm
Session 8.13, Anacacho Ballroom, Graduate Student Symposium I, 3:20 pm – 4:35 pm
Session 9.6, Jefferson Manor, UCEA Center for the Study of School-Site Leadership Symposium, 4:45 pm – 6:00 pm
Session 9.12, Coronado, UCEA Center for the Superintendence, 4:45 pm – 6:00 pm
Special Session: Barbara L. Jackson Scholars Network, 6:30 pm – 7:45 pm
Session 10, Friday, Anacacho Ballroom, Texas State University International Speaker: Jorge Gonzalez, 6:30 pm – 7:45 pm

SATURDAY, NOVEMBER 11
Session 11.5, St. Anthony, UCEA-AERA Cases Project: Using Data for District Decision Making, 7:00 am – 7:50 am
Session 11.9, Navarro, Information Session on Membership in UCEA, 7:00 am – 7:50 am
Session 14.13, Anacacho Ballroom, Graduate Student Symposium II, 11:05 am – 12:20 pm
Session 15.12, Anacacho Ballroom, Cultural Fronts: The Response to Dr. Jorge Gonzalez, 12:30 pm – 1:45 pm
Session 15.13, Gunter Hotel, The Department Chair, 12:30 pm – 1:45 pm
Session 16, Texas A&M Social Justice Speaker: Angela Valenzuela, 1:55 pm – 3:10 pm
Session 17.12, Coronado, Publishing in Refereed Journals, 3:20 pm – 4:35 pm

SUNDAY, NOVEMBER 12
Session 19.10, LaSalle, Graduate Student Symposium III, 8:00 am – 9:15 am
Session 20, UCEA Featured Speaker: Ambassador Antonio Garza, 9:25 am – 10:55 am
Session 21.2, Peraux, Workshop: Journal of Research on Leadership Education – Publishing in a Learning Space, 11:00 am - 1:00 pm
Session 21.4, Jefferson, Workshop: Multi-Cultural, Cross-Country, Global Context, Comparative Studies, 11:00 am - 1:00 pm
Session 21.6, LaSalle, Workshop: New DEEL, 11:00 am - 1:00 pm

For sessions of interest to Practitioners, look for the 🍎
ABOUT THE 2006 UCEA CONVENTION

HOW TO USE THIS PROGRAM

The 2006 Convention Program is an exciting, stimulating one you won’t want to miss. 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 presentation time, a room assignment, title, 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 and select 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 in the Foyer, outside of the Georgian Room. See page 15 of this program for the registration schedule.

NAMETAGS

Nametags are required for all sessions and events. You will receive your nametag upon registration.

DISPLAY OF ANNOUNCEMENTS

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.

GOLF TOURNAMENT & GOLF SHIRTS

UCEA and the University of Texas at San Antonio are proud to co-sponsor a golf tournament at this year’s convention. The proceeds will be used to fund special programs for UCEA, such as the Barbara L. Jackson Program. The tournament will take place at the Quarry Golf Club, Thursday morning, November 9, 2006. Each round of golf is $50.00. Please contact UCEA for more details or visit the UCEA website at www.ucea.org.

UCEA is also offering golf shirts for sale at $25.00 each. You may order online, by phone at 512-475-8592, or by fax at 512-471-5975. For more details, please visit the UCEA website at www.ucea.org.
BUSINESS CENTER

The St. Anthony has a Business Center, located on the first floor. Copy services are also available as follows: standard: $.25, 1 - 100 copies; double-sided: $.35; legal: $.30 each

EXHIBITS

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

SPONSORSHIP OF UCEA EVENTS

If you are interested in hosting a future conference or sponsoring an event, please contact Executive Director, Michelle Young, at 512-475-8592 for arrangements. Hosting and event sponsorships are excellent ways to increase the visibility of your institution while providing valuable resources to UCEA.

About the 2006 Convention Theme

The 2006 Convention theme, “Exploring Contested Intersections of Democracy, Social Justice, and Globalization,” draws attention to the tensions between theory, research and practice, particularly with regard to democracy, social justice and globalization. The theory, practice and research concerning democracy, social justice and globalization are embroiled within a contemporary struggle, as many groups within and outside of the educational establishment struggle to have their perspectives, values, and reform agendas take precedence.

Educational administration is centrally about providing democratic and moral leadership in educational institutions with the purpose of supporting the education and development of all students. However, what democratic moral leadership means, how such leadership is developed, and, even, whether this should be the goal of leadership development is subject to intense debate. Likewise, notions of social justice and globalization and their meanings for educational leadership are similarly contested. As the United States and countries across the globe become increasingly interconnected, the promises and contested intersections of globalization, democracy, social justice and educational leadership emerge in sharp relief.
Pre- & Post-Session Workshops

The 2006 Annual UCEA Convention will host a number of interesting pre-sessions and workshops. A Pre-session is being hosted by Terry Orr (Bank Street College) and Diana Pounder (University of Utah) focusing on the Taskforce to Evaluate Educational Leadership Effectiveness. In addition, UCEA is offering a number of workshops on various topics. For a more complete list of all workshops, see session slot 21, which lists all UCEA post-session workshops if you are interested in attending one of these pre- or post-session meetings or workshops, please contact either the organizer of the session or UCEA Headquarters by phone at 512-475-8592.

Session on Membership in UCEA

As we enter our 52nd 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 11.9, Executive Committee members, Fenwick English and Michael Dantley, 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 conference entitled Exploring contested intersections of democracy, social justice, and globalization promises to be an exhilarating and engaging conference. General Sessions will begin with UCEA President, Michael Dantley’s Presidential Address. Dr. Dantley will reflect on the future of UCEA and its role in setting the National Agenda. Friday evening, Texas State Sponsored Speaker, Jorge Gonzalez, will deliver The Development of Cyber Culture as a Strategy to Reweave Social Relationships. Saturday morning’s Pennsylvania State University Mitsiifer Lecture features Harvard professor, Richard Elmore, whose research focuses on federal, state, and local policies on schools and whether these policies contribute to high quality schooling. Saturday afternoon’s General Session will feature the launch of our new keynote series, The Texas A&M University Keynote on Social Justice in Education, sponsored by the University of Texas A&M. This year’s address will debut with Angela Valenzuela, associate professor in Education and Mexican-American Studies at the University of Texas at Austin. Her groundbreaking book, Subtractive Schooling: U.S. – Mexican Youth and the Politics of Caring won the Outstanding Book Award. Her address is entitled “U.S. Latina/os and Cultural Citizenship: From Civil to Human Rights.” The convention’s last day will feature UCEA Featured Speaker, Antonio Garza, U.S. Ambassador to Mexico since 2002.

Special thanks to the University of Texas-San Antonio, Texas A & M University, Texas State University, and the University of Texas at Austin for all of their contributions to the 2006 Convention.
The UCEA Annual Banquet

This year’s UCEA Banquet will be held at the St. Anthony’s on Saturday evening in the beautiful Anacacho Ballroom. The banquet will begin at 7:00 p.m., preceded by a brief social reception from 6:30 p.m.-7:30 p.m. The banquet will feature a jazz group, sponsored by the University of Texas at San Antonio.

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/Doubles - $119, Triples - $129, Quad - $139, and Suites - $295 & up. These rates are quoted exclusive of appropriate state and local taxes, which are currently 16.75%. 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 St. Anthony, please visit the UCEA website at www.ucea.org.

These rates are available until October 18. After this date rates increase substantially. Please make your reservations early. Reservations may also be made by calling St. Anthony at 1-210-227-4392. If calling, be sure to mention the University Council for Educational Administration to receive the special convention rate.

This year’s overflow hotel is the Gunter Hotel, at $124 per night.

Transportation

From the Airport, Take Hwy 281 (IH-37 South). Exit Houston St and turn right. Follow to Broadway. Turn left. Follow to Travis St. and turn right. St. Anthony’s is located one block on the left. The trip is approximately 20 minutes.

Self parking is available for $15.00 (exc. tax) per day and valet parking for $20.00 (exc. tax) per day. Shuttle service from the San Antonio International Airport to The St. Anthony is available. The fare is $12 one-way and $22 round-trip. Taxi service is $18 one way and $38 round trip. It takes about 20 minutes or 8 miles for the airport to the hotel.

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
1 University Station D5400, Austin, TX 78712
Ph. 512-475-8592
Registration
Thursday, November 10: 4:00 pm - 6:00 pm, Georgian Club
Friday, November 11: 8:00 am - 5:00 pm, Georgian Club
Saturday, November 12: 8:00 am - 4:00 pm, Georgian Club

Exhibit Hall Information
Friday, November 11: 8:00 am - 5:00 pm, Georgian Club
Saturday, November 12: 8:00 am - 5:00 pm, Georgian Club

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

Check listings for the Fireside Chats with Authors.

Exhibitors
Anker Publishing Company, Inc.  Lawrence Erlbaum Associates Inc.
Eye on Education NSBA Council of School Attorneys
Information Age Routledge

Texas State University Keynote Speaker

Featured Speaker, Jorge Gonzalez, Universidad Nacional Autonoma de Mexico, will speak on The Development of Cyber Culture as a Strategy to Reweave Social Relationships.

These relationships become possible when a collective takes it upon itself to become an “emergent local knowledge community” that dramatically increases its culture of information, communication and knowledge. Dr. Jorge Gonzalez will share the experiences of several such communities in countries around the world and report on the work of the First International Colloquium on Cyber culture: Emergent Local Knowledge Communities.

A response will follow in a Symposium of several scholars from Mexico, scheduled for Saturday, November 11, 2006 in session 15.12 from 12:30 PM to 1:45 PM.

SESSION 10, ANACACHO BALLROOM, 6:30 PM - 7:45 PM
<table>
<thead>
<tr>
<th>Name</th>
<th>University</th>
<th>Years</th>
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<tr>
<td>Virgil Rogers</td>
<td>Syracuse University</td>
<td>1956-58</td>
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<tr>
<td>Walter Anderson</td>
<td>New York University</td>
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<td>Truman Pierce</td>
<td>Auburn University</td>
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<td>Van Miller</td>
<td>University of Illinois</td>
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<td>Richard C. Lonsdale</td>
<td>New York University</td>
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<tr>
<td>Kenneth E. McIntyre</td>
<td>University of Texas at Austin</td>
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<td>Willard R. Lane</td>
<td>University of Iowa</td>
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<td>J. Alan Thomas</td>
<td>University of Chicago</td>
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<td>Samuel Goldman</td>
<td>Syracuse University</td>
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<td>E. Wailand Bessent</td>
<td>University of Texas at Austin</td>
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<td>Donald J. Willower</td>
<td>Pennsylvania State University</td>
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<td>Loren Downey</td>
<td>Boston University</td>
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<td>Troy V. McKelvey</td>
<td>SUNY-Buffalo</td>
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<td>Peter J. Cistone</td>
<td>OISE/University of Toronto</td>
<td>1976-77</td>
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<td>Wayne K. Hoy</td>
<td>Rutgers University</td>
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<td>Larry W. Hillman</td>
<td>Wayne State University</td>
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<td>Carl R. Ashbaugh</td>
<td>University of Texas at Austin</td>
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<td>Eugene Ratsoy</td>
<td>University of Alberta</td>
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<td>James H. Maxey</td>
<td>Georgia State University</td>
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<td>Dennis W. Spuck</td>
<td>University of Houston</td>
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<td>Michael J. Murphy</td>
<td>University of Utah</td>
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<td>Richard A. Rossmiller</td>
<td>University of Wisconsin</td>
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<td>Bryce M. Fogarty</td>
<td>New York University</td>
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<td>Martha M. McCarthy</td>
<td>Indiana University</td>
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<td>Richard V. Hatley</td>
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<td>Paula M. Silver</td>
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<td>John T. Greer</td>
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<td>Robert T. Stout</td>
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<td>Jay D. Scribner</td>
<td>University of Texas at Austin</td>
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<td>Gail T. Schneider</td>
<td>University of WI-Milwaukee</td>
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<td>Terry A. Astuto</td>
<td>New York University</td>
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<td>Pedro Reyes</td>
<td>University of Texas at Austin</td>
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<td>Paul V. Bredeson</td>
<td>University of WI-Madison</td>
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<td>Nancy A. Evers</td>
<td>University of Cincinnati</td>
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<td>Paula M. Short</td>
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<td>Daniel L. Duke</td>
<td>University of Virginia</td>
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<td>Paula A. Cordeiro</td>
<td>University of Connecticut</td>
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<td>Diana G. Pounder</td>
<td>University of Utah</td>
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<td>Mary E. Driscoll</td>
<td>New York University</td>
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<td>María Luisa González</td>
<td>New Mexico State University</td>
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<td>Gail Furman</td>
<td>Washington State University</td>
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<td>Frances K. Kochan</td>
<td>Auburn University</td>
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<td>Margaret Grogan</td>
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<td>Gary Crow</td>
<td>University of Utah</td>
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<tr>
<td>Michael Dantley</td>
<td>Miami University</td>
<td>2005-06</td>
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Thursday, November 9
Plenum Sessions, 8:00 am - 4:00 pm
  Pre-Session 1, 1 pm - 5:00 pm
  Pre-Session 2, 1:00 pm - 5:00 pm
Registration, 4:00 pm - 6:00 pm
Opening General Session: Presidential Address  5:00 pm - 6:30 pm
  Keynote Speaker: UCEA President Michael Dantley
UCEA Reception in Honor of Past Presidents, 7:00 pm - 9:00 pm

Friday, November 10
Registration, 8:00 am - 5:00 pm
Session 2 (SIGS), 7:00 am - 7:50 am
  Session 3, 8:00 am - 9:15 am
  Session 4:  9:25 am - 10:55 am
  Session 5, 11:05 am -12:20 pm
  Session 6, 12:30 pm - 1:45 pm
  Session 7, 1:55 pm - 3:10 pm
  Session 8, 3:20 pm - 4:35 pm
  Session 9, 4:45 pm - 6:00 pm
Session 10 (General Session):  6:30 pm - 7:45 pm
  Texas State University Featured Speaker: Jorge Gonzalez
Barbara L. Jackson Scholars Network Reception & Workshop, 6:30 pm - 8:30 pm
  Keynote Speakers: Edmund Gordon & Ted Gordon

Saturday, November 11
Registration, 8:00 am - 5:00 pm
Session 11 (SIGS), 7:00 am - 7:50 am
  Session 12, 8:00 am - 9:15 am
  Session 13 (General Session):  9:25 am - 10:55 am
  Pennsylvania State University Mitsiffer Lecture: Richard Elmore
    Session 14, 11:05 am -12:20 pm
    Session 15, 12:30 pm - 1:45 pm
  Session 16 (General Session), 1:55 pm - 3:10 pm
  Texas A & M Social Justice Keynote Speaker: Angela Velenzuela
    Session 17, 3:20 pm - 4:35 pm
    Session 18, 4:45 pm - 6:00 pm
Annual Banquet, 6:30 pm - 9:00 pm

Sunday, November 12
Session 19, 8:00 am - 9:15 am
Session 20  (General Session):  9:25 am - 10:55 am
Continental Breakfast served prior to Featured Speaker’s presentation
  UCEA Featured Speaker: Antonio Garza
Session 21 (Workshops), 11:00 am - 1:00 pm

2006 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, Thursday, 1:00 PM – 5:00 PM

Jefferson Manor
Pre-Session: Taskforce to Evaluate Educational Leadership Preparation Effectiveness, Planning and Data Analysis Session

Organizers: Margaret Terry Orr, Bank Street College, and Diane Pounder, University of Utah
Taskforce Working 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; 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, St. Mary’s College, CA; Brenda LeTendre, Pittsburgh State University; Patricia Marcellino, Adelphi University; Martha McCarthy, Indiana University; Kathy O’Neill, Southern Educational Regional Board; Karen Osterman, Hofstra University; Diane Pounder, University of Utah; Alan Shoho, University of Texas San Antonio; Ruth Silverberg, College of Staten Island, CUNY; Lew Smith, Fordham University; Elaine Wilmore, University of Texas at Arlington; Michelle Young, UCEA; Bruce Baker, University of Kansas; Ed Fuller, University of Texas, Austin; George Petersen, California Polytechnic State University; Brenda Roberts, Pittsburgh State University; JoAnn Barbour, Texas Women University; Jerry Waddle, South East Missouri University; Robert Watson, Missouri State University; Bill Black, IUPU, Indianapolis; Edie Rusch, University of Nevada, Las Vegas; Monica Byrne-Jimenez, University of Massachusetts-Boston

This closed pre-session is organized to continue the work of UCEA and TEA/SIG Taskforce members in implementing and analyzing results of studies of leadership preparation program effectiveness. Attendance by invitation only.

STARLIGHT AND JAZZ RECEPTION

This year, the UCEA Reception in honor of UCEA Past Presidents will feature a jazz band, sponsored by the University of Texas at San Antonio.

The UCEA reception is open to all UCEA convention attendees. Drop by at the Starlight Terrace, Thursday evening from 6:30 pm to 8:30 pm, immediately following the Past President’s Address.
Session 1, Thursday, 5:00 PM – 6:30 PM
Anacacho Ballroom
Opening General Session: UCEA Presidential Address
Welcomes and Introductions:
Fenwick English, 2006-2007 UCEA President
Betty Merchant, University of Texas at San Antonio, Dean of the College of Education
President Ricardo Romo, President of University of Texas at San Antonio
Presentation of the Master Professor Award: Sally Zepeda, University of Georgia
(Sponsored by Information Age)
Entertainment: The Folklorico Dancers (Sponsored by the University of Texas at San Antonio)

UCEA Presidential Address: Michael Dantley
Moving the Critique of Accountability from Rhetoric to Responsible Action

Michael Dantley, Professor and Interim Associate Dean, School of Education and Allied Professions, Miami University will deliver the opening keynote for this general session. Dr. Dantley received his Ph.D. from the University of Cincinnati and is currently teaching at Miami University. Dr. Dantley also serves as senior pastor at the Christ Emmanuel Christian Fellowship. His research interests include the importance of spirituality, faith and morality in educational leadership, leadership and democracy, critical race theory, and social justice theory. His articles have appeared in Educational Administration Quarterly, International Journal of Qualitative Studies in Education, and the Journal of School Leadership. His contribution to book chapters include “Social Justice and Moral/Transformative Leadership” (2005) with Linda Tillman; “Moral leadership: Shifting the management paradigm” (2004); and “A Christian view of spirituality and education” (2004). He is currently working on a book with Colleen Capper entitled Leadership, Spirituality and Social Justice in Public Schools. He has been involved with UCEA for several years, serving as PSR, a member of the UCEA Board and as President.

Past Presidents’ Welcome Reception
Thursday, 6:30 PM - 8:30 PM
Starlight Terrace

Michael Dantley, Immediate Past President of UCEA, welcomes all UCEA participants to the 20th 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 47 past presidents, is hosted by 2005-2006 President, Michael Dantley the UCEA Executive Committee, and the UCEA Headquarters Staff. A special thanks is extended to the University of Texas at San Antonio for sponsoring the reception and the jazz band.
Session 2, Friday, 7:00 AM – 7:50 AM

2.1, Travis
Meeting: International Scholarship Breakfast Symposium
   Betty Merchant, University of Texas at San Antonio
   (Continued through Session 3.1)

2.3, Bowie
SIG Meeting: School Technology Leadership
   Jonathan Becker, Hofstra University; David Quinn, University of Florida

2.4, Peraux
SIG Meeting: Politics of Education
   Bruce Cooper, Fordham University

2.5, St. Anthony’s Club
SIG Meeting: Educational Law
   Charles Russo, University of Dayton

2.6, Jefferson Manor
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

2.7, Crockett
SIG Meeting: Organizational Theory
   C. John Tarter, St. John’s University

2.8, Alamo
Board Meeting: Journal of School Leadership
   Jay P. Scribner, Motoko Akiba, Brendan Maxcy, Margaret Grogan, Peggy Placier, Karen Sunday Cockrell, University of Missouri-Columbia

2.10, LaSalle
Meeting: UCEA Diversity Committee
   Fenwick English, University of North Carolina at Chapel Hill; James J. 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; Michelle D. Young, UCEA

2.11, Midland
SIG Meeting: Women in Educational Leadership
   Helen Sobehart, Duquesne University

2.12, Mahnke, Gunter Hotel
Meeting: Educational Administration Quarterly Editorial Board Meeting
   Diana Pounder, Michael Owens, April Heiselt, Bob Johnson, Nicola Alexander, Gary Anderson, Mark Berends, William Black, Jo Blase, Ira Bogotch, Kathleen Brown, Eric
Session 3, Friday, 8:00 AM – 9:15 AM

3.1, Travis
Meeting: International Scholarship Breakfast Symposium
   Betty Merchant, University of Texas at San Antonio
   (Continued from Session 2.1)

3.2, Lafitte
Conversation: Developing Leaders of Leaders: New Roles for Superintendents and Principals
   Betty Monk, Tarleton State University
   Contemporary school superintendents are admonished to be instructional leaders and developers of principals—a significant change in role and emphasis. This interactive session highlights recent research to clarify the role of the superintendent in improving teaching, learning, and student performance by helping building principals develop as “leaders of leaders.”

3.3, Bowie
Paper: Perspectives on the High School Principalship
   Chair: Frankie K. Williams, Clemson University
   Discussion Leader: Michael Dantley, Miami University

   The Evolving Nature of the American High School: A Punctuated Equilibrium
   Joseph Murphy, Vanderbilt University
   This paper employs the punctuated equilibrium model of organizational change to explain inertia and change in the American high school over the last two centuries.

   Urban School Principal Leadership Preparation: Perspective of Urban School Principals
   James Smith, Michigan State University
   Urban principals may not have adequate training, experience and preparation for their changing role and increased accountability as instructional leaders. This research explores the question: What does it mean for a principal to be “adequately” prepared to provide instructional leadership in an urban school with majority African-American student population?
Black Leadership, White Leadership: The Moeity Structure of an Urban High School
Jeffrey Brooks, Florida State University; Gaetane Jean-Marie, Florida International University

This ethnographic study investigated how racial dynamics and race relations influenced leadership activity in a high-poverty, high-minority, urban high school. Findings suggested that the school community was split into two leadership sub-cultures – one black, one white – each of which with its own distinct norms, procedures, measures of success, and expectations of members.

High School Principals: The Next Generation - Mentoring High School Assistant Principals in an Effort to Prepare Them for the Principalship
Vera Wehring, Vicky Dill, Juanita Garcia, Ann O’Doherty, University of Texas at Austin

Some suggest that the purpose of mentoring is to maintain the status quo. Others assert that mentoring is a necessary form of embedded, on-the-job support and continued training. This study looks at induction support, particularly in the form of mentoring, for new assistant principal at the high school level.

3.4, Peraux

Paper: Social Justice Issues with Latina/os and Schools
Chair: Katherine Whitaker, University of Northern Colorado
Discussion Leader: Juanita Garcia, University of Texas at Austin

School Dropout of Chicano Students in a Binational Context
Raymond Padilla, University of Texas at San Antonio

Educational achievement for Chicano students is shaped by independent national systems of education in Mexico and the United States. In each nation, the educational system reflects abiding and deeply rooted social attitudes, political and economic interests, along with school policies and practices that together modulate and regulate the academic achievement of Chicano students.

Undocumented Students and Higher Education: The Political Debate Surrounding North Carolina’s House Bill 1183
Marla Sanders, North Carolina State University

This study investigates the debate surrounding North Carolina House Bill 1183, which was introduced in 2005 to enhance undocumented students’ access to higher education. The bill immediately sparked an intense debate and eventually died in committee. Findings indicate changing demographics, the media, social and economic concerns, and public opinion were the primary factors leading to the bill’s defeat.

Latino Parents of First Generation College-Bound: What They Know, What They Need, What K-16 Leaders Can Do
Maricela Oliva, University of Texas at San Antonio; Arcelía Hernández, University of Southern California

The fastest growing student group is Latino students, yet Latino parents lack critical information about college and about K-12 milestones that impact college access and success. Authors present research with parents of first generation college-bound students that illustrates the levels and kinds of college knowledge within this parent community.

A Social Justice Issue for English Language Learners: An Example of Scientifically-Based Research
Rafael Lara-Alecio, Texas A&M University
In this session, we will discuss the issues of social justice and ethics related to administrative programming for English language learners based on a lack of scientifically-based research. A scientifically-based research study upon which leaders can make decisions will be discussed.

3.5, St. Anthony Club
Symposium: Perspectives on the Democratic Possibilities of Student Voice and Engagement in Schools and Their Implications for Democratic-Ethical Educational Leadership (New DEEL)
Dana Mitra, The Pennsylvania State University; Charles Burford, Mount Saint Mary College; Kathy Sernak, Rowan University; Steven Jay Gross, Temple University; Lisa Kensler, Lehigh University; Anthony Normore, Florida International University

This symposium provides an opportunity for a cross-national conversation about current research on how increasing student voice and engagement in schools can impact student outcomes, school policy, and teacher practice. Papers from the United States and Australia share the view that it is important for students to not only learn about democracy but also practice it. However, empirical findings raise some of the micro- and macro-political challenges when teachers and researchers work with students to produce more inclusive and equitable education.

3.6, Jefferson Manor
Symposium: Critical Elements in Preparing Social Justice Leaders
George Theoharis, Syracuse University; Mariela Rodriguez, University of Texas at San Antonio; Gerardo López, Indiana University; Linda Lyman, Illinois State University; Dana Rapp, Massachusetts College of Liberal Arts; Julie Causton-Theoharis, Syracuse University

This symposium adds to the conversation on preparing social justice leaders by addressing five critical issues: 1) leadership around English Language Learners, 2) creating inclusive services for students with disabilities, 3) valuing/working with diverse families, 4) understanding the complexity of poverty, and 5) possessing a “rebellious imagination.”

3.7, Crockett
Paper: Leaders Struggling for Social Justice
Chair: Rose Ylimaki, SUNY Buffalo
Discussion Leader: James J. Scheurich, Texas A&M University

Distributed School Leadership for Equity and Excellence
Gerri Maxwell, Texas A&M University

Few would argue that the traditional concept of leadership in schools is a contested intersection of democracy and social justice. In this presentation, I will draw on my life history of a rural school custodian as one example of distributed school leadership as revealed through narrative analysis of informant conversations.

Leadership, Social Justice, and Democratic Schools: Conflicts, Contradictions, and Paradoxes
Carolyn Shields, University of Illinois-Urbana Champaign

This paper analyzes 10 interviews with educators committed to social justice work. It examines their motivations and conceptions; constraints, requisite supports, risks, challenges, and rewards. The paper concludes with recommendations for practice and policy to enhance the leader’s ability to support and facilitate more socially just and deeply democratic schools.

Leadership as a Public Pedagogy of Social Justice
Patrick M. Jenlink, Stephen F. Austin State University

The author theoretically positions leadership as public pedagogy and socially justice practice animated by concerns for equity, justice, and democracy. Examined are social justice practices of school leaders, supporting the need for leadership practices that reflect a social
justice stance that works to transform the “public.” Argued is the need for leadership preparation that is a public pedagogy of social justice.

3.8, Alamo
Paper: *Superintendents and Gendered Discourse*
Chair: Don Beach, Tarleton State University
Discussion Leader: Timothy J. Ilg, University of Dayton

*Manitoba Superintendents and Gendered Discourse*
Dawn Wallin, University of Manitoba

In this article, the discourse of nine Manitoba superintendents is examined using a critical feminist lens to determine whether the communication patterns of Manitoba superintendents illustrate particular assumptions regarding gender and superintendent leadership, and/or episodes of inequality. Qualitative inquiry and analysis methods were utilized to identify emerging themes or topics of talk.

*Women Superintendents? Myths and Misunderstandings*
C. Cryss Brunner, Yonglyun Kim, University of Minnesota-Twin Cities

For the purpose of this paper, we used secondary analyses of the two large data sets to help set aside several intractable myths and misunderstandings that are often used to explain why women make up only 18% of school superintendents when superintendent candidates come from a pool of teachers – a pool that is around 70% women. Setting aside faulty explanations is important because we now have more fully informed reasons that so few women are superintendents.

*LMX Revisited: The Gender Dynamics of a Superintendent’s Dyadic Relationships*
Diane Hodgins, Florida State University

This research examined how a woman superintendent led her district as viewed through the conceptual framework of Leader-Member Exchange (LMX) theory. While LMX has traditionally been used to study the strength of dyadic relationships throughout an organization, this study explores the under-examined gender dynamics of these relationships.

*Perspectives of Male Minority Superintendents: Strategy, Resilience, Success*
Danna Beaty, Cynthia Hibbetts, Tarleton State University

The study explores how African-American, Hispanic and Native American male superintendents construct meanings about their pathways to, and role of, the office of superintendent as well as values held related to the importance of culture in the development and advancement of future generations of minority educational leaders.

3.9, Navarro
Paper: *Pursuing University/School District Partnerships*
Chair: Nick Cormier, Park University
Discussion Leader: Encarnacion Garza, University of Texas at San Antonio

*St. Louis New Leaders Program: A Collaborative University/District Partnership for Urban Reform*
Margaret Grogan, Brendan Maxcy, Jerry Valentine, Kris Matthews, Juanita Simmons, Betty Porter Walls, Jay P. Scribner, University of Missouri-Columbia; Sheila Smith-Anderson, Audrey Jackson, St. Louis Public Schools

This is a study of an innovative urban principal preparation program co-constructed by district leadership professionals and university professors. Major themes were changes in the way the 23 participants viewed themselves and their roles as urban leaders. The most
powerful delivery mechanism was a one-year full-time internship under the mentorship of three individuals: a building principal, a corporate executive, and an academic advisor.

*Are Educational Leadership Programs Connecting with the Field? Conceptualizing a Differentiated Staffing Model for Educational Leadership Faculties*

Donald Hackmann, University of Illinois at Urbana-Champaign; David M. Quinn, University of Florida

This session presents the results of an analysis of professors’ involvement in national practitioner venues, specifically national conferences and professional publications. Building upon these findings, this paper conceptualizes a differentiated staffing model for leadership preparation programs, incorporating tenure-track, clinical, adjunct faculty in complementary roles intended to forge closer practitioner relationships.

*Examining the Critically Prophetic Leadership of a University-School-Community Partnership*

Pete Miller, Duquesne University

This qualitative case study sought to learn about the leadership of a university-school-community (USC) partnership in the Midwestern United States. Drawing from the work of Paulo Freire, Cornel West, and, in the field of educational leadership, Michael Dantley, the values, dispositions, strategies, and influences of the Rogers Community Learning Center’s (RCLC) leaders were viewed through a “critically prophetic” leadership lens.

*The Challenges and Possibilities Within Urban Partnerships: Enlarging the Conversation*

Donna Breault, Ronda Tighe, Gwen Benson, Eric Freeman, Linda Hollomon, Georgia State University

This conversation is an extension of the conversations between stakeholders in an urban partnership. From the themes that have emerged from discussions between university and school district partners, a larger conversation will be facilitated with UCEA attendees regarding the challenges and possibilities within urban partnerships.

*3.10, LaSalle*

Flashpoint Panel: *The Emancipation Proclamation: Andragogically Freeing the “Self-As-Principal” Voices in Today’s Principal Preparation Students*

Mack Hines, Sam Houston State University

Andragogy is the science of using student-centered instruction to facilitate adult students’ learning experiences. Because principal preparation students are adults, this democratic teaching method could arouse their preparation for the principalship. This Flashpoint paper discusses the use of andragogical instruction to develop principal preparation students’ confidence to lead schools.

*3.11, Midland*

Innovative Session: *Preparing School Leaders to Effectively Support Special Education Programs: Using Modules in Educational Leadership*

Mariela Rodriguez, University of Texas at San Antonio; James Gentilucci, CalPoly University; Pearl G. Sims, Vanderbilt University

Three faculty members from principal preparation programs from different areas of the country will share sample lessons and assignments incorporating Vanderbilt University’s IRIS Special Education modules. The authors seek to extend the research surrounding the principal’s role in the practice of inclusion for exceptional students and supporting special educators.

*3.12 Coronado*

Innovative Session: *Deepening a Democratic Leader’s Understanding of a Global Virtual Professional Learning Community: A Hands-On Session*
Lance Ford, Gracie Branch, George Moore, University of Oklahoma

Analyzing the effectiveness of different technology tools in expanding and networking virtual professional learning communities, this study supports network learning and answers the question “why a virtual networked professional learning community?” Participants in this innovative session will experience virtual professional learning communities through Skype, Marratech, blogging, internal websites, and video-conferencing.

3.13, Anacacho Ballroom
Symposium: Our Journey towards Social Justice
Andrea Rorrer, Enrique Aleman, Lynette Land, Sandra Buendia, Mohomodou Boncana, Madeline Hafner, University of Utah; Gary Crow, Florida State University

This symposium has three goals. First, the authors will explore what preparation practices in a university setting promote and hinder leadership for social justice and equity from the perspective of students and professors. Second, the authors will address the critical conversations and tasks associated with a department of leadership and policy that declares leadership for social justice and equity as part of its core foundation. Third, the authors will engage with audience members about their experiences in developing and implementing transformative educational leadership programs and practice.

3.14, Mahnke, Gunter Hotel
Meeting: Educational Administration Quarterly Editorial Board Meeting
(Continued from Session 2.13)

Session 4, Friday, 9:25 AM – 10:55 AM

4.1 Travis
Paper Discussion Roundtables

Table 1: Contested Intersections of Accountability and Democracy for Democratic School Leaders
Carol Mullen, University of South Florida

This account of democratic practice within preparation programs focuses on the roles of curriculum and instruction in transforming practicing teachers into democratic leaders and activists. The concepts of democracy, accountability, and ethics – essential for preparing tomorrow’s leaders of democratically accountable schools – are explored. Teacher perception of public law is pursued.

Table 2: Creating Professional Learning Communities: Principals’ Perspectives on Their Struggles to Put Theory Into Practice
Chris Crelia, Shelley Jaques, Professional Learning Communities; Linda Atkinson, Leslie Williams, University of Oklahoma

Principals applying today’s research on Professional Learning Communities will make significant changes in teachers’ roles as professionals and as learners. In this case study,
authors explore the experiences of an elementary school principal, and the attempt to transition from a traditional school setting into a PLC. Session will examine the strategies utilized to create a PLC, organizational structures established, and how No Child Left Behind and accountability testing influenced the process.

Table 3: Teaching in a Contested Intersection
Misti Williams, Carl Lashley, University of North Carolina at Greensboro

This session will stimulate discussion about teaching leadership students to become focused on social justice. Session leaders will begin by discussing their work in progress in which they are using the Department’s Statement of Commitments, which are center on leadership as social justice advocacy, to analyze student work.

Table 4: Instructional Teacher Leadership: A Technology-Based Case Study
Melinda Mangin, Michigan State University

The author presents a case study of non-supervisory instructional teacher leadership that uses hypertext narratives to surface the complexities of teacher leadership enactment. The discussion focuses on the content of the case – leadership challenges and practices – as well as the delivery, describing the usefulness of technology-based cases for leadership preparation.

Table 5: “Supervision, Pfft.” A Study of a Dilemma within Democratic Leadership
Lynn Doyle, Old Dominion University

Theories of educational leadership currently emphasize democratic principles. At the same time, district policies mandate supervision and evaluation, and as a result, aspects of the role of school principals conflict with democratic leadership. Findings from this study and discussion center on how democratic leaders might balance these conflicts.

Table 6: Factors Affecting Retention of African-American Graduate Students in Educational Programs
Ethan Heinen, West Virginia University

This study examines the experiences of African-Americans in graduate programs in educational leadership, focusing specifically on issues affecting retention and eventual placement into faculty positions. The paper discusses implication for best practice, including improving social climate and increasing institutional commitment.

Table 7: How Does A Results-Based Teacher Evaluation System Affect School Culture?
Julie Edmister, Bowling Green State University; Kathleen Jorissen, Western Carolina University

Teacher evaluation systems that promote professional learning can create collaborative learning communities between teachers and their principals to improve student learning. Unlike traditional teacher evaluation systems that assess teaching behaviors rather than the results of teaching, our study findings show that the results-based models of teacher evaluation in four Midwest school districts promote collaborative efforts to accomplish student achievement goals.

Table 8: Re-conceptualizing Roles & Responsibilities for School Leaders: Distributive Leadership Toward Powerful and Equitable Learning for All Students
Christopher Alejano, Bradley S. Portin, University of Washington

This paper provides the opportunity to explore and understand various aspects related to distributive leadership for the purpose of powerful and equitable learning for all students. Participants will discuss current models of distributive leadership with practitioners and conceptualize ways that leadership development programs can increase distributive leadership capacity in schools.
Table 9: Collaborative Theorizing: A Critical Examination of Standpoints on Desegregation and School Choice Policies
Sonya Douglass Horsford, Edith Rusch, University of Nevada, Las Vegas

This roundtable discussion will engage interested scholars as critical friends in dialogue on how Black school superintendent perspectives can inform current discourse on desegregation and school choice policy. Participants will discuss preliminary qualitative dissertation study data and engage with researcher in collaborative theorizing to identify potential bias and “encourage negotiation of meaning beyond a descriptive level.”

Table 10: A Conversation to Consider Collaborative, Cross-National Communication and Research on Leadership Preparation in the Latin American and Caribbean Region
Allison Borden, University of New Mexico

Increased recognition across the Latin American and Caribbean region of the centrality of the principal’s leadership role to school improvement requires identification of new competencies for educational leaders with subsequent changes in pre-service and in-service strategies. This conversation considers possibilities for supporting collaborative, cross-national communication and research on these issues.

4.2, Lafitte
Conversation: Continuing the Dialogue: Clark Seminar Participants Discuss Strategies to Support Social Justice Research
Erica Mohan, University of British Columbia; James Koschoreck, Yoko Miura, University of Cincinnati; Gerald Robianni, University of Alabama; Sheneka Williams, Vanderbilt University; Susan Faircloth, Pennsylvania State University

This conversation session extends a dialogue started at the 2006 David L. Clark Graduate Student Seminar in which participants posit increased communication, collaboration, and the identification of shared challenges and strategies as important first steps in the process of supporting researchers working towards social justice in schools.

4.3, Bowie
Paper: Contested Jurisdictions: Parents, Principals, and Activism
Chair: Francis Boakari, University of the Incarnate Word
Discussion Leader: Gwendolyn Webb-Johnson, Texas A&M University

When Parents Choose to Start-Up a School: A Social-Capital Perspective on Educational Entrepreneurship
Ori Eyal, Hebrew University of Jerusalem

This case study examines a group of parents who founded a school, and describes patterns in their use of social capital. It was found that “bonding” and “bridging” forms of social capital complemented each other in the establishment of a school. Governmental mechanisms for ensuring social justice are also discussed.

Designing Parent Groups for Participation
Carolyn Wanat, University of Iowa

Parent groups support and criticize schools. This paper proposesHackman and Oldham’s (1980) model of work group design to structure parent groups for participation in schools. In four studies of parental involvement, groups with well-designed tasks, composition, and norms brought about change while poorly designed groups failed to influence schools.

Parent Involvement in an Alternative School for Students at Risk of Education Failure
Lionel Brown, University of Cincinnati
This study focuses on the efforts of teachers and parents to build and sustain a successful remedial school. Based on the evidence, it is argued that school districts should establish remedial schools on a permanent basis. The study also contributes to the literature on parent involvement in schools.

**Parental Trust and Distrust**
Michelle D. Young, Edward J. Fuller, Cristobal Rodriguez, University of Texas at Austin

This paper focuses on the issue of parental trust. By showcasing examples from empirical research, the authors discuss elements of parental-school, parental-teacher, and parent-to-parent trust, the factors that enhance and undermine trust and practices that may take advantage of parental trust.

**4.4, Peraux**

**Paper: School Sanctions, Controlled Climate, and Leadership Effects**
Chair: Betty Porter Walls, University of Missouri-Columbia
Discussion Leader: Mary Snyder, University of Alaska-Anchorage

**Is Anyone Listening?: The Dichotomous Perspective of School Administrator Listening Skills**
Alan Shoho, Jerry Woods, Page Smith, University of Texas at San Antonio

Listening is a critical element in leadership with prior research suggesting that communication may impact the success of an organization. Seeking to add to the literature on listening skills and leadership in an educational setting, this study investigated self-perceptions and teachers’ perceptions of administrators’ listening skills.

**What School Leaders Should Know about Computer Data Systems for School Improvement**
Jeff Wayman, University of Texas at Austin

Schools have collected student data for years, but these data have been stored in ways that were inaccessible to practitioners. New computer systems are now making these data available to all educators. This paper will discuss these systems, describe implementation issues and review research on their use for educational improvement.

**Contest for Jurisdiction: A Case Study of School Sanctioning and Principals’ Work**
Stacey Rutledge, Florida State University

This multi-level study of policy implementation in two urban high schools uses an occupational decision making framework to examine how principals understood and implemented Chicago’s school sanctioning policy of probation. The paper contributes to cognitive understandings of implementation and to how sanctioning affects the discretion and jurisdiction of principals’ work.

**Leadership Effects on Teachers’ Sense of Community in Urban Elementary Schools**
John Weathers, University of Pennsylvania

The purpose of this study was to determine the effect of principals’ leadership practices on teachers’ sense of community urban elementary schools. Data for this study come from the National Center for Education Statistics’ (NCES) Schools and Staffing Survey (1999-2000). The study used multilevel regression analysis to examine the effects of not only principal practices, but also school structures and policies on teachers’ sense of community with a public school urban elementary (K-5) subset of the SASS data.

**4.5, St. Anthony Club**

**Symposium: Recent Research on Distributed Leadership Practices in School Settings**
Matthew Militello, University of Massachusetts- Amherst; Chris Janson, Kent University; Richard Halverson, University of Wisconsin; Jay P. Scribner, University of Missouri-
Columbia; Jennifer Goldstein, City University of New York; Sheldon T. Watson, Central Connecticut State University

The intention of this symposium is to present examples of a range of recent research framed by distributed leadership theory. The presentations will identify current practices of distributed leadership in K-12 settings including: School principal and counselor relationships, collaboration efforts at the district level, and the teacher evaluation process.

4.6, Jefferson Manor
Conversation: How, If at All, Does a School Leader’s Racial/Class Identity Influence Their Potential to Lead for Social Justice? A Conversation about Observed Effects and Possible Implications for the Preparation of Future Leaders
Brynnen Ford, University of Washington; George Theoharis, Syracuse University; Frank Hernandez, Iowa State University; Carlos R. McCray, Georgia State University; Linda Skrla, Texas A&M University; Andrea Evans, Northern Illinois University; Floyd Beachum, University of Wisconsin - Milwaukee

UCEA is concerned that educational leaders be prepared to support the learning of all children within the context of globalization and demographic change. In this interactive conversation, a diverse group of scholars and practitioners will address this concern as it considers questions surrounding intersection of identity and social justice leadership.

4.7, Crockett
Symposium: Telling Our Stories: The Theory, Practice and Leadership of African-American Females
Linda C. Tillman (Chair), University of North Carolina - Chapel Hill; E. Renée Sanders-Lawson (Discussant), University of Memphis; Collette Bloom, University of Houston; Olga Welch, Duquesne University; Debbie Blue, University of Texas at Austin

The purpose of the symposium is to present both theoretical and empirical work on Black females in four areas of educational leadership: the principalship, state level leadership, faculty level, and the deanship. Specifically, the four presentations will address the ways that the theory, practice and leadership of Black females provide democratic and moral leadership in educational institutions.

4.8, Alamo
Paper: Katrina Diaspora. Teacher Self-Efficacy and State Educational Quality
Chair: Judith Mathers, Oklahoma State University
Discussion Leader: Cynthia J. Reed, Auburn University

American Diaspora: The Effects of Selected Educational Policies on Students Displaced by Hurricane Katrina
Mary Erina Driscoll, Renee Waters, New York University

This study explores how selected educational policies, such as the coordination of social services through schools and selected aspects of No Child Left Behind, have affected the educational opportunities provided to students displaced by Hurricane Katrina.

Teachers’ Zone of Self-Efficacy: Who Gets Taught, Who Doesn’t Get Taught, and, More Importantly, Why?
Kathryn Bell McKenzie, Ricardo Lozano, Texas A&M University

This qualitative study examined the perceptions of veteran teachers teaching in schools that have become significantly more culturally diverse. A result of this research was the development of the construct “zone of self-efficacy.” This construct provides a possible explanation as to who gets taught, who doesn’t get taught, and why.
Heroic Leadership in the Wake of Katrina: The Resurrection of St. Augustine Elementary School (Pseudonym) and the People Who Made it Happen.
Daniel Miller, ChangingSystems

As devastating as hurricane Katrina was for the people along the Gulf Coast, there were lessons of incredible and courageous leadership that spawned herculean efforts to restore hope and community. A particular example is the story of St. Augustine Elementary School (pseudonym) and how leadership moved people from across the country to rally against total destruction to rebuild a community’s school. The story of this school’s “resurrection” allows a rare case in which to examine the coalescence of leadership from a wide array of stakeholders that resulted in a “perfect storm” of human capacity to create an effective school in third-world conditions.

4.9, Navarro
Paper: Diverse Perspectives on Improved Service Delivery and Action Research to Promote Student Achievement
Chair: David S. Brazer, George Mason University
Discussion Leader: Lauri Johnson, SUNY Buffalo

Integrated Comprehensive Service Delivery to Students Who Are English Language Learners
Martin Scanlan, Marquette University

Best practices encourage schools to view students who are English language learners from an asset-based perspective and to craft service delivery in a comprehensive manner. This article critically reviews empirical literature regarding service delivery to students who are English language learners and presents strategies to eliminate segregatory service delivery.

Standards-Based Mathematics Reforms, Multicultural Teacher Preparation, and Mathematics Achievement of American Indian/Alaska Native Eighth Graders
Motoko Akiba, Yue-Lin Zhuang, University of Missouri-Columbia

Based on secondary analyses of the NAEP state data on American Indian/Alaska Native students in four states, this study found that the standards-based teacher learning and practice were associated with higher mathematics achievement in Arizona, Montana and New Mexico. Multicultural teacher preparation was associated with higher achievement only in Arizona.

Shifting Practice to Support Black Students
Jerika Johnstone, University of Minnesota

The purpose of this essay is to explore the history and principles of African-centered and learner-centered education models in America and South Africa. The essay identifies practices that will help ensure that leaders are well prepared to support the learning of Black students in particular.

Action Research for School Improvement: Spreading Seeds
Stephen P. Gordon, Suzanne Stiegelbauer, Julie Diehl, Texas State University

This paper reports on a three-year project in which a school improvement network organized by university assisted schools using action research as a vehicle for school improvement. The overall study includes separate case studies of eight schools, as well as a comparative analysis of the eight cases.

4.10, LaSalle
Symposium: Radicalizing Educational Leadership: The Dimensions of Social Justice
Ira Bogotch, Florida Atlantic University; Floyd Beachum, University of Wisconsin-Milwaukee; Jeffrey Brooks, Florida State University; Fenwick English, University of North Carolina, Chapel Hill; Jackie Blount, Iowa State University; Judy Alston, Widener University
This symposium presents five original theories derived from the diagnosis and treatment of social justice problems. Here, we make the theoretical possibilities for understanding and achieving social justice explicit. The papers demonstrate how academic disciplines, including education, organize disparate social justice definitions and promote educational leadership actions.

4.11, Midland
Innovative Session: *From Application to Dissertation: Integrating Social Justice Throughout an Entire Doctoral Program*

Lauren Hoffman, Jeanette Mines, Heather Hickman, Dan Johnson, Sarah Waddell, Karen Sullivan, Lewis University; Gerardo López, Leonard Burrello, Indiana University, Bloomington

This innovative session will address how the new Educational Leadership doctoral program at Lewis University conceptualizes its entire program and inquiry curriculum around issues of moral transformative leadership and social justice. From the application process into the doctoral program to the design and implementation of the dissertation, students are expected to not only recognize the ways in which institutions and schools oppress people outside the dominant culture, but also be deliberate and active by creating democratic and equitable practices for people of difference to be included in all aspects of society.

4.12, Coronado
Conversation: *A Discussion of Leadership and Diversity*

Fara Zimmerman, Fayetteville State University; Diane Hodgins, Florida State University; Seth Marineau, University of Vermont; Janet Wojtalik, Duquesne University

This discussion will address issues of equitable access to resources that confront educators, researchers, and policy makers. Framed by various theories, the discussion will focus on how school leaders can promote equitable resource allocation within schools, and how race, gender and economic issues mediate access to school resources.

4.13, Anacacho Ballroom
Flashpoint Panel: *Setting Our Sights on Quality & Coherence: Creating a Statewide Dialogue*

Gini Doolittle, Thomas C. Monahan, Rowan University; Donald Leake, The College of New Jersey; Joseph Murphy, Vanderbilt University; Leonard Goduto, Rider University

Creating a state-wide dialogue citing the need to facilitate better communication and engage leadership preparation program stakeholders in an ongoing and extensive dialogue aimed at improving preparation, this session argues that such interaction rightfully begins at the state level and that coming together with alternative preparation programs provides a focal point for improving the profession.

4.14, Mahnke, Gunter Hotel
Conversation: *The Temple of our Unfamiliar III: The Scholars of Color Network in Educational Administration*

Judy Alston, Widener University; Gerardo R. López, Indiana University

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.

4.15, Georgian Hall
Fireside Chat: Perry Zirkel, University of Kentucky
Table 1: Small School Governance in Texas: Practices & Challenges of Schools Districts with 500 or Less Students  
Snider Donnie, Lloyd Goldsmith, Abilene Christian University  
Democratic governance of public school systems is a uniquely American institution. Despite the long history of local school boards, very little statistical information is available on these public bodies. The findings provide society with a greater understanding of school governance, particularly as it applies to small school districts.

Table 2: Servant Leadership: A Case Study of an Emerging Leadership Theory That Enhances Organizational Culture Leading to the Removal of Social Injustice  
Jason Anderson, Springfield R12; Barbara N. Martin, Michael Jinks, Sandy Hutchinson, Central Missouri State University  
The purpose of this ongoing study was to examine a superintendent identified as a servant leader and school culture. Examined through a case study inquiry, were servant leadership, culture and social justice. Preliminary findings reveal that for leaders and schools to respond effectively to social issues, the utilization of servant leadership is necessary.

Table 3: Amidst the Storm of Change: Is Ethical Decision Making and Moral Leadership Needed?  
Sherry DeVore, Branson R-IV School District; Barbara N. Martin, Michael Jinks, Sandy Hutchinson, Central Missouri State University  
The purpose of this study was to examine the personal and professional ethics of superintendents and how each influences ethical moral decision making. A multi-case study was utilized. Four initial themes have emerged: personal and professional ethics/values (belief system), decision making procedures and practices of male and female superintendents (decision making), challenges of ethical leadership, and professional development.

Table 4: Institutionalized Discriminatory Practices: Factors that Discourage Hispanic Lead Teachers from Pursuing the School Principalship  
Richard Sorenson, University of Texas at El Paso  
This study provides for a critical examination and analysis as to how institutionalized discrimination within school districts on the U.S./Mexico border continues to occur based on policies and practices that have differential and negative effects upon subordinate groups such as Hispanic lead teachers who are seeking career opportunities in school administration.

Table 5: Inquiry Method for Ethical Deliberation  
Bruce Kramer, University of St. Thomas; Ernestine Enomoto, University of Hawaii  
As school leaders must serve students in pluralistic educational settings, they need ways to engage in ethical deliberation that are critically pragmatic, empirically based and democratic in practice. In this roundtable, we present an inquiry method informed by John Dewey and Stephen Fesmire to examine ethical dilemmas. Applying the method to a case, we reflect on its usefulness and open for critique from session participants.

Table 6: Has The Globalization of Education through the Proliferation of Digital Delivery Created an Anti-Democratic and Socially Unjust Environment for Special Learner Populations?  
Shelly Hildebrand, Mike Woods, University of Oklahoma
Global digital delivery impacts business boardrooms and comprehensive schools. Existing research identify positive correlations between technology interaction and student self-worth. Our findings indicate a representational void among special student populations accessing digital delivery opportunities. Educational leadership mandates preparation of all students’ to flourish democratically in an evolving global culture.

Table 7: Educational Leadership Development in a Flat World
Lynda McDaniel, Quyen Arana, University of Oklahoma

Friedman’s The World is Flat (2005) recommends leadership prepared for globalization while Fullan’s Leading in a Culture of Change (2001) describes leadership competencies that meet Friedman’s recommendations. Educational leaders who complete a leadership initiative based on O’Hair’s IDEALS framework (2000) demonstrate core competencies that exemplify global thinkers.

Table 8: Re-Examining Transformational Leadership through a Critical Theory and Postmodern Prism
Qian Sun, SUNY Buffalo

This presentation will focus on the kinds of research most likely to facilitate the development of democratic communities in our schools. Through the prism of critical theory and postmodernism, it will illuminate new understandings of leadership and organizations that have precipitated debate about power allocation, social justice, morality, and ethics.

Table 9: Autobiography in Pre-Service Teacher Education Programs: What School Leaders Need to Know
Jennifer Milam, Patrick Slattery, Mei Wu Hoyt, Matthew Grumbein, B. Stephen Carpenter, II, Texas A&M University; Michael O’Malley, University of Central Florida

There has been an emphasis on autobiography and socio-cultural issues in teacher education programs for two decades. School leaders should be aware of the attitudes and perceptions of teacher candidates toward the autobiographical dimension of classroom teaching and school culture. This study explores the use of autobiography and self-disclosure in one pre-service teacher education program.

Table 10: An Investigation of Teaching For Democratic Communities: Disappointments and Possibilities
Lynn Doyle, Old Dominion University

While democratic leaders must shift power, research and the findings in this investigation indicate that even innovative preparation programs (Change the word programs to strategies) are not adequately building this capacity. Results and discussion focus on developing powerful pedagogies that transform behaviors so that future leaders shift power to create democratic communities.

Table 11: A National Study of the Mistreated Teacher
Joseph Blase, University of Georgia

This study identified American school teachers’ perceptions of the major sources and intensity of the experience of mistreatment by a principal, the consequences of such mistreatment, how perceptions of mistreatment vary by demographic variables, perceptions of causal factors, and coping skills. This was a descriptive study of 172 U.S. teachers’ responses to a self-administered, on-line questionnaire consisting of 219 items.

5.2, Lafitte
Conversation: Using Translated Instruments in Social Sciences Research
Judith E. Beauford, Yosuke Nagashima, Ming-Hsun Wu, University of the Incarnate Word
The cross-cultural exchange of students and research necessitates the use of translated versions of research instruments. Care must be taken to assure cultural appropriateness, equivalence of translation, and equity of administration for conclusions for such efforts to be sound. Challenges and solution strategies are reviewed from the literature and reported as applied to studies conducted at this university.

5.3, Bowie

Paper: *Resistance/Compliance With No Child Left Behind*

Chair: Sandra Harris, Stephen F. Austin State University

Discussion Leader: Philip T. K. Daniel, Ohio State University

The Intersection of Resistance and Compliance with the No Child Left Behind Act among US States

Janie Clark Lindle, Monica Wills, Clemson University; James G. Cibulka, University of Kentucky

A current contest for educational leaders lingers in the accountability movement. Federal intervention in states’ jurisdiction over public education steadily increased since the 1965 enactment of the Elementary and Secondary Education Act (ESEA). The most recent reauthorization of that legislation in 2001 known as No Child Left Behind (NCLB) expressed Congress’s exasperation with the incremental pace of states’ and educators’ improvement of student achievement and triggered a range of resistance and compliance across the 50 US states.

Race and Class Meet NCLB

Diane M. Dunlap, Emilio Hernandez, Jr., University of Oregon

An extensive case study of a highly successful federally-funded program aimed at the education of Latino migrant-stream students yielded results that are in sharp contrast to current federal policy for Latino populations as expressed by the No Child Left Behind Act. Three recommendations are made for leader preparation programs.

Responses of Small and Medium Sized School Districts to the No Child Left Behind Act

Chris Miller, University of Illinois at Chicago

This study investigated the responses of school districts to the No Child Left Behind Act by recording their use of state test data. Capacity for data use in small and medium school districts varied greatly and was related to the size of the district central office.

NCLB’s Race-Conscious Accountability Mechanisms: Symbolic Or Substantive Legal Reform?

Laura McNeal, Georgia State University

The Symbolic Legal Theory will be used as a conceptual lens to examine whether the No Child Left Behind Act’s race-conscious accountability measures are achieving substantive or symbolic legal reform. This paper session will also highlight the current legal landscape regarding recent challenges to the constitutionality of the No Child Left Behind Act and the implications for student achievement in secondary schools.

5.4, Peraux

Paper: *Exploring Contested Intersections of Social Justice*

Chair: Thu Suong Thi Nguyen, University of Missouri-Columbia

Discussion Leader: Thomas Oldenski, University of Dayton

Critical Place-Conscious Leadership: Attending to Democracy, Social Justice and Contested Intersectons of Globalization and the Local

Kathleen Budge, Boise State University
Drawing from an interdisciplinary body of literature, this conceptual paper presents a theoretical framework for critical place-conscious leadership. The author briefly outlines a pedagogy needed to develop critical place-conscious leaders and the implications for leadership preparation programs.

**Democratic Research Methodologies: Using Voice in Portraiture in Studies that Advance Social Justice Ideals**
Faith Ngunjiri, Bowling Green State University
This paper looks at the use of portraiture as a democratic methodology that would enable educational administration scholars to conduct research that advances social justice ideals. The author presents six uses of voice in portraiture to demonstrate the co-creation of meaning between researcher and participants.

**Freirean Notions of Educational Leadership: Towards More Understanding of Voice and Dialogue in Studies of Community/University Partnership and Civic Engagement**
Pete Miller, Tanya Brown, Rodney Hopson, Duquesne University
Traditionally, transformational analysis and advocacy in research has been paradigmatically situated in the field of critical studies. Such work rejects espoused notions of neutrality and objectivity as it actively seeks the overhaul of oppressive policies and structures. However, as educational researchers and leaders – whose needs to listen to the voices of their communities are increasingly urgent – attempt to align their work with tenets of specific critical theorists, questions arise as to how this can be done in authentic, context appropriate ways.

**5.5, St. Anthony Club**
Symposium: *Instructional Teacher Leadership Roles: Toward a Theoretical Framework*
Sara Ray Stoelinga, Cambium Learning; Melinda M. Mangin, Michigan State University; Richard Halverson, Christopher N. Thomas, University of Wisconsin-Madison; Jay Paredes Scribner, University of Missouri-Columbia; Jonathan Supovitz, University of Pennsylvania; James E. Taylor, American Institutes for Research; Sheldon T. Watson, Central Connecticut State University; Jennifer York-Barr, University of Minnesota
This symposium presents five theoretical frames for understanding and interpreting non-supervisory, school-based, instructional teacher leadership roles. The papers draw from five distinct bodies of research to present a cohesive understanding of past, present, and future representations of teacher leadership.

**5.6, Jefferson Manor**
Symposium: *Approaches, Policy Influences and Impact of Developing Instructional and Transformational Leaders: A Comparison of Eight Exemplary Programs and Their Graduates*
Margaret Terry Orr, Bank Street College; Michelle LaPointe, Ray Pecheone, Steve Davis, Stanford University; Carol Cohen, The Finance Project; Joseph Murphy, Vanderbilt University; Margaret Barber, Lehigh University; Peggi Zelinko, Bea Ceja, US Department of Education (Discussants)
This symposium examines innovative leadership preparation and practice and school improvement. Two papers look separately at instructional and transformational leadership development and work, as evidenced from case studies and survey research of practicing administrators (graduates and others). A third paper addresses cross-cutting relationships of preparation and practice, while a fourth shows the state policy and finance context.
The Presentation of Self at School: How Queer School Administrators Negotiate Identity
Autumn Tooms, Kent State University

This paper seeks to extend the field based research within a social justice lens by examining a group of marginalized educators who rarely are given a voice: Those that are gay, semi-closeted, and serving as school administrators. Semi-structured, open ended interviews were conducted with seven gay school administrators who live and serve schools in a northeastern state that recently passed legislation banning gay marriage.

In a Free Society Should Homosexuals, Atheists and Racists Be Allowed to Speak? What American Youth and Teachers Believe
Robert Slater, Texas A&M University

Free speech issues, particularly those related to homosexuality, religion, and race, are increasingly controversial topics in schools today. When American teachers are asked whether or not they in general support free speech, 96 percent of them say they do. But when asked whether they would support speaking, teaching and publishing by homosexuals on and for homosexuality, by atheists on and for atheism and by racists for white supremecy – in their community – teachers and youth (18-24-year-olds) tend to balk, with much lower percentages supporting these First Amendment rights.

Federal and State Protections for Gay and Lesbian Public School Educators
Suzanne Eckes, Martha McCarthy, Indiana University

In addition to the U.S. Constitution, gay and lesbian public educators have also relied on state constitutions and state laws when they have been discriminated against in public schools. However, only a limited number of states have implemented such protections. During this paper session, the researchers will examine which states have afforded extra protections to gay and lesbian public employees.

Educator Sexual Misconduct in Schools: Implications for Leadership Preparation
Janice Fauske, Lenford Sutton, S. Sonja Cairns, Carol Mullen, University of South Florida

School leaders face increased responsibility for recognizing and preventing sexual misconduct among faculty, staff and students, yet understanding of its prevalence in schools is limited. This session explores recent studies of sexual misconduct, including variations, prevalence, prevention measures, as well as implications for leader preparation.

A Study on Teachers’ Belief and Knowledge about Site-Based Reform in Taiwan
Yu-Shu Kao, National Chi-Nan University

For the last decade, Taiwan has initiated a series of site-based educational reform movements in school administration and curriculum. Teachers, as a center of reform, are expected to enrich their knowledge and to cultivate strong beliefs about reform, which are not only affected by their personal profile but also by contextual factors of structure and culture at all levels. The purpose of the study is to explore these factors and how they affect teachers’ practices.
Globalization and the Cross-national Attraction of Educational Law: The Case of China
Ran Zhang, Indiana University
This presentation explores how educational law and students’ rights in China have
developed under the context of globalization. The impact on social justice and the myth and
misunderstanding in this cross-national attraction will be discussed.

Teacher Evaluation, School Context, and Teaching Practice in Taiwan and the U.S.
Yue-Lin Zhuang, Motoko Akiba, University of Missouri-Columbia
Based on secondary analyses of the TIMSS 2003 data on mathematic teachers in Taiwan
and the U.S., we found that schools in smaller communities were more likely to use peer
review evaluation in Taiwan. The use of peer review evaluation was associated with successful
curriculum implementation in the U.S.

European American Teachers: Perceptions of Intergroup Conflict in Urban Schools
Stella Bell, Southwest Educational Development Laboratory; Jean Madsen, Texas A&M
University
As urban public schools becomes increasingly diverse and teaching workforce continues to
be dominated by European American teachers, it’s crucial to understand how teachers interact
and respond to the needs of students of color. The intent of this study examined European
American teachers’ perceptions of intergroup differences in urban schools

Preparing Global Leaders?: The Ph.D. in Education as a Locus for Transformative Learning
Dorothy Ettling, Fadi Toni Helwanji, Alison Buck, University of the Incarnate Word
This presentation will explore the study of perceptions of Ph.D. faculty and graduates at
one university about how their program has fostered transformative change in their lives.
Using a case study design, the research should provide important insights about educating
leaders for change. Transformative learning theory and organizational change theory supply
the study’s theoretical framework.

A Case Study about the Impact of the Higher Education Reform Policies in Argentina: The
Outcomes on Professors’ And Administrator’s Views about the Professoriate
Gabriela Silvestre, University of Pittsburgh
This paper is an in depth case study of the impact of the higher education reform policy
of 1995 (and subsequent policies) on the ways in which professors and academic staff
perceive the roles of the professoriate. It draws upon data from different sources, including
interviews, and policy documents.

The Canadian Charter and Democracy: The Intersection of the Individual and the Collective
Frank Peters, University of Alberta
The Canadian Charter of Rights and Freedoms was promulgated in 1982 as part of the
Canadian constitution. It is essentially minoritarian: everybody enjoys the enumerated rights,
subject too reasonable limits endorsed through section 1. Rulings relating to schools have
tended to support communitarian rather than individualist applications of the Charter.

Becoming a Democratic-Ethical Educational Leader: Conceptualizing Values,
Possibilities and Agendas in New DEEL Leadership Preparation Curricula
Flashpoint Panel: Becoming a Democratic-Ethical Educational Leader: Conceptualizing Values,
Possibilities and Agendas in New DEEL Leadership Preparation Curricula
University and practitioner leaders around the world have recently joined in a movement called the New DEEL (Democratic-Ethical Educational Leadership). One top priority for this movement is the creation of dynamic leadership preparation programs that challenge traditional assumptions. This flashpoint panel includes five provocative perspectives for new programs.

5.11, Midland
Richard Fossey, University of Houston; Gary Crow, Florida State University; Khaul Murtadha, IUPUI; Michelle Young, UCEA; Margaret Grogan, University of Missouri-Columbia

Five participants will prepare brief think piece essays of 1000-1500 words on the topic of the “signature pedagogy” of the field of Educational Leadership. At the Flashpoint Session, the five participants will each give a brief presentation of no longer than 10 minutes, leaving approximately 30 minutes for questions from the audience and unstructured discussion.

5.12, Coronado
Symposium: The Intersection of Leadership Preparation and Identity Formation: Professors and Students Together at the Crossroads
Sarah W. Nelson, Miguel A. Guajardo, Texas State University - San Marcos; Patricia L. Guerra, Francisco Guajardo, University of Texas – Pan American; Enrique Aleman, University of Utah

This session explores multiple approaches to incorporating identity building into school leadership courses for the purpose of developing school leaders who are responsive and responsible to the diverse communities they serve. Presenting alongside their students, professors of educational leadership will discuss course projects and outcomes through video, personal narratives, and oral histories.

5.13, The Boardroom
Conversation: Contested Terrain: Identity and Agency in Academic Practice and Research
Maricela Oliva, Kim Cuero, Veronica Valdez, Lucila Ek, University of Texas at San Antonio; C. Cryss Brunner, University of Minnesota

This proposal opens a conversation between women and minority scholars (and subsequently, the audience) who actively contend with questions of identity and agency in the figured world of academe. The conversation will cover how those are contested for these scholars as they seek to define themselves as scholar/researchers in academe.

5.14, Mahnke, Gunter Hotel
Invited Session: Julie Laible Memorial Session for Jackson Scholars
Linda Tillman, University of North Carolina - Chapel Hill

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

5.15, Anacacho Ballroom
Closed Meeting: UCEA Handbook on Educational Leadership, Part I
Michelle D. Young, Joseph Murphy, Rodney Ogawa, Patrick B. Forsyth, Martha McCarthy, Robert Kottkamp, Edith A. Rusch, Diana Pounder, Don LaMagdeleine, Dianne Taylor, Faye
Friday

Patterson;  Gail Schneider, Brendan Maxcy, David Arsen, Nan Restine, Cindy Reed, William L. Boyd, Kenneth Leithwood, Robert Crowson, Lars Bjork, Tony Bush, Miles Bryant, Philip Hallinger, Jacky Lumby, Allan Walker, Tricia Browne-Ferigno, Jim Rinehart, Theodore Creighton, Scott Bauer, S. David Brazer, Gerardo Lopez, David Quinn, Jerry Starratt, Nelda Cambron-McCabe, Maria Luisa Gonzalez, Fran Kochan, M. Terry Orr, Margaret Barber, James Bliss, Karen Osterman, Paula Cordiero, Janet Chrispeels, Bruce Barnett, Mike Copeland, Juanita Garcia, Margaret Grogan, Paul Bredeson, Whitney Sherman, Stacey Preiss, Kent Peterson, Carolyn Kelly, Jay P. Scribner, Norma Mertz, Ernestine Enomoto, Steve Gross

5.16, Georgian Hall
Fireside Chat: Charles Russo, University of Dayton

Session 6, Friday, 12:40 PM – 1:45 AM

6.1, Travis
Symposium: Exploring Contested Intersections: The Role of Education Law in the Quest for Social Justice in the Global Community
Charles Russo, University of Dayton; Joseph Beckham, Florida State University; Frank Brown, University of North Carolina-Chapel Hill; Nelda Cambron McCabe, Miami University; J. John Harris, University of Kentucky; 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 law, policy and practice.

6.2, Lafitte
Symposium: Developing Effective Leadership Preparation: The Potential of Learning Communities III - The Reality of Transfer
Gini Doolittle, John Sherry, Rowan University; Michael Copland, University of Washington; Tricia Browne-Ferrigno, University of Kentucky; Rodney Muth, University of Colorado; Cindy Norris, University of Tennessee-Knoxville; Peg Basom, Joe Johnson, San Diego State University; Bruce Barnett, University of Texas at San Antonio; Delores Lindsey, California State University-San Marcos; Juanita Garcia, University of Texas at Austin

Opportunities to engage in substantive dialogue with colleagues are critical for improving leadership preparation programs and for moving theory into practice. This thematic Symposia will help participants learn more about how to effect transfer given the current accountability press and the requirement of accreditation agencies to establish evidence of learning outcomes.

6.3, Bowie
Paper: Exploring Dimensions of Teacher Leadership
Chair: John Weathers, University of Pennsylvania
Discussion Leader: Scott Bauer, Goerge Mason University

The Distribution of Power between Teacher Leader and Principal: Forming a Democratic Structure for School Leadership
Yi-Hsuan Chen, Texas A&M University

As teachers are urged to assume new roles, a better understanding of nature of the distribution of power between teacher leader and principal is important. In this qualitative study, findings revealed teacher leaders and principal together constructed a collaborative
process resulting in group interactions and decision-making where the teacher leaders were encouraged to be active agents in the process.

An Investigation of the Relationship Between Principals With an Orientation in Teacher Leadership and Transformational and Transational Leadership Behaviors
Lisa Reason, Capella University; Casey Reason, Bowling Green State University
This investigation found that principals, who had a background in teacher-leadership before taking office, were rated as significantly transformational by the teachers in their schools. This speaks to the impact of teacher leadership on transformational leadership behaviors.

Teacher Leadership: A Definitional Perspective from Principals and Teachers
Pamela Angelle, Jessie Beaumont, University of Tennessee, Knoxville
This study defines teacher leadership from the perspectives of principals and teachers identified as leaders. Qualitative data were collected from interviews and observations. Findings indicate elements that are necessary for, and define the concept of, teacher leadership, include: teacher leader personal traits and skills; professional communities; and school culture.

The Socialization of New Principals
Michael Hertting, University of Wisconsin - Whitewater
This study, utilizing socialization theory, addressed a central research question: How do systems of support, formal or informal, influence the socialization of first-year principals? Using a mixed methodology of a survey and interviews, this study found a significant relation between the socialization of the new principal and the types of support provided.

6.4, Peraux
Paper: International Patterns of Leadership Preparation
Chair: Marla McGhee, Texas State University
Discussion Leader: Judith Jackson May, Bowling Green State University

Patterns in Leadership Preparation: Case Studies of Educational Leadership Preparation in Belarus, Azerbaijan, West Bengal, and China
Miles Bryant, Siballi Dutta, Alesia Krupenikava, Farida Agammadova, Xiao Hu, University of Nebraska-Lincoln
This paper session will examine the practices for selecting and developing new school principals in four countries: Minsk, Belarus; Baku, Azerbaijan; West Bengal Region, India; and Chongqing, China. Data are gathered through interviews with knowledgeable subjects. Four researchers use a common research protocol translated into native languages in gathering data.

Leadership Preparation to School Improvement: A Comparative Analysis of 10 Programs’ Graduates Impact on School
Margaret Terry Orr, Bank Street College
A survey of 400+ graduates (5-10 years) from 10 leadership preparation programs traced preparation impact on leadership outcomes. The results showed differences in program qualities, which were positively associated with graduate learning and career advancement. These features were positively but indirectly related to leadership practices and school improvement. District characteristics and support had a moderating influence.

School Leadership Preparation: Lessons Learned from England
Ronda Tighe, Werner Rogers, Georgia State University
Britain has developed a certification program for Headteachers based on their National Standards for Headteachers. The National College for School Leadership provides training,
which is determined by candidates’ existing leadership experiences and expertise. Interviews with candidates and headteachers revealed lessons to be learned from this standards-based leadership preparation in England.

_Finding Harmony in the Discord: An Analysis of Competing Agendas for School Leader Preparation_
Diane Dean, Illinois State University

The paper uses comparative document analysis to investigate six current calls and proposals for change in school leader preparation, stemming from policymakers, practitioners and the public.

### 6.5, St. Anthony Club

**Paper: Contested Spaces and Leadership Preparation**
Chair: Madeline Hafner, University of Utah
Discussion Leader: Sandra Harris, Stephen F. Austin State University

_The Educational Leadership Program Coordinator: Visionary Academic Leader or Service Provider?_
Donald Hackmann, University of Illinois at Urbana-Champaign; Carolyn L. Wanat, University of Iowa

This study examined the program coordinator’s role in selected educational leadership programs. Coordinators’ responsibilities included visioning future program directions, managing all program aspects, and forming field connections. Incentives were minimal and their time commitments were immense. Coordinators attempted to protect junior faculty while handling the work of the program area.

_Building Democratic Faculty Governance as Critical Decision Making: The Politics of Listening and Giving Voice_
Michele Acker-Hocevar, Dilys Schoorman, Florida Atlantic University

A critical ethnographic study of faculty governance analyzed archival data from over 300 e-mails among key decision makers, minutes of 16 meetings, results of five surveys and reports generated by the Faculty Assembly, as well as ongoing written reflections of the Assembly officers. Through an analysis of the data for listening and voice, the results of values of participation, communication, teamwork and conflicting points of view were revealed through the struggles; the recognition of faculty stages of democratic and critical decision making; and, the importance of negotiating the politics of building democratic faculty governance.

_Preparing School Leaders: A Response to the Levine Report_
William Bozeman, University of Central Florida; Jess House, Florida Gulf Coast University

Numerous reports have been critical of leadership programs. The Levine Report (2005), supported by survey research data, argued that current practices should be replaced. This paper will report the results of a follow-up survey of doctoral granting program heads regarding their opinions of resources, funding, improvement processes, and relevance.

_Problem-Based Learning as an Integral Strategy for Leadership Development in an Innovative Preparation Experience_
Ted Zigler, University of Cincinnati

Problem-based learning offers a method to connect theory to practice, while helping learners develop strategies and skills to succeed in the ever increasingly complex landscape of school leadership. This case study analysis will examine how problem-based learning is utilized in an innovative six-week induction experience to a principal preparation program.
Mentoring Women Central Office Administrators
Ava Muñoz, Anita Pankake, University of Texas at Pan American

This mixed methods study presents insights regarding the effects of mentoring on women central office administrators’ career aspirations. One hundred and eleven participants from the southernmost region of Texas (San Antonio-The Rio Grande Valley) were surveyed and four randomly selected respondents participated in personal interviews. The interviews revealed specific information regarding these women’s career aspirations, inclusive of the superintendent.

Mentoring School Improvement: Case Studies of Critical Friends
Suzanne Stiegelbauer, Texas State University - San Marcos

Schools and school leaders are constantly dealing with aspects of school reform or improvement. Whether these improvements come from internal or external needs, planning, organizing, and supporting change within a school can be a difficult endeavor, especially in the face of multiple demands and changes. This paper describes the involvement of a set of university based “critical friends” engaged as “mentors” to school improvement efforts in a set of school in central Texas.

Improving Administrator Preparation and Practice Through Well-Designed Internships
William Cunningham, Whitney Sherman, Old Dominion University

This paper discusses how universities can become more closely tied to practice and school districts more closely tied to knowledge development and training for diverse groups through the internship. Findings from the study promote practices that support, appreciate, and reward the development of a practical culture of learning as well as an academic culture that values practice.

Mentoring for Principals: Reinforcement of the Status Quo or Pathway to Change?
John Daresh, University of Texas at El Paso

This paper presents a study of urban school principals serving as mentors to a large group of first year principals. The objective was to determine how effective mentors were in helping their mentees refine skills associated with instructional leadership instead of survival as building managers.

The Role of the Culbertson Award in Supporting the Career Development of Educational Leadership Faculty
Michelle D. Young, UCEA; Paula Short, Tennessee Board of Regents

This study focuses on the impact that winning the Jack A. Culbertson Award had on its recipients in terms of their research, networking, confidence, and other aspects of career and personal development.
Negotiation as a Tool for Creating Democratic Communities in Middle Schools
Teresa Wasonga, Illinois State University

Negotiation was defined as the process by which school leaders mediated or engaged the school community. Findings indicated that processes used to negotiate for democratic community included: interacting, evoking, empowering, integrating, recognizing challenges, and controlling. Democratization depended on the principals’ ability and willingness to maximize input from community without abdicating responsibility and accountability through negotiation.

Principles, Perceptions, and Pedagogy: Preparing Administrators for Leadership in Language Diverse Communities
Janet Shefelbine, University of Texas – Brownsville; Mariela Rodriguez, University of Texas at San Antonio

This study focuses on the values, views, and knowledge of graduate students enrolled in coursework designed to prepare pre-service administrators for instructional leadership with English language learners. Findings reflected that these students adopted a value-added view of second language learners and developed an understanding of second-language literacy and assessment needs.

Partnerships for Preparing Urban Leaders: What Can we Learn from the PDS Research?
Donna Breault, Georgia State University

This study is based upon a content analysis of 250 PDS research studies published between 1990 and 2006. Five themes emerged regarding resource, relational, structural, ideological, and outcome considerations. Based on these, we explore the implications for one urban leadership program specifically and then offer recommendations for other urban programs.

Legal Research as a Tool to Address Accountability-Based Research and Decision-Making in Educational Administration
Philip T. K. Daniel, Ohio State University; Patrick Pauken, Bowling Green State University

The socio-legal environment of education is shifting to a focus of more accountability measures, oversight regulations, and system constraints. The goal of this innovative session is for education researchers and practitioners to acquire a set of legal research techniques so as to shape an agenda and explore topics that support students, teachers, and administrators in the 21st century.

6.8, Alamo
Paper: Assessing Superintendency Leadership and Tenure
Chair: Jimmy Byrd, University of North Texas
Discussion Leader: Betty Steffy, Pennsylvania State University

Voices from the Superintendency: Accountability, Democratic Voice and Social Justice
Thomas Alsbury, Iowa State University; Kathy Whitaker, University of Northern Colorado

This paper reports on the UCEA Voices III project, a study to determine how school leaders, from several locations and contexts, relate to school improvement, democracy, and social justice. Study findings indicate that superintendents articulate these concepts in more general and practical terms, suggesting a more pragmatic approach in preparation programs.

Exploring the Intersection of Superintendent Leadership and District Academic Performance: Silver Bullets or Silver BB’s?
Cindy Edwards, Don M. Beach, Tarleton State University
The purpose of this study was to examine the relationship between superintendent instructional leadership behavior and district performance through the use of an empirically derived score, the Valence Index of Performance (VIP). Findings revealed that district performance clustered within academic, advanced academic, and teacher characteristic factors.

**The Affect of Preparation Program Quality on the Superintendent’s Ability to Improve Student Achievement**

Jimmy Byrd, University of North Texas; Celia Drews, Tarleton State University; Robert Slater, Texas A&M University

Recently, the usefulness of the Doctorate of Education (Ed.D.) has been called into question, even going so far as to call for the elimination of the degree all together. However, the primary question is whether programs offering doctoral degrees in educational administration adequately prepare school leaders for the practicalities of the K-12 setting. The findings of this study suggest that the call for the elimination of the Ed.D. is unfounded.

6.9, Navarro
Innovative Session: *Have You Looked Into My LENS?: Andragogical Insight into the Recognition and Inclusion of Self-As-Principal Voices in Principal Preparation Classrooms.*

Mack Hines, Sam Houston State University

This interactive session uses sunglasses, markers, and past experiences to highlight the andragogical value of and approach to including students’ voices in principal preparation classrooms. The outcomes should show that any global, democratic discussion on principal preparation programs should reflect the specific inclusion of lived experiences in principal preparation classrooms.

6.10, LaSalle
Symposium: *Exploring Critical Race Theories in Educational Politics, Policy, and Leadership: Intersecting Possibilities for Social Justice and Democracy*

Enrique Aleman, Lynette D. Land, University of Utah; Gerardo R. López, Indiana University; Sonya Douglass Horsford, University of Nevada, Las Vegas

The purpose of this panel is to engage session participants in exploring critical race theories as interpretive frameworks when researching educational leadership, politics, and policy in the fields of higher education and K-12 public education. The presentations and dialogue are designed to inform educational theory, research, and practice by integrating the various innovative perspectives and directions of critical race theories.

6.11, Midland
Symposium: *Urban Schools: Stories of Democracy, Leadership, Social Justice, and Resources*

Augustina Reyes, Danette Maldonado, University of Houston; Benita Contreras, Linda Rodriguez, Houston Independent School District; Steven Fullen, Pasadena Independent School District; Collette Bloom, Texas Southern University; Christopher Povich, Conroe ISD

The purpose of this interactive symposium is to share stories of democracy, leadership, social justice, and resources in urban environments. While urban schools are sites of many challenges they are also the sites many academic and other school successes.

6.12, Coronado
Flashpoint Panel: *Understanding the Complexity of Gender and Sexuality Through the Lens of Recent Biological Studies on Intersexuality: Advancing Social Justice and Democracy for Gender Diverse Students*

Michael O’Malley, Southern Illinois University Edwardsville; Jeanne F. Brady, Catherine A. Lugg, Patrick Slattery Rutgers University
The marginalization, ostracization, and disaffection of students and faculty in schools because of gender and sexuality differences (perceived or actual) is a pervasive problem in schools that dramatically impacts attendance, school climate, engagement in curricular and co-curricular activities, and educational outcomes. School leaders must address these problems.

6.13, The Boardroom
Conversation: School System Leadership in Sweden
Lars Bjork, University of Kentucky; Olaf Johansson, Umeå University University; Paul Bredeson, University of Wisconsin; Elisabeth Zachrisson, Umeå kommun; Anders Byström, Östersunds kommun; Ann-Christine Gradin; Mats Hagstedt, Bergs kommun; Birgitta Lundgren, Krokoms kommun; Cenneth Magnusson, Arvidsjaur kommun; Maria Müller, Piteå kommun; Arne Nornberg, Nordmalings kommun; Gunnar Olofsson, Vindeln kommun; Birgitta Orrebo, Storumans kommun; Katrina Pettersson-Hedman, Bodens kommun; Gunnar Stattin, Krämfors kommun; Jonas Höög, Kjell Lundmark, Umeå University; Inger Ingesson, Kalix kommun; Håkan Myrlund

6.14, Anacacho Ballroom
Closed Meeting: UCEA Handbook on Educational Leadership, Part II
Michelle D. Young, Joseph Murphy, Rodney Ogawa, Patrick B. Forsyth, Martha McCarthy, Robert Kottkamp, Edith A. Rusch, Diana Pounder, Don LaMagdeleine, Dianne Taylor, Faye Patterson; Gail Schneider, Brendan Maxcy, David Arsen, Nan Restine, Cindy Reed, William L. Boyd, Kenneth Leithwood, Robert Crowson, Lars Bjork, Tony Bush, Miles Bryant, Philip Hallinger, Jacky Lumby, Allan Walker, Tricia Browne-Ferigno, Jim Rinehart, Theodore Creighton, Scott Bauer, S. David Brazer, Gerardo Lopez, David Quinn, Jerry Starratt, Nelda Cambron-McCabe, Maria Luisa Gonzalez, Fran Kochan, M. Terry Orr, Margaret Barber, James Bliss, Karen Osterman, Paula Cordiero, Janet Chrispeels, Bruce Barnett, Mike Copeland, Juanita Garcia, Margaret Grogan, Paul Bredeson, Whitney Sherman, Stacey Preiss, Kent Peterson, Carolyn Kelly, Jay P. Scribner, Norma Mertz, Ernestine Enomoto, Steve Gross

6.15, Georgian Hall
Fireside Chat: Fenwick English, University of North Carolina at Chapel Hill

Session 7, Friday, 1:55 PM – 3:10 PM

7.1, Travis
Symposium: Intensifying Our Conversation and Our Engagement: The Influence of Gender and Race in Educational Leadership
Andrea Rorrer, Sandra Buendia, University of Utah; Juanita Simmons, Margaret Grogan, University of Missouri-Columbia; Catherine Marshall, University of North Carolina, Chapel Hill; Linda Skrla, Texas A&M University; Meredith Mountford, Florida Atlantic University; Michelle Young, UCEA; Kanya Mahitivanicha, AIR; C. Cryss Brunner, University of Minnesota
This symposium focuses on the spectrum of women’s experiences in educational leadership, including the experiences of women in leadership preparation programs, the experiences of women aspiring to ascend within the leadership ranks, and the experiences of women who currently serve in formal leadership roles.

7.2, The Boardroom
Conversation: The Search for Educational Leadership and Its Publics
Ira Bogotch, Florida Atlantic University; Ellie Drago-Severson, Columbia University
The objective of this conversation is to make public the multiple roles of professors in educational leadership. We will engage the audience in a discussion of how we come to define professional responsibilities, interact with and influence diverse publics; how we measure the outcomes of our professional activities; and, how might we better serve our constituencies.

7.3, Bowie

Paper: *Politics, Funding and Financial Disparities in School Reform*
Chair: Barbara De Luca, University of Dayton
Discussion Leader: Catherine Sielke, University of Georgia

*A Case for the Re-examination of Public School Funding: The Link Between*
Jimmy Byrd, University of North Texas; Celia Drews, Tarleton State University

The purpose of this study was to determine if increased resource allocation to classroom instruction in public school districts improves student achievement. Expenditures directly related to classroom instruction had no statistically significant relationship with student achievement. However, districts spending above the median level on instructional leadership decreased the odds of students passing high stakes exams.

*Black-White School Funding Disparities in America’s Large Metropolitan Areas*
Bruce Baker, University of Kansas

The goal of this study is to develop and apply a methodological framework for evaluating racial disparities in schooling resources within the nation’s major metropolitan areas. We focus our efforts specifically on black-white disparities, and evaluate the dissimilarity of school districts’ student populations (percent black) with other districts in the same metropolitan area and the dissimilarity of schooling resources with other districts in the same metropolitan area.

*School Finance Reform and Social Justice*
Mike Boone, Texas State University - San Marcos

This case study utilizes concepts of adequacy and social justice to assess the ongoing struggle over school finance reform in a Southwestern state. The focus of analysis is the Texas Supreme Court’s decision in the most recent challenge by some 250 local school districts to the state’s school finance plan.

*Political Culture of Policy Elites and its Effects on Resource Allocation in Public Schools*
Shannon Stackhouse, University of Texas

This study investigated the relationship between Texas political culture (as defined by Elazar (1965) and refined by Sharkansky (1969)), expressed values of political elites, and the political process enacted in the public hearings of the Texas Committee on Public Education in the House of Representatives. The study focused on the proceedings surrounding bilingual and compensatory funding within the school finance reform bill, House Bill 2.

7.4, Peraux

Paper: *Special Populations, Intergroup Differences and High Stakes Testing*
Chair: Louise Allen, University of North Carolina at Charlotte
Discussion Leader: Sylvia Mendez-Morse, Texas Tech University

*Intergroup Differences between Hispanic Students and Teachers in Urban Schools*
Jean Madsen, Eddie Rodriguez, Rose C. Narvaez, Texas A&M University

A basic prerequisite for student learning is for the student to accept the teacher as a credible source. For this to occur, the student should feel that the teacher is significant to him
or her in a positive way. Negative attitudes and stereotypes on the part of the teacher may act to destroy this tenuous crucial bond, or prevent students from developing. Therefore, the bond between teacher and student is important.

High-Stakes Test Performance of Limited English Proficient Students in Ohio
Yoko Miura, University of Cincinnati

This study investigated the demography of Limited English Proficiency (LEP) students and their high-stakes test performance under NCLB. LEP predictor variables and their interrelationships on Ohio’s 4th and 6th grades’ reading, writing, and math test scores were identified by using two statistical models: the Structural Equation Model and the Hierarchical Liner Model.

A National Study on Latino/as and School Leadership: Part 1 of a 5-Part Study
Frank Hernandez, University of Wisconsin-Madison; Monica Byrne-Jimenez, University of Massachusetts - Boston; Sylvia Mendez-Morse, Texas Tech University

This study, part of a five-part national research project, explores Latino/a school leadership. The first phase of this project focuses on principals in the midwest/upper midwest and explores, through surveys, background, practices, identity, challenges, and gender differences. These findings have implications for leadership among diverse groups, preparation, and professional development.

Responding to New Populations of Students
Jo Bennett, University of Texas at Austin

Given that the intersection of democracy, social justice, and globalization takes place in public schools, it obligates school leadership to use a decision-making process that incorporates theory, research, and practice. This paper joins theory, statistical data, and first-hand accounts to examine a learning community which serves high school immigrants.

7.5, St. Anthony Club
Innovative Session: A World Café: Implications of Race and Class for Leadership Preparation Programs
Nelda Cambron-McCabe, Michael Dantley, Miami University

As preparers of educational leaders, we must be able to hold conversations about race and class and, more importantly, prepare future educational leaders to do this difficult work. The World Café process will be used to convene “a conversation that matters” to generate collective knowledge, insights, and possibilities for action.

7.6, Jefferson Manor
Flashpoint Panel: A World of Difference: Can We Develop Leaders Who Are Disposed Toward Strengthening the Struggle for Social Justice?
Connie Moss, Launcelot Brown, Peter Miller, Rodney K. Hopson, Rick R. McCown, Duquesne University

The panel will examine issues arising from fundamental relationships embedded in developing leadership dispositions toward social justice, highlighting both problems and promises inherent in developing leadership beliefs, assumptions and dispositions. Additionally, the panel will raise questions regarding future directions in leadership development in light of an ever-expanding world-view of interculturally effective and socially just leadership.

7.7, Crockett
Paper: Accountability Systems, Predictors of Achievement and Policy Implications
Chair: Joan Lakebrink, DePaul University
The Practical Relevance of Accountability Systems for School Leaders: The California Case
Heinrich Mintrop, Berkeley University; Tina Trujillo, UCLA

This paper investigates whether California and federal accountability system indicators are valid inferences of school quality and effective organizational processes. It speaks to both system validity and practical relevance for the work of educational leaders, particularly those in schools occupying the bottom rungs of the social and educational status hierarchy.

District Level Predictors of Achievement: Identification of Effective and Equitable School Districts
Alex Bowers, Michigan State University

Through the identification of multiple predictors of overall school district achievement, this study aims to determine which demographic and district-level variables predict school district success for one state. Using these variables, specific “districts of interest” are identified for in-depth study which have high and equitable achievement across their student populations.

Law, Ethics, and Policy in an Era of Accountability and Responsibility: An Analysis of Codes of Ethics and Conduct
Patrick Pauken, Bowling Green State University; Philip T. K. Daniel, Ohio State University

Inspired by recent court cases and significant accountability legislation, this paper will explore the legal issues associated with public school district professional ethics codes and related contracts, policies, and practices.

Half-Way to Required Accountability Goal: Can Kentucky High Schools Reach Proficiency by 2014?
Robert Knoeppel, Tricia Browne-Ferrigno, University of Kentucky

This paper presents an assessment of current performance by high schools toward achieving the required accountability goal in Kentucky. Multiple existing data sources are used in calculating the potential for goal achievement. While focused on Kentucky high schools, the study and its findings have implications for leadership educators and practitioners.

7.8, Alamo
Paper: Politics, Funding and Financial Disparities in School Reform
Chair: Stacey L. Edmonson, Sam Houston State University
Discussion Leader: Patricia F. First, University of Arizona

The Role of Educational Leaders in the Identification, Selection and Use of Scientifically-Based Practices in Special Education
Susan Faircloth, Kathy Ruhl, Nicholas D. Warcholak, Pennsylvania State University

Aspiring and practicing school leaders were surveyed to determine the extent to which parental requests; teacher requests; availability of expert(s) to conduct training; strength of the scientific base; and/or strength of anecdotal evidence from peers, conferences, and others in the field, influenced their decision to select each of 10 special education interventions/practices. Results of this study have implications for research, practice, and policy in the fields of educational leadership and special education.

Federal Accountability Sanctions: Rigid Response, Unintended Consequences, and the Potential of Leadership
Alan Daly, Margarita Gonzalez, Basha Millhollen, University of California, Santa Barbara

NCLB’s sanction driven approaches potentially cause rigid responses in schools, thus inhibiting innovation. Using a mixed-methods design with a sample of administrators and
The Annual David L. Clark Graduate Student Research Seminar in Educational Administration and Policy will be held at AERA 2007 in Chicago, IL. We will be accepting nominations through November 20, 2006. Please take advantage of this wonderful opportunity for your doctorate students.

Friday

teachers in Program Improvement schools, we test the hypothesis that trust and democratic leadership approaches will predict lower levels of threat rigid response by schools.

An Effective History of the Supreme Court’s Hendrick Hudson Central School District Board of Education v. Rowley Decision
John LaNear, Elise Frattura, University of Wisconsin - Milwaukee

This paper juxtaposes the “traditional” and “effective” history of events leading to the Supreme Court’s Rowley decision. Traditional historical accounts mask injustices lurking beneath the surface of judicial fact recitation and legal precedent. An “effective” historical account, however, helps deconstruct judicial opinions, exposing unjust assumptions embedded within a Court’s reasoning.

Contested Intersections of U.S Constitutional Democracy and School Desegregation/Integration: An Update on Judicial Opinions
John Heflin, Kent State University

This research investigates contested intersections of U.S. Constitutional Democracy and public school desegregation/integration. Specifically, this research analyzed recent Federal judicial decisions in the post-Grutter v Bollinger era to assess: 1) the contested U.S. Constitutional issues; 2) U. S. Constitutional principles applied to resolve these contestations; and 3) implications of these judicial decisions for informing national school desegregation/integration policy, and more broadly, to inform the advancement of equity and justice within the U. S. Constitutional Democracy.

7.9, Navarro
Paper: Charters, Choice, and Policy Predicaments
Chair: Blair Mascall, OISE/University of Toronto
Discussion Leader: Maricela Oliva, University of Texas-San Antonio

The Hedgehogs and Foxes of Charter School Policy
Eric Freeman, Deron Boyles, Georgia State University

Despite a nationwide total of 3,600 charter schools with a combined student enrollment of over one million and an expansive collection of experiential and empirical evidence scrutinizing charter schools from the inside out and outside in, the truth about charter schools remains elusive. In this paper, we invoke Isaiah Berlin’s allegorical essay on politics, The Hedgehog and the Fox, to comment on charter schools from a position located somewhere outside the voices of uncritical advocacy and uncritical opposition.

Closing the Information Gap: An Analysis of Newspaper Coverage on Charter Schools in 8 Major Cities
Ann Allen, Dwan Robinson, The Ohio State University

This research examines newspaper coverage of public and district charter schools in 8 major U.S. cities to assess how newspaper coverage may contribute to the lack of knowledge citizens have regarding public charter schools. Implications for improving information flow about educational options are discussed.
The Politics of Information: School Choice Theory and Implications for a Democratic Society
Christopher Lubienski, University of Illinois; Gregg Garn, University of Oklahoma

School choice theory positions parents to select the best schools for their children, but ignores the (dis-)incentives on schools and administrators for providing information in school choice plans. This analysis suggests the need for a much more complex understanding of the information available to parents in guiding their children’s education.

7.10, LaSalle
Symposium: Leadership and Policy for Social Justice in International Contexts: Emerging Theoretical Perspectives
Lauri Johnson, SUNY Buffalo; James Ryan, Reva Joshee, OISE/University of Toronto; Tim Goddard, University of Calgary; Jorunn Moller, University of Oslo; Ed Taylor, University of Washington

This symposium presents four papers on leadership and policy for social justice that utilize critical race, democratic, culturally responsive, and inclusion theories to explain and understand how leadership for social justice might be configured in specific national contexts: Norway, Canada, and the United States.

7.11, Midland
Symposium: Educational Leadership for the Improvement of Schools: Principal Preparation and Development for Chicago
John Daresh, University of Texas at El Paso; Linda Shay, Mary Beth Cunat, Ray Salazar, Chicago Public Schools; Paul Wright, University of Memphis; Trevor Male, University of Hull, UK (Discussant)

Presenters describe different elements of the Chicago ELIS (Effective Leaders Improve Schools) Project funded by the US Department of Education. First, an overview of ELIS and the Chicago Public Schools Office of Principal Preparation and Development is presented as a background. Second, the role of mentoring and support for beginning principals is described. Third, efforts to ensure coherence and quality control across all project components are detailed. Finally, a project component featuring a partnership between CPS and the Northwestern University Kellogg School of Management to prepare principals as change agents is presented.

7.12, Coronado
Conversation: Repelling the Ivory Tower: Considerations for Connections Between Universities and the Real World
Autumn Tooms, Anita M. Varrati, Kent State University; Ira Bogotch, Florida Atlantic University

This Conversation will explore a specific endemic tension between academia and school systems: the concept and practice labeled “fit.” Two professors from different states join with two superintendents, from two school districts, to explore both the meaning of “fit” and the structures, roles, and responsibilities for negotiating “fit” after certification and during the hiring of educational leaders.

7.13, Lafitte
Symposium: Roles and Responsibilities of Superintendents in Addressing Issues of Democracy, Accountability, and Social Justice
Gary Ivory, Anthony Fairbanks, Rhonda McClellan, New Mexico State University; Kathryn Whitaker, University of Northern Colorado; Brad Cox, Tri-Valley School District, IL; Robin Dexter, University of Wyoming; Thomas Alsbury, Iowa State University; Christopher Johnstone, University of Minnesota; Suzanne Painter, William Ruff, Arizona State University; Diane Dean, Illinois State University; Joyce Piveral, Carole Edmunds, Northwest
Little research addresses how district size may influence superintendents’ understanding of and action within their schools in regards to school improvement, social justice and democratic leadership. From the voices of 60 superintendents from various sizes of districts, we will discuss in symposium how superintendents speak about and seek these goals.

7.14, Anacacho Ballroom
Closed Meeting: UCEA Handbook on Educational Leadership, Part III
Michelle D. Young, Joseph Murphy, Rodney Ogawa, Patrick B. Forsyth, Martha McCarthy, Robert Kottkamp, Edith A. Rusch, Diana Pounder, Don LaMagdeleine, Dianne Taylor, Faye Patterson; Gail Schneider, Brendan Maxcy, David Arsen, Nan Restine, Cindy Reed, William L. Boyd, Kenneth Leithwood, Robert Crowson, Lars Bjork, Tony Bush, Miles Bryant, Philip Hallinger, Jacky Lumby, Allan Walker, Tricia Browne-Ferigno, Jim Rinehart, Theodore Creighton, Scott Bauer, S. David Brazer, Gerardo Lopez, David Quinn, Jerry Starratt, Nelda Cambron-McCabe, Maria Luisa Gonzalez, Fran Kochan, M. Terry Orr, Margaret Barber, James Bliss, Karen Osterman, Paula Cordiero, Janet Chrispeels, Bruce Barnett, Mike Copeland, Juanita Garcia, Margaret Grogan, Paul Bredeson, Whitney Sherman, Stacey Preiss, Kent Peterson, Carolyn Kelly, Jay P. Scribner, Norma Mertz, Ernestine Enomoto, Steve Gross

7.15, Georgian Hall
Fireside Chat: Arnold Danzig, Arizona State University

7.16, The Boardroom
UCEA Center for the Advanced Study of Technology Leadership in Education (CASTLE): Are We Adequately Preparing Schools and Administrators For Our Technological Future?
Scott McLeod, University of Minnesota; Jonathan Becker, Hofstra University; Sara Dexter, University of Virginia; Militello, Matthew, University of Massachusetts-Amherst; Quinn, David, University of Florida

Session 8, Friday, 3:20 PM – 4:35 PM

8.1, Travis
Symposium: Lost in Translation: E Plurabis Unum
Charles Gause, Ulrich Reitzug, Leila Villaverde, Camille Wilson Cooper, Glenn Hudak, University of North Carolina-Greensboro
This symposium proposal is for an interactive panel of scholars, exploring critically the intersections of democratic education, public life and globalization within the United States. Participants through papers and lively discussion will situate the current climate of democratic education and globalization in the U.S. within the discourse of leadership, culture and schooling.

8.2, Lafitte
Symposium: Navigating Culture and Context: The Principalship in a Changing China
Allan Walker, Qian Haiyan, Paula Kwan, Chen Shuangye, Chinese University of Hong Kong; Paul Begley, Pennsylvania State University
This symposium analyses the current state of the principalship in Mainland China and designs an agenda for further investigation. Four connected papers construct a picture of the hybrid context where principals work, the tensions they face when reform demands and
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 20 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, the University of Texas at San Antonio, has provided invaluable assistance.

Betty Merchant, Dean of UT-San Antonio, College of Education and Human Development, will welcome UCEA attendees at the Thursday evening Opening General Session. Faculty members from UT-San Antonio participated in the convention planning committee and coordinated several key events and a graduate student symposium, provided substantial support to the Executive Committee, arranged for three musical groups (a Mariachi Band, the Folklorico dancers, and a jazz group), and co-hosted the Past President Reception. UT-San Antonio has also sponsored speaker, Nevil Shed, during the Annual Banquet. Please take a moment to help us thank UT-San Antonio for their generous contribution to the 2006 Convention.

UCEA would also like to extend a sincere thank you to the University of Missouri-Columbia’s support as the host of UCEA’s headquarters. UCEA would also like to thank the University of Texas at Austin for its warm welcome as the new hosting institution of UCEA. Thank you to Texas State University for sponsoring the International keynote scholar and Sam Houston State University for sponsoring the Plenary Session Luncheon. Also, a special thanks to new UCEA member institutions which have extended their support of the UCEA Convention and Governance events this year. A warm thanks to Texas A&M University who is sponsoring the new Social Justice Keynote Speaker. A special thanks goes out to University of North Carolina at Chapel Hill 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 512-475-8592 or by e-mail at michelleyoung@mail.utexas.edu.
cultural values come together, how they navigate these tensions and how understanding of their place may be expanded.

8.3, Bowie

Paper: Principals, Social Justice, Accountability and Segregation
Chair: Bruce Barnett, University of Texas at San Antonio
Discussion Leader: Eric Freeman, Georgia State University

Schools’ Strategic Responses to Competition in Segregated Urban Areas
Christopher Lubienski, University of Illinois

School choice plans can equalize the playing field, giving access to higher quality options for disadvantaged students. But we know little about how schools respond to competitive incentives. This geo-spatial analysis maps the distribution of school options across a segregated urban area, finding further inequities for disadvantaged communities.

Urban School Principal, School District and State Leadership of the Michigan School Improvement Process: Challenges and Accountability
James Smith, Michigan State University

Urban schools in Michigan not making AYP are labeled high-priority schools and required to develop and implement a multi-year school improvement plan. This research examined the roles, responsibilities and challenges of urban school principals, district and State of Michigan administrators in the urban school improvement process.

Lessons for Leadership Preparation from Studying Principals Who Advance Social Justice
George Theoharis, Syracuse University

This paper describes lessons for preparation from studying successful social justice principals. Lessons for preparation include developing dispositions, an expanded knowledge and skills base, and significant hands on training in order to 1) enact justice in schools and 2) sustain this leadership personally/professionally.

Lionel Brown, University of Cincinnati

This study shows how a Black principal was able to facilitate communication between disadvantaged Black families and middle class White teachers and school district officials with the result that they worked together to develop policies and programs that improved student behavior achievement.

8.4, Peraux

Paper: Data Driven Decision Making and Technology in Schools
Chair: Paul Goldman, Washington State University
Discussion Leader: Scott McLeod, University of Minnesota

The Elusive Challenge of Realizing Technology-Driven Schools and Instruction in the Move toward Globalization
Bob Johnson, University of Utah

This study offers one possible explanation as to why the full and seamless integration of digital technologies has not occurred in schools. What is it about schools as organizations that hinders or facilitates attempts to move toward a more technology-driven teaching model in the classroom? What is it about teachers and teaching that frustrates, yet eludes, many technology advocates?
An Investigation into the Daily Work of Principals Using Web Log Technology
Ann Werner, Kyla Wahlstrom, Amy Garrett Dikkers, University of Minnesota

Elementary, middle and high school principals wrote web-logs for one year and reflected on their work, emotions, and the people they encountered. The findings of the data analysis are useful to inform principal preparation programs, aspiring administrators, policy makers, and the public about the complexities of the principalship.

Leading Faculties in the Use of Student Data for Instructional Improvement
Jeff Wayman, University of Texas at Austin; Sam Stringfield, University of Kentucky-Louisville

Research on the use of student data for educational improvement mostly focuses on school leaders’ use of data. Rarely does such research describe leadership involvement in enabling faculty in using student data. This paper reports results from three schools successful in involving faculty in data use for school improvement.

Technocentric Leadership: Improving On-Time High School Completion Rates for African-American Students
Janell Drone, City University of New York

Technocentric leadership is a process oriented method that immerses vision, decision-making and leadership with technology. The High Schools That Work (HSTW) program is globally known for reforming secondary educations with technological innovations. This research reports how technology improved on-time high school completion for African Americans in six HSTW schools.

8.5, St. Anthony Club
Symposium: The Practice of Leadership for Teaching and Learning
Ellen Goldring, Jason Huff, Vanderbilt University; Eric Camburn, Jim Spillane, Northwestern University; Carol Barnes, Beth Sanders, University of Michigan; Michael Weiss, Jon Supovitz, Henry May, University of Pennsylvania; Kenneth Leithwood, SUNY Buffalo (Discussant)

The purpose of this symposium is to look deeply into leadership practice to address the question, what do school leaders do? What is leadership practice for instructional improvement? The symposium presents findings from the first year of a randomized-trial evaluation of an executive training program for school leaders and the National Institute for School Leadership (NISL).

8.6, Jefferson Manor
Symposium: From Tourist to Learner: Language Study, International Travel and Cultural Encounters as a Lens for Educational Administration
Arnold Danzig, David Garcia, Donna Macey, Elsie Szeczy, Jeanne Powers, Barbara Lafford, Wenlan Jing, Josue Gonzalez, Michelle Petersen

This symposium explores new program developments related to language study, coursework, and international travel for students in an educational administration doctoral program (Dynamic Educational Leadership for Teachers and Administrators - D.E.L.T.A.) at Arizona State University. These papers examine program development related to language competency, new courses on research, bi-national and global education, international travel, and the ways in which these experiences connect to leadership and learning.

8.7, Crockett
Paper: Student Legal Rights, Civil Rights, and Zero Tolerance Policies
Chair: Sarah Nelson, Texas State University-San Marcos
Discussion Leader: Kevin Brady, North Carolina State University
Exploring the Linkage between Demographics and Police Involvement in Searches: Implications for Student Civil Liberties and Just Leadership
Mario Torres, Texas A&M University; Jacqueline Stefkovich, Michael O’Brien, The Pennsylvania State University

This study examined the association between demographics, the use of law enforcement, and the suspicion standard necessary for administering a search in schools. Data from the School Survey on Crime and Safety reveal contrasting use and outcomes of law enforcement, which could have lasting implications for civil liberties and leadership.

Discipline, Achievement, and Race: Is Zero Tolerance the Answer?
Augustina Reyes, University of Houston; Marcus Rausch, Indiana University; Johanna Wald, Harvard University

Can democracy be expected to flourish in a society that targets its poor, minority, borderline-literate and male students for exclusion from class for what is often normal but disruptive and annoying behavior?

FOIA, FERPA and Other Acronyms Not Necessarily Beginning with “F”: Balancing Information Privacy and Access to Public Information in Education
Jonathan Becker, Hofstra University; Scott McLeod, University of Minnesota

This paper explores the delicate balance between public access to information and informational privacy that schools must strike. Specifically, the paper defines the notion of information, provides a comprehensive review of information related-laws relevant to education, analyzes where courts of law and administrative agencies have set the fulcrum, and offers conclusions and recommendations for educational leaders and policymakers.

8.8, Alamo

Paper: Churches, Caregiver, and Community Engagement Practices
Chair: Anthony Jones, Iowa State University
Discussion Leader: Patricia E. Holland, University of Houston

Caregiver and Community Engagement in Urban Elementary Schools
Martin Scanlan, University of Wisconsin, Madison

This article examines how school leaders improve their school communities through constructing space for caregiver and community engagement. Presenting two urban elementary schools that employ innovative and effective strategies to engage caregivers and communities, this study illustrates how care theory, informed by critical race theory, can impact social justice practices.

Churches and Social Service Agencies as Purveyors of Latino Capital
Katherine Taylor Haynes, Vanderbilt University

Based on a larger study on Latino parent involvement, this paper describes the influence of churches and social service agencies on Latino social and cultural capital formation. Findings suggest that Latinos’ membership in different organizations shape their social connections and their access to information and English language learning opportunities.

Hiring Teachers at the Intersection of Federal, State, and District Policy
Stacey A. Rutledge, Douglas N. Harris, William K. Ingle, Cynthia C. Thompson, Florida State University

Drawing data from a mid-sized district, this mixed-methods study examines how principals’ hiring decisions are constrained by federal, state and district policies. With policy goals reflecting values about what constitutes a “good” teacher, it is important to understand how principals negotiate policy with their own priorities.
‘Education Science’ as Faith-Based Initiative: The Contemporary Federal Mythology of Educational Research and What Educational Leadership Researchers Can Do About It
Donald LaMagdeleine, University of St. Thomas

A critical discourse analysis of the Educational Sciences Reform Act and the Institute for Educational Sciences reveals that their signature concept of “education sciences” is a red herring. It mythologizes research activities in line with the Administration’s ideological tilt toward social conservatism in order to facilitate ideological policy construction concerning education and schooling. Numerous implications for educational researchers and leadership educators follow from this analysis and are noted.

8.9, Navarro

Paper: Leadership Discourse in Secondary Schools
Chair: Stephen Gordon, Texas State University, San Marcos
Discussion Leader: Jean B. Crockett, Virginia Tech University

Mitigating Professional Challenges: The Voices of Female Secondary School Leaders
Gaetane Jean-Marie, Anthony H. Normore, Florida International University

This study provides the collective leadership experiences of a diverse group of female secondary principals in one Southwestern state to create significant discourse for understanding district organization and leadership of schools nested in complex social, political and cultural contexts.

Alternative Explanations for Low Academic Achievement of Children in Poverty
Madlene Hamilton, University of Texas at Austin

Academic achievement in K-12 education has often been the marker for future success. However, one of the most decisive marker of whether a student performs well in school is whether they are poor, near poor, or not poor. The economic disparities in the educational system eventually result in major economic and wellness disparities later in life. For these reasons, understanding the implications of economic stratification in education is imperative, as is identifying potential remedies for this stratification that can be applied through social policy.

Climate Controlled: The Affects of School Social Processes on Teacher and Principal Mindfulness
Page Smith, Kathy Ferguson, University of Texas San Antonio

This research is an analysis of organizational climate and its impact on the mindful activities of teachers and principals in 109 elementary schools. Specifically, this study examines two important aspects of school mindfulness (teacher and principal mindfulness) and their relationships to four organizational climate variables: professional teacher behavior, collegial leadership, institutional vulnerability and academic press.

Investigating the Ways that High School Principals Influence the Distribution of Leadership: Shaping and Actuating Teacher Leadership as a Form of Social Capital
Shelby Cosner, University of Illinois at Chicago

This paper examines the ways that high school principals influence the distribution of leadership in their schools. Drawing on the work of Krishna (2000) and Uphoff (2000) from the field of economics who both conceptualize shared leadership and various leadership roles as holding the potential to take form as social capital, I analyzed qualitative data collected over 18 months, to consider the work of 11 high school principals as they influence the distribution of leadership in their respective schools. Two case studies are presented to illustrate study findings. Implications for practice and research are advanced.
**8.10, LaSalle**

**Symposium: An Examination of Successful School Leadership in Challenging US Contexts through Multiple Lenses**

Rose M. Ylimaki, Lauri Johnson, Stephen Jacobson, Corrie Giles, SUNY - Buffalo

Leadership efforts have become particularly challenging in light of challenges present in today’s US schools, such as increasing poverty, changing demographics, and the presence of external accountability-driven policies. While evidence suggests that there is a positive relationship between leadership and school performance, especially in communities characterized by low socio-economic status, questions remain as to the underlying causes of such associations. This symposium presents papers that examine seven principals in challenging schools that have high levels of student achievement.

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**8.11, Midland**

**Paper: Voices from the Superintendency Regarding Social Justice and Achievement**

Chair: Martha Ovando, University of Texas at Austin

Discussion Leader: Ted Kowalski, University of Dayton

*Justifying a Pragmatic Theoretical Approach to the Reform of Superintendent Preparation Programs*

Thomas Alsbury, Iowa State University; Gary Ivory, New Mexico State University

This paper discusses tensions in leadership preparation program reform surrounding the appropriate use of theory and research and practice. After introducing competing ideologies between conceptual and pragmatic theory, we explore contested intersections of the superintendency arguing for pragmatic justification for validating theory related to democracy and social justice.

*Factors Impacting Superintendent Tenure: Lessons from the Field*

Jimmy Byrd, Jeanie Johnson, University of North Texas; Celia Drews, Tarleton State University

The purpose of this study was to examine contributing factors influencing public school superintendent tenure. The results revealed that 1) difficulty in working with the school board president, 2) not being able to get decisions made at the board level, and 3) superintendent/school board communication and relations were significant factors in determining the length of tenure.

*Multi-Shareholder Leadership Team for Systemic Reform: A Case of Three Districts*

Margarita Gonzalez, Basha Millhollen, Alan Daly, University of California Santa Barbara

Multi-shareholder leadership teams that include representatives of district central office, school board, unions, site administrators, parents and students are critical for the success of district reform. This multi-case study shows how a district-university partnership assisted three districts in designing and scaling up reform that improved achievement for all students.

*School Board Effectiveness: Relationships and Roles*

Bernard Solomon, Stacey Preis, University of Missouri-Columbia

This study examines the relationships and effectiveness of a school board in a rural district in the Midwest. The preliminary analysis showed that this district may not adhere to what is viewed as typical in a rural school district both regarding the relationships and effectiveness of the board members.

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**8.12, Coronado**

**Conversation: Female Administrator’s Perceptions Regarding the Gender Regimes in Coeducational Schools in Uganda**

Francis Naluwemba, Brigham Young University
The promotion of gender equity has been a well-articulated strategy in Ugandan educational policy since 1962. However, achieving equity has focused on access to education while ignoring the gender regimes. This study investigates the perception of female administrators in coeducational secondary schools regarding changing the gender regimes toward equity.

8.13, Anacacho Ballroom
Graduate Student Symposium I: From Graduate Student to Professor: Academic Job Search 101
Melinda Mangin, Michigan State University; Elizabeth Murakami-Ramalho, University of Texas at San Antonio; Andrea Evans, Northern Illinois University; Ed Liu, Rutgers University; Jonathan Lightfoot, Hofstra University; Jennifer Goldstein, City University of New York
This session outlines the steps involved in securing your first academic job including the search for positions, the application process, interviewing, and negotiating. Students will have an opportunity to interact with a diverse set of panelists who will address a range of general topics as well as issues of interest to underrepresented groups.

8.14, The Boardroom
Meeting: Taskforce Funding Session
Michelle D. Young, UCEA; M. Terry Orr, Bank Street College; John Hoyle, Texas A&M University; Diana Pounder, University of Utah; Edith Rusch, University of Nevada-Las Vegas; Jeffrey Brooks, Florida State University; Fenwick English, University of North Carolina at Chapel Hill; Tricia Browne-Ferrigno, University of Kentucky; Theodore Creighton, Sam Houston State University; Martha McCarthy, Indiana University; Nelda Cambron-McCabe, Miami University; Madeline Hafner, University of Utah; Margaret Grogan, University of Missouri-Columbia; Fran Kochan, Auburn University; Miles Bryant, University of Nevada-Las Vegas

8.15, Georgian Hall
Fireside Chat: Margaret Grogan, University of Missouri-Columbia; C. Cryss Brunner, University of Minnesota-Twin Cities

Session 9, Friday, 4:45 PM – 6:00 PM

9.1, Anacacho Ballroom
Innovative Session: From Colorblind to Colortalk: Navigating the Difficult Waters of Race in the Academy
Floyd Beachum, University of Wisconsin – Milwaukee; Chance W. Lewis, Colorado State University; Tina Boyle, University of Wisconsin - Milwaukee; Mark Gooden, University of Cincinnati; Michael Jennings, University of Texas, San Antonio; Carlos R. McCray, Georgia State University
As the United States begins to traverse the new landscapes of the 21st century, it unfortunately carries the “baggage” of the preceding century: the “problem of the color line” (DuBois, 2003). DuBois eloquently identified the problem of race which still blinds, holds, and binds us in the new millennium. This year’s theme demands that we actively examine contested intersections such as race and gender in the pursuit of a more socially just society.

9.2, Lafitte
Conversation: Hermanas/Sisters in the Academy: Actualizing a Latina/o Research Agenda in Education
Mariela Rodriguez, Iliana Alanis, Patricia Quijada, Elizabeth Murakami-Ramalho, Kimberley Cuero, Maricela Oliva, Lucila Ek, Veronica Valdez, Patricia Sanchez, University of Texas - San Antonio; Rocio Delgado, Trinity University
Of the over 145,000 assistant professors identified in 2001, women represent less than half that number, and Hispanic women held only 2,200 of those positions (NCES, 2005). This conversation includes the voices of ten tenure-track professors and post-doctoral fellows who created an inter-departmental research group called Research for the Education and Advancement of Latinas (REAL) Collaborative. They will share their research agendas and discuss how they are supporting each other in navigating the research realm of the professoriate.

9.3, Bowie
Paper: *Partnerships and Collaboration in Preparing Principals*
Chair: Angeliki Lazaridou, Athens School of Pedagogical and Technical Education
Discussion Leader: Bob Johnson, University of Utah

*Touching Tomorrow Together: Confronting Religious Fundamentalists Through the Creation of a Democratic Community of Learners*
Terrance Furin, Saint Joseph’s University

This paper describes how a superintendent confronted Christian fundamentalists and united a badly divided board through a dialogue process that was based on Ernest Hemingway’s *The Old Man and the Sea*. The paper is grounded in the theories of John Dewey, Maxine Greene, as well as current dialogue theorists.

*Boundary Spanning Leaders of University-School-Community Partnerships: Their Characteristics and Influences*
Pete Miller, Duquesne University

This qualitative study sought to describe and further develop the nascent literature surrounding boundary spanning leadership in university-school-community partnerships. The findings indicated that, in addition to serving as pivotal organizational leaders, boundary spanners acted as effective advocates for social justice in collaborative environments. Implications for the leadership of university-school-community partnerships are presented.

*Preparing School Leaders for Gender Fairness: A Thematic Analysis of Student Performance in ISLLC-Related Assignments*
Carolyn Ridenour, Mary Lou Andrews, University of Dayton

The researchers carried out this qualitative study to evoke gender-related meaning from graduate students in an educational administration program (N=122) as they carried out assignments linked to the ISLLC standards. Multiple themes emerged that showed growth in students’ knowledge, dispositions, and performance related to gender dynamics and the six standards.

*Collaborative Decision Making to Improve Instruction: One School District’s Experience*
David S. Brazer, George Mason University

This paper addresses the question, How do multiple stakeholders influence change and implementation decisions in educational contexts? Employing mixed methodology, the paper explores the degree of collaboration in a single school district and associated implementation characteristics. Results inform understanding of decision making and may improve decision processes in the future.

9.4, Peraux
Paper: *Cultural Identity and the Voices of Leaders and Students of Color*
Chair: Horace Hall, DePaul University
Discussion Leader: Dana Christman, New Mexico State University
“Where I Came From, Where I Am Now, and Where I’d Like to Be”: Aspiring Administrators Reflect on Cultural Identity
Joanne Marshall, Frank Hernandez, Iowa State University

We present the baseline findings from a study which tracks the reflections of aspiring administrators over time as they write about elements of their own cultural identity and its potential impact on their leadership for social justice. We analyze in particular their reflections about race, social class, gender, religion, sexual orientation, and inclusion.

There is More to Come: Mentoring and the African-American Woman Educational Leader
E. Renée Sanders-Lawson, Lisa Horton, University of Memphis; Sabrina Smith-Campbell, Detroit Public Schools

This interactive session will focus on research related to mentoring women school leaders as evident from three studies of African American women educational administrators which included: four African American women elementary principals, six Black women middle school principals, and four African American women superintendents.

Using Portraiture to Voice the Leadership of Black Men
Patrice McClellan, Bowling Green State University

Portraiture uses the tools of academic scholarship and interdisciplinary in an attempt to tell stories of people who do not have “voice” in the realm of academia (Lawrence-Lightfoot, 1986). Sarah Lawrence Lightfoot (1986) explained that the methods of science maintained a research agenda of “pathology and disease rather than health and resilience” (p.8). To move beyond researching Black men from a deficit model is vital to my study on Black male leaders.

The Exclusion of Students of Color: A National Dilemma and Some Research-Based Suggestions for Its Resolution
Charles Vergon, Youngstown State University

Provides an empirical analysis of the impact of school exclusionary sanctions on racial and national origin minority students in the United States and in a national sample of medium to large city school districts with diverse populations and identifies features of effective remedial policies, programs and processes based on a survey and studies of low excluding schools.

9.5, St. Anthony Club
Symposium: Research Immersion: Introducing Doctoral Students to Collaborative Inquiry
Stephen Gordon, Jennifer Ahrens, Texas State University; Karin Johnson, Rick LaBuhn, Lewis Madhlangobe, Emily Reichert, Stacia Miller, Ana Lilia Macias, John Keedy (Discus-sant), University of Kentucky

This symposium will describe a collaborative research course that immerses new doctoral students in field-based research on school improvement. Students and professors form research teams around a mutually interesting topic and the professor teaches and facilitates the students over a year-long study that culminates in a scholarly publication.

9.6, Jefferson Manor
UCEA Center for the Study of School-Site Leadership Symposium: Exploring Contested Intersections of Democracy, Social Justice and Globalization through national cases from the International Successful School Principalship Project (ISSPP)
Stephen Jacobson, Kenneth Leithwood, Lejif Moos, Rose Ylimaki, Lauri Johnson, Olof Johansson, Corrie Giles, SUNY Buffalo; Jorunn Moller, University of Oslo

Using ISSPP national cases, we examine underlying values and principles that different nations promote relative to democracy and social justice, specifically differences in the academic press found in North America as compared to attention paid citizenship in Scandina-
vian social democracies. We consider these differences in light of their implications for educational globalization.

9.7, Crockett
Paper: Principalship Issue: Shortage, Turnover, and Support
Chair: Thu Suong Thi Nguyen, University of Missouri-Columbia
Discussion Leader: Susan Nix, Texas A&M University

An Examination of Building Principals with a Formal Orientation in Teacher Leadership and the Degree to Which Principal Gender Impacts the Recognition by Teachers of Transformational and Transactional Leadership Behaviors
Lisa Reason, Capella University; Casey Reason, Bowling Green State University

This study examined the leadership style of principals who had been formally trained in teacher leadership before becoming a principal. The researchers found that principal gender did not impact the degree to which teachers viewed the presence of transformational leadership characteristics. This finding is consistent with Leithwood and Jantzi’s (1995) position that it is one’s actions and their perceived effects, not individual personal characteristics (e.g. age, gender) that matter to teachers.

The Principal Shortage in Massachusetts: Discerning the Need for Credentialed Candidates from Qualified Candidates
Matthew Militello, Michael Fredette, University of Massachusetts-Amherst

The drive to describe the relationship between school leadership and student achievement has influenced a focus to recruit and maintain highly qualified school administrators. This study reports findings from a state wide principal survey that gathered information about administrative career pathways, when and why they were leaving their position, and their own professional development needs.

Are We Really Supporting Our New Principals?
Michael Hertting, University of Wisconsin - Whitewater

This study examined systems of support used by school districts to socialize their first-year principals. Using a mixed methodology consisting of a survey and interviews, this study found the supervisors of new principals reported providing a higher level of support than new principals reported receiving. In addition, both also reported significant differences on the value of the received.

Principal Turnover and Contextual Variables
Michelle Chaplin Partlow, Miami University

In this study the researchers examined how principal turnover differs across urban, suburban, and rural schools. They also investigated how patterns of eight contextual factors (turnover rates of the superintendent, building enrollment, student attendance, student mobility, pupil-teacher ratio, teacher attendance, student achievement in reading, and student achievement in mathematics) differ for urban, suburban, and rural public elementary schools.

9.8, Alamo
Paper: Preparing Social Justice Leaders for Democracy
Chair: Monica Byrd Jimenez, University of Massachusetts-Boston
Discussion Leader: Robert Watson, Southwest Missouri State University

Preparing School Leaders to Work for Social Justice: An Organized Approach to a Contested Zone
Sue Feldman, University of Washington
This paper discusses five distinct social justice theoretical frameworks (anti-bias education, critical pedagogy, intercultural communication, multicultural education, and whiteness studies) found in teacher education, highlighting the problem framing, the theory of change, and the theory of action for each theoretical framework and its implications for leadership preparation programs.

**What Civic Action Movements Tell Us about Leadership Preparation for Democracy and Social Justice**  
Andrea Evans, Northern Illinois University  
Using the examples of Myles Horton’s Highlander Schools and Saul Alinsky’s community organizing, this paper describes the theoretical underpinnings and teaching strategies used in their approach to leadership education. A comparison of their leadership training to current educational administration preparation programs and/or instructional models offer insights into the problems and possibilities of educational leadership oriented towards democracy and social justice.

**Leading For Democracy: A Democratic Imperative for Leadership Preparation**  
Patrick Jenlink, Stephen F. Austin State University  
The purpose of this paper is to engage in a philosophical examination of Dewey’s (1916) Democracy and Education in consideration of a democratic imperative for leadership preparation. The author examines the problematic nature of preparing educational leaders for changing roles in schools amidst the challenges of standards and accountability, issues of social justice, equity, shifting demographics, and the press for “what is measurable” at the expense of diminishing importance for “what is immeasurable”.

**Exploring the Intersection of Theory and Practice: Promising Practices in a Newly Developed Leadership Preparation Program**  
Deborah Erickson, Janice Tucker, Cecelia Travick-Jackson, California Lutheran University  
A program in Educational Leadership is specifically designed to prepare leaders for tomorrow’s school with foci in these areas: promoting student achievement; working with diverse communities; reflective practice; and developing a personal philosophy and vision of teaching and learning. The program strives to connect theory with authentic, embedded leadership activities.

**9.9, Navarro**  
**Paper: Technology and Professional Learning Communities**  
Chair: Vincent Anfara, University of Tennessee-Knoxville  
Discussion Leader: Gail Furman, Washington State University  

**The Synergistic Relationship between Technology Integration and Professional Learning Communities: A Case Study of a Rural Elementary School**  
Perri Applegate, K20 Center for Educational and Community Renewal  
Building on work of Atkinson (2005) and Dexter, Seashore & Anderson (2002) and utilizing field notes, interviews, and document analysis, this study will show how technology integration and professional learning communities can be co-implemented, creating a mutually supportive framework to increase the impact of both programs in a rural setting.

**The Use of Distance Technology in Educational Leadership Preparation**  
Whitney Sherman, Old Dominion University; Danna Beaty, Tarleton University  
This paper reports findings that are a part of Domain 7 of the Joint Research Taskforce on Leadership Preparation. An exploratory study of how UCEA member institutions utilize distance technology in the preparation of educational leaders is discussed.
Collaborative Relationships between Professional Learning Communities and Technology-Enriched Learning Environments Creating Democratic Learning Organizations for Success in the Global Economy
Leslie Williams, Perri Applegate, Mary John O’Hair, Linda Atkinson, University of Oklahoma

This study provided empirical evidence of correlations between democratic professional learning communities and technology integration in teaching and learning. Findings from a mixed methods investigation in two samples indicated a synergistic relationship between these variables, which were mutually influential and supported systemic school change and improved student achievement.

Integrating Technology in Curriculum to Achieve Educational Equality
Robert Knoeppel, Lynsey Gibbons, University of Kentucky; Janice Hinson, Louisiana State University

This study identifies factors linking equitable technology use to student success as measured by specific indicators on the Commonwealth of Kentucky School Report Cards, especially in regard to attendance, retention and transitioning from high school. Results will be used to make policy recommendations to practitioners.

9.10, LaSalle
Symposium: El Maestro Como Lider en la Creacion de Conocimiento en Mexico
Charles L. Slater, California State University, Long Beach; Cornelio Castelo, Rene Salas, Barbara Edmee Garcia Bojarquez, Sandra Elena Gutierrez Preciado, Irma Lucia Jaramillo Quiroga, Ruth Arriaga, Universidad del Noroeste, Hermosillo, MX

This symposium uses action research to examine democracy, social justice, and globalization in Mexico. These studies explore issues in teacher education programs, evaluate a kindergarten in the Schools of Quality Program; and examine approaches to attract rural students to higher education. Two essays address special education and migration.

9.11, Midland
Conversation: Deconstructing the Right-Wing Corporate Attach on US Educational Leadership Programs
Fenwick English, University of North Carolina-Chapel Hill

The release of the Levine Report (2005) and earlier attacks on educational leadership programs have served to focus the attention of the professoriate on the full scale assault which is underway on educational leadership programs in the U.S. This symposium is positioned at a critical “contested space” stipulated in the conference theme and will de-construct the report’s texts and reveal the underlying agendas which intersect among right-wing think tanks such as the American Enterprise Institute, the Broad and Thomas B. Fordham Institute, the Business Roundtable and the Republican party in corporatizing and privatizing educational leadership preparation in the U.S.

9.12, Coronado
UCEA Center for the Superintendency: Superintendents’ Expert/Tacit Knowledge
Lars G. Björk, University of Kentucky; C. Cryss Brunner (Chair), University of Minnesota-Twin Cities; Theodore. J. Kowalski, University of Dayton
The Barbara L. Jackson Scholars Network was developed in honor of Dr. Barbara L. Jackson, a professor and leading scholar in the field of educational leadership, for her contributions to the discipline. The program will provide mentoring and a support network for doctoral students of color who wish to pursue careers in higher education.

The Barbara Jackson Scholars Network is proud to sponsor a keynote address by Drs. Ted Gordon (University of Texas at Austin) and Edmund Gordon (Professor Emeritus, Columbia University), both of whom have done much work in advancing minority issues in education.

This year’s workshop will be focused on the fundamentals of publishing. Dr. James J. Scheurich, (Texas A&M University) will present details on a Jackson Scholars special issue of the International Journal of Qualitative Studies in Education. A reception will follow the event.

A special thanks goes out to the University of Texas at San Antonio for the sponsorship of this year’s Barbara Jackson Invited Speakers.

Session 10, Friday, 6:30 PM - 7:50 PM
Anacacho Ballroom
Welcomes: Michelle D. Young, UCEA Executive Director
Presentation of the Paula Silver Case Award:
    Michael Dantley, JCEL Editor
Introduction of Featured Speaker:
    Miguel Guajardo, Texas State University

Featured Speaker: Jorge Gonzalez, Universidad Nacional Autonoma de Mexico
_The Development of Cyber Culture as a Strategy to Reweave Social Relationships_

Strong social relationships become possible when a collective takes it upon itself to become an “emergent local knowledge community” that dramatically increases its culture of information, communication and knowledge. Dr. Jorge Gonzalez will share the experiences of several such communities in countries around the world and report on the work of the First International Colloquium on Cyber culture: Emergent Local Knowledge Communities. A response will follow in a Symposium of several scholars from Mexico, scheduled for Saturday, November 11, 2006 in session 15.12 from 12:30 PM to 1:45 PM. This featured lecture was sponsored by Texas State University.
Session 11, Saturday, 7:00 AM – 7:50 AM

11.1, Travis
Meeting: Journal of Research on Leadership Education
Edith Rusch, James R. Crawford, Mimi Wolverton, Fergus O’Sullivan, Bruce Barnett, Joanne Cooper, Len Foster, Phil Hallinger, Bob Kottkamp, Jackie Lumby, Nelda Cambron-McCabe, Joseph Murphy, Khuala Murtadha, Terry Orr, William Tierney, David Allan Walker, Maenette Benham, Lars Bjork, Colleen Capper, Ted Creighton, Tim Goddard, Adrienne Hyle, Fran Kochan, Martha McCarthy
(Continued through Session 12.1)

11.2, Lafitte
Meeting: Leadership for Social Justice
Catherine Marshall, University of North Carolina, Chapel Hill; Ernestine Enomoto, University of Hawaii; Madeline Hafner, University of Utah

11.3, Bowie
Meeting: Gay-Straight Alliance
Colleen Capper, University of Wisconsin-Madison

11.4, Peraux
Meeting: UCEA Taskforce on Research: What Are We Doing? How Are We Doing? Where Are We Going?
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, University of Virginia Tech; 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; Miles Bryant, University of Nebraska, Lincoln

11.5, St. Anthony
Meeting: UCEA-AERA Cases Project: Using Data for District Decision Making
Gary Crow, Florida State University; Jonathan Becker, Hofstra University; Andrea Rorrer, University of Utah; Linda Skrla, Texas A&M University; Richard Halverson, University of Wisconsin-Madison; James Scheurich, Texas A&M University; Richard Fossey, University of Houston; Scott McLeod, University of Minnesota; Jerry Sroufe, AERA; Michelle D. Young, UCEA
This workshop will introduce a new UCEA-AERA collaborative project on developing cases/simulations to prepare prospective and current educational leaders on using data for district-level instructional decision making. Participants are invited to join various experts in district level reform and case methodology to brainstorm ideas for the cases and simulations as well as to pilot test some of the preliminary cases.

11.6, Jefferson
Meeting: UCEA Program Centers Directors
Trudy Salsberry, Kansas State University; Mimi Wolverton, 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; Scott McLeod, University of Minnesota

11.7, Crockett
Meeting: Politics of Education II
Brendan Maxcy, University of Missouri-Columbia

11.8, Alamo
Meeting: Graduate Students Getting Involved in the Profession
Leslie Hazel Bussey, St. Louis University; Cristi Ford, University of Missouri-Columbia; Cristobal Rodriguez, Jessica Giere, the University of Texas at Austin
This session will offer an opportunity to meet with Division A leaders and graduate students. The session will also facilitate a discussion of student involvement for Division A and UCEA.

11.9, Navarro
Meeting: Information Session on Membership in UCEA
Fenwick English, University of North Carolina at Chapel Hill; Michael Dantley, Miami 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.

11.10, Anacacho Ballroom
Meeting: Journal of Cases in Educational Leadership Editorial Board Meeting
(Continued through Session 12.13)

Session 12, Saturday, 8:00 AM – 9:15 AM

12.1, Travis
Board Meeting: Journal of Research on Leadership Education
Edith Rusch, James R. Crawford, Mimi Wolverton, Fergus O’Sullivan, Bruce Barnett, Joanne Cooper, Len Foster, Phil Hallinger, Bob Kottkamp, Jackie Lumby, Nelda Cambron-McCabe, Joseph Murphy, Khula Murtadha, Terry Orr, William Tierney, David Allan Walker, Maenette Benham, Lars Bjork, Colleen Capper, Ted Creighton, Tim Goddard, Adrienne Hyle, Fran Kochan, Martha McCarthy
(Continued from Session 11.1)

12.2, Lafitte
Conversation: Moving from the Fringe to the Center: A Focused Conversation on Effectively “Diversifying” Principal Preparation Programs
Margaret E. Barber, George White, Perry Zirkel, Jill Sperandio, Lehigh University; Tricia Browne-Ferrigno, University of Kentucky
This conversation session will draw from participants’ experience in developing a variety of innovative university principal leadership development programs designed to promote a
leadership pool that better reflects the diversity of the student population. The conversation will focus on how the literature’s recommendations (see, for example, Orr, 2006) for program design, delivery features, and guiding theory can be used to focus effectively on increasing the pool of school leaders who are women and of color.

12.3, Bowie

Paper: Principals, Teachers, Climate and Good Schools
Chair: Jean Cate, Oklahoma University
Discussion Leader: Sally Zepeda, University of Georgia

Good Schools, Good Leaders: Portraits of Excellence AND Equity!
Kathleen Brown, University of North Carolina at Chapel Hill
The purpose of this two-phase empirical inquiry of “good” schools is to explore “how” K-5 elementary principals of state recognized “Honor Schools of Excellence” are (or are not) promoting and supporting both academic excellence AND systemic equity in their schools.

The Relationships between Principal Behaviors and School Climate
Shirley Johnson, Steve Busch, Rebecca Robles Pina, Sam Houston State University
The purpose of this session is to examine the results of research that correlates underlying principal behaviors with school climate. The research identifies specific principal behaviors that significantly impact school climate and informs the design of preparation programs to maximize a principal’s behavior while leading in a school climate.

Principals’ Perceptions of Successful School Leadership
Hersh Waxman, Texas A&M University; Angus MacNeil, University of Houston
This study describes the overall descriptive findings from the Principals as Successful Leader Project. Approximately 250 principals from a large metropolitan area in the southwest region of the U. S. responded to a questionnaire that addressed public school principals’ beliefs, attitudes and perceptions related to their leadership functions.

Principals’ and Teachers’ Perceptions of Teacher Influence in Schools: How the Distribution of Influence Affects Teacher Satisfaction
Karen Jackson, Brigham Young University
This study utilizes data from the 1999-2000 Schools and Staffing Survey (SASS) to investigate the interplay of principals’ and teachers’ perception of teacher influence over school policy and its implications on teacher satisfaction. Teacher efficacy, of which teacher influence over policy is a part, has been shown to have positive effects on student achievement. Similarly, teacher autonomy has a positive influence on teacher job satisfaction and commitment.

12.4, Peraux

Paper: Effective Uses of School Data
Chair: Allan D. Walker, Chinese University of Hong Kong
Discussion Leader: Vera Wehring, University of Texas at Austin

School Practices in the Effective Use of Student Data for Educational Improvement
Tami Smith, Goucher College; Jeff Wayman, John Gasko, University of Texas at Austin
The effective use of student data is critical to the continued development of an effective educational environment. Although it is important that school leaders draw upon previously-established school practices, there exists little research that summarizes school data practices. This paper will review research studies that examined school data practices, identify common
themes in these studies, and make recommendations for improving future research and guiding school leaders in implementing data-based initiatives.

The Intersection of Data-Driven Decision Making, Change Theory and Organizational Culture: Validation and Initial Study using the Data-Driven Decision Making in Schools Survey Instrument

David Quinn, University of Florida

This paper describes the creation of an instrument to measure faculty perspectives of conditions that promote data-driven decision making in schools. Survey questions were generated from theory and research on change, data-driven decision making, organizational culture and leadership. Data and leadership implications from the instrument validation study will be presented.

Examining Principal Knowledge of Data Use and Interpretation

Shana Goldwyn, Laura Lang, Christopher Schatschneider, Florida State University

Follow up analysis from an existing study looking at principals’, teachers’, and reading coaches’ knowledge of data revealed that there was a significant effect of the intervention in specific subcategories related to data analysis of student performance. Additionally, in these subcategories, the effect of the treatment was relatively uniform across participants regardless of their leadership role.

Shared Leadership in a Results-Driven District

Julie McDaniel, Amy Bloom, Oakland Schools

One district in Southeastern Michigan began a school reform process over a decade ago, at the onset of this noisy policymaking era. Without programmatic fanfare and with limited financial resources, the district narrowed its focus to student achievement and began a slow and deliberate, homegrown school reform effort. It responded to changing policies, translated research into practice, incorporated technology into the system, integrated data analysis into instructional decision making and facilitated leadership training at all levels of the district.

12.5, St. Anthony Club

UCEA Program Center: Integrating Values and Ethics into Post-Secondary Teaching

Paul Begley, Jacqueline Stefkovich, William Boyd, Pennsylvania State University; Joan Poliner Shapiro, Temple University; Anthony Normore, Florida International University; Pauline Leonard, Louisiana Tech University

This UCEA Program Center session reports on the work of the center faculty associates during 2006 in promoting the integration of values and ethics into post secondary teaching. Having generated resources to be used in support of K-12 processes during 2005 - 2006, the center associates are now directing attention to college and university level teaching.

12.6, Jefferson Manor

Symposium: Interstices for Democracy within Social Justice, Building Community, and Working on School Improvement – Principals’ Voices from Different School Types

Michele Acker-Hocevar, Florida Atlantic University; Julia Ballenger, Betty Alford, Stephen F. Austin State University; Dana Christman, New Mexico State University; John Freeman, University of Tennessee at Chattanooga; Douglas Busman, Sally Hipp, Grand Valley State University; Joyce Piveral, Carole Edmunds, Northwest Missouri State University; Diane Dean, Illinois State University; Sharon Gieslemann, Murray State University; Phyllis Hensley, Vernie Burmeister, California State University; Christine Kelly, Tom Kersten, Roosevelt University; Teresa Miller, Kansas State University; Mariela Rodriguez, Elizabeth Murakami-Ramalho, University of Texas at San Antonio; Suzanne Painter, Arizona State University; William Place
Researchers share seventy-two principals’ voices from different school contexts within different states and under different accountability sanctions in symposium, about how principals constructed their thinking and decisions to achieve transformative actions or maintain the status quo in relation to interstices for democracy within social justice, community and school improvement.

12.7, Crockett
Symposium: Examining the Influence of Culturally Responsive Leadership and Socio-Cultural Perspectives on African American Student Achievement
Laura McNeal, Carlos R. McCray, Georgia State University; Lou Matthews, Michigan State University; Neporcha Cone, University of Miami

This interactive symposium comprises some of the leading and upcoming voices in education. Each scholar was asked to examine, through his or her own personal research, the influence of culturally responsive leadership and socio-cultural factors on African American student success. More specifically, the invited scholars will discuss how cultural responsive school leadership and sociological factors influence African American students’ learning styles, opportunities, and outcomes.

12.8, Alamo
Paper: Student Achievement, Diversity and Leadership Capacity
Chair: Denise Perritt, Essex County Public Schools
Discussion Leader: Sharon Brooks, Brooks Learning Center

Student Achievement & Elementary Principal Catalysts: Instructional Leadership in Reading
Whitney Sherman, Karen Crum, Old Dominion University

This paper describes the core beliefs and daily actions of principals who practiced exemplary instructional leadership in reading that influenced student achievement. The nine categories translate directly to practice and have important implications for the preparation of leaders.

Building Principal Leadership Capacity for Developing Learning Communities Supportive of Mexican Immigrant Children: One School Administration Program’s Initiative
Roma Angel, Linda O’Neal, Appalachian State University

Recognizing the Mexican immigrant population to be the second fastest growth group in this state, faculty members of this school administration program instituted an initiative to build understanding through special academic and cultural study. Candidates from the master’s of school administration program entered into an extended academic endeavor involving the reading of narrative accounts and research studies of Mexican culture and student achievement.

Preparing Alternatively Certified Mathematics and Science Teachers: An Exploration of Factors that Contribute to Effective Teaching for All Children
Jay Paredes Scribner, Ryan Nivens, Elizabeth Valentine, Adam Bickford, Motoko Akiba, Michele H. Lee, Travis Olson, University of Missouri-Columbia

This paper explores relationships between teacher characteristics, school factors, perceptions of teacher preparation, and observed instructional practices by alternatively certified teachers in Missouri. The study finds limited support for policy logic undergirding alternative certification programs. The study finds no relationship between professional experience or perceived program effectiveness and standards-based teaching practices.
A Diverse Group of Principals in Diverse High Performing Schools Using a Relational Identity Orientation to Improve Academic Achievement for Students of Color and Economically Disadvantaged Students
Nick Cormier, Park University; Bret D. Cormier, University of Texas at Austin; Jean Madsen, Texas A&M University

Achievement test scores for students of color and economically disadvantaged students are consistently lower than white students. This gap was closing in the 70' and 80’s, however, the gap is now widening in most school districts throughout the country. This paper examined how a diverse group of twelve principals in three diverse large school districts used a relational identity orientation within their schools and the community to improve academic achievement for students of color and economically disadvantaged students.

12.9, Navarro
Paper: Culture, Politics and Sexually Marginalized Youth
Chair: Andrea Rorrer, University of Utah
Discussion Leader: Faith Crampton, University of Wisconsin-Milwaukee

Teaching the Politics of Education: Past, Present, and Future
Lance Fusarelli, North Carolina State University

This conversation brings together 6 diverse scholars (a critical theorist, two feminists, a critical race theorist, and 2 traditional structural/functionalist) at different levels (assistant, associate, & full professor) who teach courses in the politics of education. The session explores changes to the field since 1989, the date of the Layton and Scribner UCEA monograph on Teaching the Politics of Education.

Enhancing School Leadership Teams with Social Workers: An Organizational Construct for Democratic Special Education Administration
John Palladino, Eastern Michigan University; Mark Giesler, University of Nebraska, Lincoln

The purpose of this presentation is to share the outcomes of a mixed methods study about school social workers’ involvement in special education decision-making. Implications from the data suggest that school social workers are a valuable resource for school administrators’ supervision of special education services.

Toward Creating Effective Educational Environments: An Examination of School Policy Recommendations Addressing Issues Affecting Sexually Marginalized Youth
Brianne L. Reck, University of South Florida, St. Petersburg; Charles R. Heaton, University of Virginia

This study provides a discourse analysis of recommendations from national organizations that frame district and school policies that affect school culture and climate for lesbian, gay, bisexual, transgendered and questioning youth. Implications of these findings for school leaders’ efforts to promote equity and academic success for all children is discussed.

Bridging Geography & Cultural Differences: An International Community of Learners
Monica Byrne-Jimenez, University of Massachusetts - Boston

This paper reports on an intercultural teacher exchange between teachers from the Northeast and Costa Rica. Teachers were questioned about their teaching strategies, multicultural practices, environmental advocacy, and professional development goals. Significant differences were found. Yet in teacher interactions, similarities in motivation and expectations served to bridge the differences.

12.10, LaSalle
Symposium: Leadership for Student Learning
Kenneth Leithwood, Stephen Anderson, Blair Mascall, Doris Jantzi, Molly Gordon, Shawn Moore, University of Toronto; Karen Febey, Judith Meath, Michael Michlin, Karen Seashore Louis, Kyla Wahlstrom, University of Minnesota-Twin Cities; Suzanne Stiegelbauer, Texas State University

These papers are based on one large, mixed-methods, five-year study examining the links between student learning and successful leadership at the state, district and school levels. The papers highlight successful leadership practices, as well as a potential mediators with considerable promise for the attention of practicing leaders.

12.11, Midland
Innovative Session: **Leaders for Social Justice for Real! Students and Staff Leaders from Gay/Straight Alliances in Texas Schools**
Colleen Capper, University of Wisconsin-Madison; Frank Hernandez, Iowa State University; Michael O’Malley, Catherine Lugg, Rutgers University; James Koschoreck, University of Cincinnati

This session will feature high school students and their teachers or school leaders who participate in Gay/Straight Alliances (GSA) in Texas schools. They will share their leadership for social justice lessons with UCEA participants including how the GSA was formed, the resistance they face, their work as social justice student leaders, and suggestions for prospective principals.

12.12, Coronado
Paper: **Proactive Leadership and Social Justice**
Chair: Joseph Matthews, Brigham Young University
Discussion Leader: Rose Mary Newton, University of Alabama

**Wicked Women: A Media Analysis of Women’s Leadership**
Sharon Kruse, Sandra Spickard Prettyman, University of Akron

Wicked Women examines the portrayal of women in and of power as depicted in the popular musical Wicked. By examining the two main characters – Glinda, the Good witch and Elphaba, the Wicked witch – we explore the messages about good and evil, and what it means to be a woman/leader.

**Walking in Two Worlds: Educational Leaders Transitioning between Native and Non-Native Worlds**
Anthony Fairbanks, New Mexico State University

This qualitative study examined the journey of Native American/Alaska Native educational leaders walking in two different worlds, the Native and non-Native worlds. Major compromises, conflicts, and challenges were explored. Suggestions on how Native Americans/Alaska Natives can retain their Native identity as they transition into educational leadership roles will be provided.

**Exploring the Intersection of Instructional Leadership and Student Performance: Some Surprising Findings**
Don M. Beach, Joyce Anderson, Tarleton State University

This study examined the relationship of perceived instructional leadership behaviors of high school principals and student academic performance. The results indicated positive a correlation between principals’ perceived leadership behavior and the school’s mission and management of the instructional program. The study also revealed negative correlations between perceived leadership behaviors and student academic performance.

**Changing Times: New Approaches to School Leadership**
Ethan Heinen, West Virginia University
This paper examines the formation and implementation of an innovative statewide Ed.D. cohort in the state of West Virginia. Bureaucratic politics is used as an analytic lens to examine factors influencing decision-making among key stakeholders. Implications for practice are discussed, including innovativeness in programming, and bureaucratic responses to deregulation.

12.13, Anacacho Ballroom
Meeting: *Journal of Cases in Educational Leadership* Editorial Board Meeting
(Continued through Session 12.12)

12.14, The Boardroom
Closed Meeting: *UCEA Handbook on Educational Leadership: Sections Editors’ Meeting*
Michelle D. Young, Joseph Murphy, Rodney Ogawa, Patrick B. Forsyth, Martha McCarthy, Robert Kottkamp, Edith A. Rusch, Diana Pounder, Don LaMagdeleine, Dianne Taylor, Faye Patterson; Gail Schneider, Brendan Maxcy, David Arsen, Nan Restine, Cindy Reed, William L. Boyd, Kenneth Leithwood, Robert Crowson, Lars Bjork, Tony Bush, Miles Bryant, Philip Hallinger, Jacky Lumby, Allan Walker, Tricia Browne-Ferigno, Jim Rinehart, Theodore Creighton, Scott Bauer, S. David Brazer, Gerardo Lopez, David Quinn, Jerry Starratt, Nelda Cambron-McCabe, Maria Luisa Gonzalez, Fran Kochan, M. Terry Orr, Margaret Barber, James Bliss, Karen Osterman, Paula Cordiero, Janet Chrispeels, Bruce Barnett, Mike Copeland, Juanita Garcia, Margaret Grogan, Paul Bredeson, Whitney Sherman, Stacey Preiss, Kent Peterson, Carolyn Kelly, Jay P. Scribner, Norma Mertz, Ernestine Enomoto, Steve Gross

Session 13, Saturday, 9:25 AM – 10:55 AM
Anacacho Ballroom
Welcomes and Introductions: Charles Russo, University of Dayton
Presentation of the Roald F. Campbell Award:
Leonard Burrello, Indiana University

The Pennsylvania State University Mitstifer Lecture: Richard Elmore
Introduced by Jacqueline Stefkovich, The Pennsylvania State University

Richard Elmore is currently the Gregory R. Anrig Professor of Educational Leadership Director for the Consortium for Policy Research in Education (CPRE) at Harvard University. Dr. Elmore’s research examines the effects of all levels of education policy on schools. His current work explores how schools with different policy contexts can be accountable and develop high quality instruction. His other research interests include educational choice, the effects of teaching and learning on school organization, and school restructuring. In his current role, Dr. Elmore manages CPRE, a consortium of universities interested in research on state and local education policy. Dr. Elmore has also held position with the Department of Health, Education, and Welfare and the US Office of Education as well as serving as a consultant and advisor at the city, state, and national government level. Several of his books include *Restructuring in the Classroom: Teaching, Learning, and School Organization* (with P. Peterson and S. McCarthey) (1996), *Who Chooses, Who Loses? Culture, Institutions, and the Unequal Effects of School Choice* (ed. with B. Fuller and G. Orfield) (1996), and *Restructuring Schools: The Next Generation of Educational Reform* (1990).
**Session 14, Saturday, 11:05 AM – 12:20 PM**

**14.1, Travis**  
Flashpoint Panel: *What Exactly Does a Social Justice School Look Like? Unpacking the Contradictions*  
Colleen Capper, University of Wisconsin-Madison; James J. Scheurich, Kathryn Bell McKenzie, Texas A&M University; Frank Hernandez, University of Wisconsin; Maria Luisa Gonzalez, Dana Christman, New Mexico State University; Nelda Cambron-McCabe, Michael Dantley, Miami University  
Social justice advocates imply, but do not clearly articulate, what a social justice school should look like, in concrete, practical ways. Yet, though there may be disagreement, such a conversation is necessary if we are to prepare leaders for such schools. The aim of this session is to ignite this conversation.

**14.2, Lafitte**  
Conversation: *Distributed Instructional Leadership in Complex School Systems*  
Juli A. Swinnerton, Michael S. Knapp, Michael A. Copland, University of Washington; Meredith I. Honig, University of Washington, Seattle; James P. Spillane, Northwestern University  
Designed to explore the ways that instructional leadership is or can be distributed in complex school systems, this interactive session brings together a diverse set of scholars known for their work in organizational, cognitive, and leadership research. In response to an initial presentation of case study findings, panelists will explore how instructional leadership can be distributed dynamically across actors and their situation, in contexts where multiple schools, central office leaders, and non-system organizations are potential players.

**14.3, Bowie**  
Paper: *Standards Based Leadership Preparation: Updating the Issues*  
Chair: Karen DeMoss, University of New Mexico  
Discussion Leader: Renee Kuchapski, Brock University  

*Standards-based Education Implementation: The Influence of District and School Leaders on Teacher Practices*  
Linda Vogel, University of Northern Colorado  
This paper examines the influence of district and school leaders on teacher practices in the implementation of standards-based classroom instruction and assessment. Training and data sharing resources provided by administrators increased teacher use of standards and data to guide instruction and inform stakeholders of student learning.

*Updating the National Standards (ISLLC/ELCC) for School Leaders: A Conversation Regarding the On-going Work of the National Policy Board of Educational Administration*  
Nona Prestine, The Pennsylvania State University  
This conversation session focuses specifically on the work now transpiring at the National Policy Board of Educational Administration (NPBEA) to update the Interstate School Leadership Licensure Standards (ISLLC). This session brings together participants involved in all phases of the NPBEA revision process (members of the expert panel, steering committee, and executive committee) to discuss the progress of and the issues involved with the updating of the ISLLC Standards.

*In the Name of Rigor: The Undemocratic Impact of “Standards” of Scientific Investigation and Peer Review on Scholarly Work*  
Janice Fauske, Carol Mullen, University of South Florida
This paper discussion roundtable explicates a recently published analysis of national efforts to define quality research. Increased emphasis of traditional scientific investigation “authorizes” certain forms of scholarship and “unauthorizes” other forms. Undemocratic impacts of regulatory documents and practices on peer review and ultimately on scholarship in educational leadership are assessed.

John W. Sipple, Wendy Amelotte, Cornell University; Kieran Killeen, University of Vermont

Our study has two purposes: First we review the variability in which the concept of capacity is theorized and measured in the context of contemporary school reform. Second, we measure the degree to which changes in national, state, and district staffing levels are related to the heightened learning and accountability standards established by individual states and the federal government. Our statistical analyses rely on a simple though important conception of capacity, that of staffing levels of teachers, teacher aids, and administrators.

14.4, Peraux
Paper: Principals, Peer Coaching, and Relational Identity
Chair: Sherion Jackson, Texas A&M University-Commerce
Discussion Leader: Kathy Lease, Texas A&M University

Peer Coaching for Experienced Principals: Building Their Capacity as Transformational Leaders
Bruce Barnett, University of Texas at San Antonio; Gary R. O’Mahony, O’Mahoney & Associates

This paper describes the Coaching for Enhancing the Capabilities of Experienced Principals Program (CEP) being implemented in Victoria, Australia. CEP principals: (a) valued coaches who established their credibility by listening, being approachable, and reviewing school data; (b) improved their self-confidence and personal balance; and (c) became more strategic in implementing school improvement projects. Problems associated with principal coaching programs and improvements are explored.

Asynchronous Communication and the Role of the Principal: A Phenomenological Study
Stacey Edmonson, Chris Hines, Sam Houston State University

This phenomenological study identified the ways that technology has changed the manner in which school leaders communicate. Further, the study identified the phenomena that result from increased electronic communication by school leaders and identified practices that have been adopted by school leaders and universities to prepare leaders for these changes.

A Diverse Group of Principals in Ethnically Diverse High Performing Schools Using a Relational Identity Orientation to Improve Academic Achievement for Students of Color and Economically Disadvantaged Students
Nick Cormier, Park University

Achievement test scores for students of color and economically disadvantaged students are consistently lower than white students. This gap was closing in the 70’ and 80’s, however, the gap is now widening in most school districts throughout the country. This paper examined how a diverse group of twelve principals in three diverse large school districts used a relational identity orientation within their schools and the community to improve academic achievement for students of color and economically disadvantaged students.

The Building Principal and Pre-service Teachers: Perceptions, Intentions, and Implications
Anita Varrati, Kent State University
Principals play a key role with the induction of new teachers into their schools and into the profession. Beginning teachers identify the school principal as a key for support and guidance. This session examines the perceptions of prospective and practicing principals, as well as those of the pre-service teachers, regarding the role of the building administrator with teacher preparation.

14.5, St. Anthony Club
Symposium: *The Navajo School Administrators Preparation Program: Orientations, Issues, and Considerations During First-Year Implementation*
Arnold Danzig, Nicholas Appleton, Timothy Begaye, Arizona State University; Janel Hinrichsen, Gloria Emerson, Dine College
This symposium explores some of the issues, orientations, and considerations that went into the implementation of a federal grant program to support the preparation and professional development of Navajo school administrators. The symposium explores how learning is grounded in the participants’ community, how administrators are an essential link between community and the processes of schooling, and how multiple collaborations between universities, and among schools, universities, and communities are tapped to build programs.

14.6, Jefferson Manor
Symposium: *Pathways to Social Justice and Strong Democracy Under Globalization: Collaborative, General/Special Education Leadership Preparation*
Mary Lynn Boscardin, University of Massachusetts, Amherst; Matthew Militello, University of Massachusetts, Boston; Jean B. Crockett, David M. Quinn, University of Florida; Andy Tompkins, Christine S. Walther-Thomas, Thomas M. Skrtic, University of Kansas; Carl Lashley, University of North Carolina - Greensboro; James Yates, University of Texas at Austin
Perspectives on research supporting collaborative leadership preparation for administering programs for students with disabilities among general/special education administrators will be explored. The discussion will link the research presented to the need for strong, participatory democracy, which is essential for achieving social justice under the new interdependencies and social dislocations of globalization.

14.7, Crockett
Paper: *Proactive Leadership and Social Justice*
Chair: Jose Lopez, California State University
Discussion Leader: Donyell L. Roseboro, Southern Illinois University-Edwardsville

*Paths of Salience: Preparing Educational Leaders for Divergent Perspectives of Public Schooling*
Ann Allen, The Ohio State University; Marisa Cannata, Michigan State University
Using theories of decision making and issue salience, this paper examines the path of public salience in schooling given three decision making models (democratic, professional, and market) and projects implications for the preparation of educators and educational leaders given the increasing presence of school choice.

*Accelerating Proactive Leadership: A Case for Teaching Personal Advocacy and Professional Responsibility in Educational Leadership Programs*
Marla McGhee, Texas State University-San Marcos
Researchers have established a connection between administrative behavior and student outcomes. However, progress in accelerating the numbers of effective instructional leaders has been slow and erratic. Compounding this situation is the rate at which new leaders become normed into patterns of practice. Rather than relying on traditional supports for new-to-
profession administrators, this study suggests purposefully teaching personal advocacy and professional responsibility to increase effective practice.

*Educational Leadership for Democracy and Social Justice*
Olof Johansson, Elisabeth Zachrisson, Umea University

The purpose with the paper is to analyse a change in a local school system. The motive for the change process was to transform the educational leadership through building a professional learning organization in which the principals can act as values driven leaders in support of their staff in relation to school democracy and social justice.

*From Compliance to Self-Assessment: How the Institutional Effectiveness Movement Impacts Educational Leadership Programs*
Joy C. Phillips, Brenda J. Rhoden, University of Houston

This paper presents a literature review that illustrates how educational leadership programs seeking to improve are caught in ideological and procedural confusion surrounding the institutional effectiveness construct. Specifically, this review reveals that IE suffers from stalled development, conceptual confusion, and a fragmented literature landscape. This confusion perpetuates the polarizing nature of assessment discussions in higher education.

**14.8, Alamo**

*Paper: Distributed Leadership and Democratic Learning Communities*
Chair: John Freeman, University of Tennessee at Chattanooga
Discussion Leader: Corrie Giles, SUNY Buffalo

*Teacher Quality, Student Achievement, and Educational Inequality in 47 Countries*
Motoko Akiba, Yue-Lin Zhuang, University of Missouri-Columbia

Based on the secondary analyses of the TIMSS 2003 data from 47 countries, we found that SES-based achievement gap in the U.S. was among the highest, and the percentage of U.S. students taught by teachers with math or math education major was among the lowest.

Julie Edmister, Bowling Green State University; Kathleen Jorissen, Western Carolina University

A new teacher evaluation system that promotes professional learning is creating collaborative learning communities in which teachers and their principals work together to improve student learning. Unlike traditional teacher evaluation systems that still assess teaching behaviors rather than the results of teaching, the results-based models of teacher evaluation in four Midwest school districts focus on teaching results. Qualitative findings indicate that such systems can merge accountability and professional development. Implications for district policy and principal preparation are discussed.

*The Relationship between Democratic Communities and Teacher Leadership*
Lisa Kensler, Grace I. L. Caskie, George P. White, Lehigh University

We explored the relationship between democratic school communities and the presence of teacher leadership using a structural equation model. The full model demonstrated good fit and significant parameter estimates. School level moderated the relationship of democratic community to teacher leadership. In elementary schools, democratic community significantly predicted teacher leadership.

*Distributed Leadership Practices that Facilitate Effective Teacher Learning Environments*
Sara Dexter, University of Virginia
A distributed leadership lens was applied to study the instructional leadership tasks within case studies of 1:1 laptop programs at five middle schools. The artifacts teams employed, such as the technology vision, laptop distribution, instructional support personnel, and technology-curriculum alignment, created the teachers’ professional learning environment for this instructional innovation.

14.9, Navarro
Paper: Issues with Doctoral Dissertations and Postdoctoral Work
Chair: Sandra Buendia, University of Utah
Discussion Leader: Douglas Davis, Georgia State University

Beyond Graduation: Postdoctoral Use of the Educational Administration Dissertation to Promote a Just and Democratic Society
Mack Hines, Sam Houston State University

This study examined 118 doctoral graduates’ of educational administration uses of their educational administration dissertations to enhance society. The results indicated that the Doctor of Philosophy graduates used their dissertations to engage in scholarly activities. The Doctor of Education graduates used their dissertations to engage in service.

Using Transfer of Learning Principles to Enhance Doctoral Leadership Preparation Programs in a Changing World
Sandra Harris, Michael Hopson, Vicki Farrow, Lamar University

This study explores the process of changing leadership understandings and practices for doctoral students in educational leadership framed within transfer of learning principles. Particular attention is given to the reciprocal relationship of classroom learning experiences and changed practice in the field.

An Initiative to Address Student Preparedness for College Entrance: A Doctoral Internship
Ramon Dominguez, New Mexico State University

In meeting a doctoral internship requirement for the Fall 2005 semester at New Mexico State University, two doctoral students lead a K-20 county-wide initiative to research and develop an action plan addressing student preparedness for college entrance. The initiative has proven successful and continues to evolve.

14.10, LaSalle
Symposium: Conflict and Power in Re-distributing Leadership: Asymmetrical Impacts of Texas-Style Accountability on District Leadership
Brendan Maxcy, Jay Paredes Scribner, Jesse S. Gainer, Thu Suong Thi Nguyen, University of Missouri-Columbia; William R. Black, IUPUI

Interest in non-hierarchical leadership in school improvement is garnering increased interest. Drawn from four distinct studies of one Texas district, this symposium contributes to a thin empirical literature base on distributed leadership and advances theorization by foregrounding issues of conflict and power largely absent from the associated scholarship.

14.11, Midland
Symposium: “Blending Learning” Courses: Balancing Online and Face-to-Face Instruction in Graduate School Leadership Preparation Programs
Boyd Dressler, Montana State University; Kevin Brady, North Carolina State University

“Blended learning” refers to courses where a significant portion of the learning activities are online and time traditionally spent in the classroom is reduced but not eliminated. This research will examine the results of students’ opinions and perceptions of blended learning courses offered at a university’s educational leadership graduate program.
Saturday

14.12, Coronado
Conversation: **Leadership Patterns in an Asynchronous Learning Environment: Structure and Associations with Student’s Satisfaction**
Ronit Bogler, Sonia Roccas, Avner Caspi Open University of Israel

Findings of a large scale survey indicate that the structure of leadership dimensions found in a face-to-face interaction is replicated in an asynchronous learning environment. Correlations with student’s satisfaction were positive for transformational leadership and contingent reward, and negative for laissez faire and management by exception-passive. Practical implications are discussed.

14.13, Anacacho Ballroom
Graduate Symposium II: **Professors and Students of Color: Dialoguing for Success**
Floyd D. Beachum, University of Wisconsin-Milwaukee; Mariela Rodriguez, Betty Merchant, Elizabeth Murakami-Ramalho, University of Texas at San Antonio; Maria Luisa Gonzalez, New Mexico State University; Gary Crow, Florida State University; Carlos R. McCray, Georgia 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.

14.14, The Boardroom
Conversation: **Preparation for Social Justice Leadership**
Maria Luisa Gonzalez, Martha Dominguez, Pat Cruz, Ann Lynn McIlroy, Laura Gallegos, Marshal Lawler, New Mexico State University

During this session, current doctoral students will reflect on their experiences as graduate students and the preparation they have been receiving for practice as socially just educational leaders. A facilitator/discussant will work to deepen the discussion and the meaning that flows from it.

14.15, Georgian Hall
Fireside Chat: Joseph Murphy, Vanderbilt University

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**Session 15, Saturday, 12:30 PM – 1:45 PM**

15.1, Travis
Flashpoint Panel: **Changing Religious Demographics, Democracy, Social Justice, and Educational Leadership: A Flashpoint Panel**
Joanne Marshall, Anthony Jones, Iowa State University; Charles Russo, University of Dayton; Martha M. McCarthy, Indiana University; Catherine Lugg, Malila Robinson, Rutgers University

One controversial element in the intersection of democracy and social justice is the role that religion plays in U.S. public schooling. This flashpoint panel reviews changing U.S. religious demographics, evolving judicial interpretations of the religion clauses of the First Amendment, and implications of church/state controversies for social justice, democracy, and educational leadership.

15.2, Lafitte
Conversation: **What Do Educational Leaders Need to Know, Do, and Value about English Language Learners with Disabilities?**
Karen Stout, Martha Thurlow, Deb Albus, Kristin Liu, Manuel Barrera, Karen Hendershot, Nicholas Hendershot, Jill Sperandio, Christopher Johnstone, University of Minnesota
Among the most vulnerable students in the increasingly diverse population being educated in our schools are English language learners with disabilities. Without a leader who makes sure their needs are addressed, these students are often lost in the day to day pressures of No Child Left Behind and other challenges facing schools. The purpose of the conversation proposed here is to discuss the responsibilities, issues, and obstacles to delivering standards-based instruction and assessment experiences for English language learners with disabilities.

15.3, Bowie
Innovative Session: Are Universities Making Progress in Redesigning School Principals’ Preparation?
Kathleen O’Neill, SREB
This study answers the question, “What progress have universities made in redesigning programs, improving field experiences, and working with school districts to prepare educational leaders to focus on student achievement?” While some programs have changed, all need to address standards, curriculum and instruction, selection and preparation, and quality field-based experiences.

15.4, Peraux
Paper: Reframing and De-bunking Cultural Imperialism and Poverty
Chair: Hanne B. Mawhinney, University of Maryland
Discussion Leader: Susan Hasazi, University of Vermont
Reframing the Education-Poverty Nexus: Insights from Contested Intersections of Social Justice, Democracy, and Globalization
John W. Gasko, Curtis Brewer, University of Texas at Austin
This paper presents a critical historical analysis of the uncoupling of federal education and anti-poverty policy into two disjointed policy streams. Our analysis is multi-tiered and focuses on politics, bureaucratic structure, and education discourse/practice. Our results and their implications for educators are enhanced through multi-focal readings derived from Foucault and Habermas.

A Cultural Historical Activity Theory Analysis of Artifacts of Expansive Learning From a Title I School Improvement Team in the Implementation Ecology of Meeting Adequate Yearly Progress
Hanne B. Mawhinney, University of Maryland
This paper contributes to development of Cultural Historical Activity Theory (CHAT) as a means of organizational analysis of accountability pressures facing schools (Ogawa, 2006). It draws from findings of a multi-level, longitudinal case study of the institutional dynamics of accountability evident in schools in one school district in Maryland. I will explore the institutional dynamics of school improvement in one of the study schools, Dogwood Elementary, by describing the artifacts of expansive learning that were evident as members of the school leadership team discussed issues related to planning, implementing, and revising approaches that teachers would use to improve student achievement to meet the requirements for demonstrating Adequate Yearly Progress.

Social Mobility and the Problem for School Leadership
Eric Freeman, Georgia State University
Social selection has long been understood as one of the primary purposes of schooling in American society. The common perception that educational expansion has substantially opened up economic and job opportunities for children born into lower status families is contradicted by recent social science evidence. The vocationalization of education has contributed to a conception of equity—i.e., a free market ideology oriented toward equality of
educational opportunity instead of equal access and curriculum—that is ambiguous and impossible to achieve exclusively through schooling.

Project MAISA: De-bunking Cultural Imperialism in Native American Schools
Dana Christman, Anthony Fairbanks, Maria Luisa Gonzalez, New Mexico State University

This study seeks to understand the perceptions of American Indian pre-service administrators in an administrative preparation program at a large, public research university. Data were collected through focus group discussions based on an open-ended, semistructured questionnaire. Five major themes emerged: Relationships, Outside Influence, Getting prepared, Altruism, and Concern for Family.

15.5, St. Anthony Club
Symposium: Educational Administration Quarterly: A 25-Year Analysis
Joseph Murphy, Vanderbilt University; James Cibulka, University of Kentucky; Jane C. Lindle, Clemson University; Glen Wilson, Casey Cobb, Eric Haas, University of Connecticut; Adrienne Hyle, Kitty Hankins, Keri Kearney, Oklahoma State University

The papers in this symposium provide an analysis of the field of school administration as reflected through an examination of publications in the leading academic journal in the profession, Educational Administration Quarterly (EAQ). Building on an earlier analysis by Campbell in 1979, the papers in this symposium examine the period from 1979-2003.

15.6, Jefferson Manor
Symposium: Sustaining Democratic Learning Communities through Practicing Democratic Principles
Lisa Kensler, Lehigh University; Linda Atkinson, Jean Cate, Leslie Williams, Sharon Wilbur, University of Oklahoma

Four paper presentations will explore the intersections between theory, research, and practice of democracy in schools. First, a framework for quantitatively measuring democratic community will be presented. Three case studies illustrating the practice of democratic principles in schools will follow. The session will end with an exploration of implications for preparing school leaders.

15.7, Crockett
Paper: Social Capital, Curricular Tracking and Unintended Outcomes on Student Achievement
Chair: Bernard Solomon, University of Missouri-Columbia
Discussion Leader: Sarah Nelson, Texas State University-San Marcos

Linking Theory with Practice: A Longitudinal Analysis of Student Portfolios
Robert Knoeppel, Joyce Logan, University of Kentucky

This presentation analyzes five years of data from student portfolios required as part of a principal preparation program. Portfolios serve as continuous student progress assessment from program entry to exit, evaluation of each student’s understanding and application of ISLLC and NETS-A standards, and linkage of theoretical knowledge to field-based projects.

Curricular Tracking and Outcomes Beyond Graduation
Barbara Bleyaert, The University of Toledo

Curricular tracking persists, despite research that suggests the harm it does especially to poor and minority students. This study uses results of a census of graduates from twelve diverse high schools one and five years after graduation to examine the intersection between where students lived, high school curriculum they followed, and post-secondary outcomes.
The Unintended Outcomes of Current Reading Policies on Low Achieving Students and ESL Students  
Andres Arroyo, Rose Ylimaki, SUNY Buffalo  
This paper draws on the literature and findings from a larger empirical study of the impact of current reading policies and mandates on instructional leaders’ beliefs and practices about effective reading instruction. The finding that is of particular interest to us in this paper involves the unintended outcomes of current reading policies on effective literacy instruction for low achieving students and ESL/Bilingual Education students.

The Impact of Investment in Human, Social, and Physical Capital on Student Achievement  
Faith Crampton, University of Wisconsin Milwaukee  
This study sought to test empirically the theory that investments in human, social, and physical capital impact student achievement. To that end, the study utilized multivariate statistical techniques and national databases. Unlike much previous empirical research on the relationship between the physical environment and student achievement this study offers a theoretical base that contextualizes the contribution of the physical environment with other variables that affect student outcomes.

15.8, Alamo  
Paper: Teacher Retention, School Turnarounds, and Standards Based Environments  
Chair: Thomas Alsbury, North Carolina State University  
Discussion Leader: Scott Bauer, George Mason University

Leading, Supporting, and Keeping: The Role of the Principal in Teacher Retention Issues  
Kathleen Brown, University of North Carolina at Chapel Hill; Susan Wynn, Duke University  
High teacher turnover rates result in a deficit of quality teachers and instruction, loss of continuity and commitment, and time, attention and funds devoted to recruitment versus support. The purpose of this two-phase empirical inquiry of teacher retention issues is to better understand the leadership styles of principals who lead schools that have low attrition and transfer rates.

A Tale of One Principal and Two Schools: Lessons in Leading Two Buildings  
Elizabeth Murakami-Ramalho, University of Texas at San Antonio; Kathleen Wilcox, Central Michigan University/Lansing School District  
This study explores the school practice of assigning one school principal to two buildings. The consideration of roles and responsibilities are also informed by the principals’ self-perception as leaders of two buildings—of two different staffs and communities, two distinct cultures, and instructional needs.

Managerial Leadership in Standards-Based Environments: A Case Study of Success for All  
Donald Peurach, Eastern Michigan University  
With growing pressure for improved and equitable student outcomes, the proposed paper uses the Success for All program to develop a model of “managerial leadership” responsive both to students and to environments. The paper includes analysis of mechanisms for realizing managerial leadership in practice and analysis of broader implications for leadership education.

Female Secondary Principals: Bridging the Discourse of Rural, Sub/Urban Student Achievement  
Courtney Vaughn, University of Oklahoma; Gaetane Jean-Marie, Florida International University; Linda Everett, Cooperative Council for Oklahoma School Administration
This study brings a group of one state’s female secondary principals together as co-researchers, asking them to generate their most pressing problems and how they are or are in the process of solving them. It contributes to our understanding of “what knowledge do we need” to reform education and improve student achievement.

15.9, Navarro
Paper: The Ethical challenge: Morality, Spirituality, and Social Cohesion
Chair: Jess Geier, University of Texas at Austin
Discussion Leader: Gail Furman, Washington State University

Spiritual Leadership: Courageous and Critical Engagement With Democracy and Social Justice
Faith Ngunjiri, Bowling Green State University
This paper explores spiritual leadership as expressed and experienced by non-western, Global South leaders in an emerging democracy. It illustrates the spiritual leadership of the marginalized and adds to our understanding of leadership theory and practice in our common search for democracy and social justice.

An Investigation of Public School Administrators’ Ethical Reasoning in Considering “The Best Interests of the Student”
William Frick, The University of Oklahoma
This study examined the ethical decision making of educational leaders – how practicing secondary principals made sense of their experiences and judgments where a plurality of values and situations embody competing and irreducible moral positions, the process by which these decisions were made, and meanings ascribed to professional moral judgment.

Educational Administration and the Ethic of Social Cohesion
Joseph Polizzi, Pennsylvania State University
This proposed conversation session stems from the concluding chapter of my research dissertation on the preparation of new teachers in a school-university collaborative professional development school. Findings regarding the ethic of social cohesion constitute relevant implications for leaders at the university and school district levels.

Ethics and Morality: Passageways to Democratic Leadership & Decision-Making and Autoethnography-True Stories of Practice
Ricardo Molina, JoAnn Franklin Klinker, Texas Tech University
The practice of ethics and morality are suggested pathways to democratic leadership for school administrators in their professional craft. This paper supportively extends the findings of a published mixed methodology study on ethical decision-making with a supporting theoretical framework, a proposed definition of democratic leadership within the context of ethics and morality, and the incorporation of autoethnography that provides reflective applicable experiences of practice.

15.10, La Salle
Symposium: Looking in the Mirror to Improve Practice: Discussing Statewide Leadership Preparation Studies
William R. Black, IUPUI; Margaret Terry Orr, Bank Street College (Discussant); Jennifer Friend, University of Missouri-Kansas City; Jerry Waddle, Southeast Missouri State University; Madeline Hafner, Diana Pounder, University of Utah; Justin Bathon, Indiana University; Robert Watson, Missouri State University
This symposium presents the progress of three statewide efforts to evaluate leadership preparation programs. In each state, all leadership preparation programs are collaborating to
evaluate their preparation practices, to structure avenues to use program data formatively, and to assess their programs’ impact on graduates’ career advancement and leadership practices.

15.11, Midland
Conversation: *Voices from Both Sides of an International Partnership: The Nuts and Bolts of Building an International Leadership Preparation Program*
Autumn Tooms, Sonya Wisdom, Anita Varrati, Kent State University

This session is designed to allow those interested in international university partnerships and globalization of administrative training efforts to explore the insights of those who helped to forge the first international partnership designed to formally train Bahamian educators in educational administration. This session focuses on the challenges, successes, caveats and highlight of such an international endeavor from the faculty and administrative point of view from both sides of the partnership: Academics from Kent State University and The College of The Bahamas.

15.12, Anacacho Ballroom
Symposium: *Cultural Fronts: The Response to Dr. Jorge Gonzalez*
Isaias Alvarez, Carlos Topete, Elizabeth Iturbe, Instituto Politecnico Nacional; Jose Maria Garcia, Universidad Estatal de Hidalgo; Maria de Luz Romay, University of the Incarnate Word; Miguel Guajardo, Texas State University; Charles Slater, California State University, Long Beach (Chairs)

15.13, Mahnke, Gunter Hotel
Conversation: *The Department Chair*
Maria Luisa Gonzalez, New Mexico State University; Mariela Rodriguez, Betty Merchant, University of Texas at San Antonio; James Scheurich, Texas A&M University; Nancy Evers, University of Cincinnati

This session will focus on the complexity of leading departments that prepare both educational researchers and scholar-practitioners. Department leaders will discuss these complexities and how they deal with them as well as engage with faculty and deans concerning their perspectives and needs they see for supporting faculty growth, program improvement and effective preparation of all graduate students.

15.14, Georgain Hall
Fireside Chat: Colleen Capper, University of Wisconsin-Madison; Michelle D. Young, UCEA
Session 16, Saturday, 1:55 PM – 3:10 PM
Welcomes and Introductions: James J. Scheurich, Texas A & M University
Presentation of the Jack A. Culbertson Award:
Gary Crow, Florida State University
J.D. Scribner Mentoring Award: Gerardo Lopez, Indiana University

Texas A&M University Social Justice Lecture: Angela Valenzuela
U.S. Latina/os and Cultural Citizenship: From Civil to Human Rights

Angela Valenzuela is currently Associate Professor in the Department of Curriculum and Instruction at the University of Texas at Austin. Her research and teaching interests are in the sociology of education, educational policy, minority youths, and urban education. She authored *Subtractive Schooling: U.S. Mexican Youth and the Politics of Caring* (1999), a study on immigrant and US-born Mexican American students in schools. As she states about the experience of minority students, “Their names and identities also get altered in the process of schooling and the richness and complexity of their linguistic repertoires are also devalued and construed as ‘barriers’ to overcome” (Valenzuela, 1999, p. 266). She also served as Associate Director at the Center for Mexican American Studies in UT-Austin, co-editor of *International Journal of Qualitative Studies in Education* and is a board member of a number of prestigious journals.

Session 17, Saturday, 3:20 PM – 4:35 PM

17.1, Travis
Innovative Session: Assessing Dispositions of Future School Leaders
Judy Carr, Janice Fauske, Lenford Sutton, University of South Florida

ELLC Standards for accreditation of leader preparation programs include a call for assessing dispositions for leadership, but dispositions are hazily defined and frequently regarded as being difficult to measure. This session explores one program’s systematic processes and tools for identifying and assessing dispositions at formative and summative points in the program.

17.2, Lafitte
Innovative Session: Still Waiting at the Intersection: Gender-Accountable Research, Feminist Research Approaches, and Gender-Inclusive Leadership Theory
Beverly Irby, Genevieve Brown, Sam Houston State University

This session will invite participants to critically examine the current practice and thought in research and theory related to social justice. The outcome of the session will be the potential for participants to create a proposal for a special edition of a journal that focuses on social justice issues. Journal possibilities and the Connexions project will be explored for adding to the knowledge base to assist the field in moving through the intersection of research and theory to a more socially just position.

17.3, Bowie
Paper: Governance, Politics & Radical Change
Chair: Dianne Taylor, Louisiana State University
Discussion Leader: Jacky Lumby, University of Lincoln, UK

Women Board Members: Overlooked, Understudied, and Underutilized Decision-Making Practices in School Governance
The few studies of women school board members suggest that they display many of the same leadership and decision-making characteristics as other women in top administrative roles. Other studies have shown that women board members spend an inordinate amount of time talking matters over with their constituents in order to gain the necessary information for discussions held later during decision making.

The Institutional Terrain of Interest Group Politics and Education Reform: Contesting Issues of Democracy, Social Justice, and Markets
Christopher Lubienski, University of Illinois; Janelle Scott, New York University; Liz DeBray-Pelot, University of Georgia

Old dichotomies between “liberal” and “conservative” are diminishing in their analytical power as interest groups compete to assert policy perspectives, visions, and reforms. This descriptive analysis uses interviews and position statements of interest groups to understand the policy landscape in the wake of significant changes in the education reform arena.

Teacher-School Board Member Trust Relationships: Creating Conditions for School Effectiveness Within a Socially Just and Democratic Context
Pamela Lenz, Northwestern School District; Helen C. Sobehart, Launcelot Brown, Duquesne University

Using Hoy and Miskel’s (2001) school structure model as a theoretical framework, this collective case study explores the influence of teacher-school board member trust relationships on school effectiveness. The interaction of reform and leadership is discussed in the context of creating school cultures that promote democratic communities and social justice.

17.4, Peraux
Paper: Organizational Trust, Development and Leadership
Chair: Mario Torres, Texas A&M University
Discussion Leader: Megan Tschannen-Moran, College of William and Mary

Adjusting the Focus: Organizational Trust and Mindful Schools
Page Smith, Carl Scarbrough, University of Texas San Antonio

Mindfulness and trust are both important components of healthy school climates, but there exists little research concerning the influence of trust on developing mindful behaviors in schools. Thus, this study explores the relationships between three salient dimensions of faculty trust and two important aspects of school mindfulness in elementary schools in south Texas.

Enacting an Organizational Development Perspective
Shelby Cosner, University of Illinois at Chicago

This paper examines one way that high school principals contribute to the development of organizational capacity – their supports for the development of trust between teachers. Drawing on qualitative data collected over 18 months, I use Kochanek’s (2005) framework for the development of trust in schools to analyze the work of 11 high school principals.

School Organizational Antecedents to Teacher Persistence and Coping Capacity
Hanne Mawhinney, University of Maryland

Collective teacher efficacy refers to the perception of teachers in a school that the efforts of the faculty as a whole will have a positive effect on students. A survey of teachers’ perceptions (n=2,268) of conditions of professional learning in one district’s 50 schools, and their collective efficacy beliefs included a new scale, “Influences on Teacher Persistence and Coping Capacity in Improving Student Learning” (TPCC) developed to measure teachers’
attributions of antecedents to their collective efficacy beliefs, and their assessment of the degree of support provided by principals, school leadership teams, instructional facilitators, mentor teachers, and other teachers.

*Understanding the Development of Organizational Leadership in Schools: Going Beyond Distributed Leadership*

David Mayrowetz, University of Illinois-Chicago; Joseph Murphy, Vanderbilt University; Mark Smylie, University of Illinois at Chicago; Karen Seashore Louis, University of Minnesota

This paper argues that we must think beyond activity-based theoretical conceptions of distributed leadership when analyzing attempts to develop leadership among several individuals in schools, including teachers. Work redesign theory frames our thinking but we also look to a variety of theories to explain individual and contextual variations that affect attempts to develop organizational leadership in schools.

17.5, St. Anthony Club

*Symposium: Accomplished Teachers as a Leadership Resource: Dialogue Between State Analysis and Local Action*

Hilary Loeb, Brynnen Ford, Michael Knapp, Marge Plecki, Ana Elfers, Julie Kang, Richelle Ward, University of Washington

Drawing evidence from recent survey research on National Board Certified Teachers (NBCTs), the symposium brings together researchers and NBCTs to explore key findings about NBCTs’ leadership experiences in Washington. It considers how school leaders and policymakers may develop richer pictures of how to utilize expertise of seasoned and successful teachers.

17.6, Jefferson Manor

*Symposium: The Evolution of a Partnership: Emerging Leaders - Cohort I and Cohort II*

Encarnacion Garza, Jr., Bruce Barnett, Betty Merchant, Elizabeth Murakami Ramalho, University of Texas San Antonio

The purpose of this symposium is to continue to analyze student learning in the partnership between an urban school district and an educational leadership department, known as the Urban School Leaders Collaborative (USLC). This symposium is a continuation of the discussion presented by the first cohort of students of the USLC at the UCEA conference two years ago (2004).

17.7, Crockett

*Symposium: Longitudinal Study of Two Professional Learning Communities*

Anita Pankake, The University of Texas Pan American; Jane B. Huffman, University of North Texas; D’Ette Cowan, Southwest Educational Developmental Laboratory; Kristine Kiefer Hipp, Cardinal Stritch University; Dianne Olivier

This study focuses on two schools, one PreK-8 and the other a middle school, that have continued to be actively engaged in creating and sustaining professional learning communities, moving through initiation to implementation toward institutionalization. The purpose of this paper is to share results from a longitudinal study of two institutionalizing PLCs by sharing detailed information including (1) a review of earlier results from Phase 1 and Phase 2 interviews; (2) qualitative analysis of more recent interviews of administrators, teachers, and parents; (3) observations from on-site school visitations; and (4) quantitative results of four survey measures on teacher perceptions of collective self-efficacy, PLC dimensions, school culture and leadership capacity.
**17.8, Alamo**

Paper: *Site Administration and Mentoring Practices*

Chair: William Ruff, Arizona State University West

Discussion Leader: Ted Zigler, University of Cincinnati

*Assistant Principal Job Satisfaction: A Statewide Assessment*

Paul Winter, University of Louisville; Julie T. Finley, Bob Jones High School

This study addressed the job satisfaction of a statewide cadre of assistant principals through development and validation of a job satisfaction questionnaire. Hierarchical multiple regression analysis determined that three job facet factors (self-actualization, supervisor, and personnel evaluation) explained 77% of the variance in overall job satisfaction. Implications for practice and future research are discussed.

*Leading through Adversity: A Portrait of an Urban Elementary Assistant Principal Aspiring to the Superintendency*

Patrice McClellan, Bowling Green State University

This qualitative study, employing portraiture, examines the leadership practices and beliefs of a Black male educator at a public elementary school located in a Northwest Ohio town. The study’s focus was twofold: (a) to explore, understand, and profile the leadership experiences of Black men, (b) to expound upon the spiritual principles that drive their leadership. This paper addresses the intended foci while revealing the challenges faced in urban educational leadership that may alter the road of success to the superintendency.

*Assuring Quality of Mentoring for Aspiring and Beginning Urban School Principals*

John Daresh, University of Texas at El Paso

This paper presents information related to the progress made in the first of three years of a grant to the Chicago Public Schools to enable the creation of the ELIS (Educational Leadership for Improving Schools) Project. A central component of this effort to increase instructional leadership skills in aspiring and beginning school principals is the use of experienced principals to serve as mentors who assist their colleagues in shaping new images of “what it means to be a principal” in Chicago. Emphasis is directed more toward instructional skill development, not simply on the acquisition technical management skills. This paper will present major results from the first year of quality assurance formative evaluation related to the mentoring component of the project.

*Effects of “Like Type” Sex Pairings between Applicants-Principals and Type of Focal Position Considered at the Screening Stage of the Selection Process*

Ila Young, University of California

Screening decisions for a national random sample of high school principals when viewed from the attraction-similarity theory indicate that applicants in similar sex pairings (between principals and applicants) were more likely to be extended interview offers than dissimilar sex pairing regardless of the focal position under consideration.

**17.9, Navarro**

Paper: *Diverse Roads toward Accountability and Alternative Licensure*

Chair: Diane Hodgins, Florida State University

Discussion Leader: Gabriela Silvestre, University of Pittsburgh

*Consequential Validity: The New Imperative for Today’s Accountability*

Randy Hendricks, Tarleton State University

The proliferation of high stakes testing polices has created a firestorm of debate among educators and policymakers on both sides of the issue. This paper argues for the inclusion of
consequential validity as a missing and valid consideration in the political discourse regarding accountability policies.

*Guided Democratic Inquiry: Local Research that Tames Accountability and Serves Learning Through Responsible, Democratic Community*

William Rich, California State University, Chico; David S. Brazer, George Mason University

This case study investigates local inquiry that creates and applies new knowledge to the redesign of an accountability policy on student retention, in a rural, K-8 district. A concurrent study in decision-making further reveals pathways to the development of responsible, socially just policy based on democratic processes.

*Alternative Teacher Certification: A Program Theory Analysis*

Ethan Heinen, West Virginia University

This study used program theory evaluation as a framework to understand how state efforts to create alternative routes to teacher certification have been interpreted and implemented at the program (i.e., university) level. Data analysis resulted in the construction of three models based on adaptation and responsiveness to political and economic contexts.

*Student Perceptions of Zero Tolerance Policy: Transforming Existing Draconian Measures of Discipline into More Equitable, Developmental Approaches.*

Laura McNeal, Georgia State University; Chris Dunbar, Michigan State University

With the increased pace and scope of governmental focus on school safety issues questions regarding the effectiveness of zero tolerance policies have been brought to the fore. Zero tolerance policy has been met with stark criticism by the media, educators, administrators, and concerned parents for failing to improve school safety and its disproportionate impact on African American males.

**17.10, Anacacho Ballroom**

Symposium: *Texas High School Project: Pilot Principal Certification Programs for Urban High Schools*

JoAnn Klinker, Fred Hartmeister, Jerry Hunt, Texas Tech University; Alan Shoho, Bruce Barnett, University of Texas at San Antonio; Johnetta Hudson, John Brooks, Jimmy Byrd, University of North Texas; Judy Berg (Discussant), Wallace Foundation; Nelson Coulter, Juanita Garcia, University of Texas at Austin; Shirley Johnson, Steve Bush, Sam Houston State University; Sarah Kirby (Chair)

The papers that make up this symposium each illustrate different urban principal preparation initiatives from six university leadership preparation programs across the State of Texas. These papers will detail, among other things, the focus for preparation, the program of studies, and the hurdles, both physical and psychological, that each university leadership preparation program encountered.

**17.11, LaSalle**

Symposium: *Zero Tolerance & Inequity: Re-evaluating Democracy, Social Justice and Policy for Minority Students in the New Millennium*

Augustina Reyes, University of Houston; Johanna Wald, Harvard University; Ronnie Casella, Central Connecticut State University; Marcus Rausch, Indiana University; Fred Bonner, Texas A&M University; Michael Jennings, University of Texas at San Antonio; Richard Verdugo, National Education Association

This symposium is designed to critically discuss important issues surrounding public policy issues related to zero tolerance. Specifically, is the purpose of zero tolerance to reduce school violence or an elaborate public policy scheme to exclude low-income, special education, academically at-risk, and minority students from school?
17.12, Coronado
Conversation: *Publishing in Refereed Journals*

Theodore Kowalski, University of Dayton; Ulrich Reitzug, University of North Carolina at Greensboro; Charles Russo, University of Dayton; Jay P. Scribner, University of Missouri-Columbia; Elizabeth Murakami-Ramalho, Bruce Barnett, University of Texas at San Antonio

The session is designed for graduate students, researchers, professors, and practitioners seeking to get their manuscripts published in refereed journals. Four journal editors (a) explain review and evaluation procedures, (b) discuss common problems encountered by authors, (c) offer recommendations for developing manuscripts, and (d) answer participant questions.

17.13, Midland
Meeting: *Spearheading Doctoral Programs in Educational Leadership/Administration: Issues and Challenges.*

Carol Mullen, Theodore Creighton, Frederick Dembowski, Sandra Harris, Editors

This meeting is to present a proposal for a UCEA/NCPEA publication. Interested authors welcome.

17.14, The Boardroom
Meeting: *Meeting of the UCEA Review Editors Board*

Andrea Rorrer, University of Utah; Rose Ylimaki, SUNY Buffalo; Mark Gooden, University of Cincinnati; Julie Mead, University of Wisconsin – Madison; Kanya Mahitivanicha, University of Texas/AIR; Michelle D. Young, UCEA; Catherine Lugg, Rutgers University; Gerardo López, Indiana University

Session 18, Saturday, 4:45 PM – 6:00 PM

18.1, Travis
Flashpoint Panel: *Can Educational Leaders Counter the Myth of “Educational Sciences?”*

Donald LaMagdeleine, Cindy Lavorato, University of St. Thomas; Catherine Marshall, University of North Carolina at Chapel Hill

The focus of this session is the highly stylized version of “Educational Science” championed by the Bush II Administration - most directly within the Institute for Education Sciences and its questionable record of successfully supporting good policy-making in education. The session premise is to pose two mini-cases that demonstrate the problematic character of the federal government and courts constructing educational policy in a linear fashion that ignores difficult to quantify or (so-called) “unimportant” data.

18.2, Lafitte
Innovative Session: *Exploring the Contested Landscapes of Democracy, Social Justice, and Globalization in the Work of School Superintendents*

Paul Bredeson, University of Wisconsin-Madison; Janie Clark Lindle, Clemson University; Olof Johansson, Umea University

The purpose of this innovative structured conversation session is to explore in depth the contested intersection of democracy, social justice, and globalization through the work of school superintendents. We also explore the degree to which the globalization of leadership demands affects local autonomy. Participants in this session include superintendents from Canada, Sweden, Texas, South Carolina, and Wisconsin as well as session facilitators.

18.3, Bowie
Paper: *Unconventional Methods and Means for Solving Problems*

Chair: Leslie Hazel Bussey, Saint Louis University
Redesigning systems in education is a necessary course of action if learning goals are to be met. This paper describes a process for redesigning (1) instructional practices allowing teachers to plan collaboratively in teams; (2) curriculum frameworks providing for greater detail and specificity; and (3) assessments for greater diagnostic capability.

The Impact of Improvisational Theatre on School Leaders’ Abilities to Creatively Solve Problems
Jen Katz-Buonincontro, University of Oregon

This paper session will present results from a 3-year case study (using interviews, observations, a survey) of how improvisational theatre affected school leaders’ abilities to solve problems in a five-day executive institute. Discussion will focus on how school leaders confronted resignation about key problems to explore and implement creative solutions in schools.

Dialogical Narrative: A Means for Coping with Racism in Higher Education
Daniel Miller, North Carolina A & T University

This paper is a post hoc exploration of my use of autoethnographic writing as a tool for dealing with stress associated with personal encounters with racism as a professor of educational administration. The paper is an outgrowth of previous autoethnographic work that centered on my experiences with respect to race as a student and professor in higher education. In those studies, I wrote narrative vignettes to present and analyze my experiences.

18.4, Peraux
Paper: Newer Frameworks and Reflective Practices Worth Considering
Chair: Joseph Flessa, University of California, Berkeley
Discussion Leader: Gordon Gates, Washington State University- Spokane

A Framework for Inquiry: School Change, Control and Theories of Practice
Gary Houchens, John L. Keedy, University of Louisville

This paper presents a theoretical framework and seeks feedback for a future dissertation study on the use of principal-developed “theories of practice” to support school reform. Specifically, the study seeks to determine how the use of theories of practice shapes the principals’ typical control orientation toward their profession practice.

Modern and Postmodern Approaches to Conflict, Power and Change
Rose Ylimaki, SUNY – Buffalo; C. Cryss Brunner, University of Minnesota

This paper draws on data gathered in a qualitative study of curriculum administrators designed to examine conflict as it occurs during collaboration and literacy curriculum change. Findings revealed an approach to conflict that gestured toward postmodernism and supported full participation in curriculum decisions. This approach differed from other secondary participants and dominant modernist perspectives yet consistently enriched the literacy change process.

Investigating Multicultural Education Policy: Toward a Comprehensive Framework
Kenya Haynes, University of Texas

Studies indicate that prospective and practicing teachers do not feel prepared to instruct students who have different cultural backgrounds. Through an examination of multicultural education policies currently implemented in other states, this research will inform...
policymakers in Texas about the conceptualization of multicultural education policy in teacher preparation programs.

18.5, St. Anthony Club
    Joy C. Phillips, University of Houston; Patricia E. Holland, Joseph A. Kotarba, University of Houston; Celeste A. Alexander, University of Texas at Austin; Michael Knapp, University of Washington (Discussant)

    This symposium presents qualitative and quantitative findings from the 3rd year of a 4-year research and evaluation study of a district-wide high school reform initiative to restructure comprehensive high schools into small learning communities (SLCs). These papers illustrate how leadership upheaval at the national, district, and campus-levels contributes to a turbulent policy environment, promotes inadvertently an array of reform impediments, and inhibits reformers from learning from their experiences.

18.6, Jefferson Manor
Symposium: Enhancing Social Justice and Instructional Leadership Content in Educational Leadership Preparation Programs Through Web-Based Modules
    Susan Hasazi, University of Vermont; Linda Tillman, University of North Carolina at Chapel Hill; David Johnson, University of Minnesota; Rosemary Papa, California State University, Sacramento; Katharine Shepherd, University of Vermont

    Given the context of changing demographics and increasing globalization, it is critical for leaders to better serve students and families from diverse cultural and socioeconomic backgrounds. This presentation highlights four modules developed for professors of educational administration to use in course content related to social justice and instructional leadership.

18.7, Crockett
Symposium: Creating Inclusive Schools: Implications for Leaders in Preventing Intergroup Differences
    Jean Madsen, Texas A&M University; Reitumetse Obakeng 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 (Phaswana, 2003). 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.

18.8, Alamo
    Traci Davis, Charles Davis Jr, Glenn Faircloth, Shane Floyd, Miami University

    The intellectual discourse of the academy is often criticized for being too esoteric to have any true impact on the policy and curriculum of public education. In an effort to intersect theory and practice, this symposium explores several programs which use a critical pedagogy grounded in the work of Paulo Friere as a way to positively impact a diverse group of African American males in one urban community.

18.9, Navarro
Symposium: Examining the Impact of Principals and Principal Preparation Programs
    Edward Fuller, University of Texas at Austin; Bruce Baker, University of Kansas; Michelle Young, UCEA; Terry Orr, Bank Street University
This symposium includes four papers that examine the impact of principals and principal preparation programs. More specifically, the papers examine the impact of principals on teacher turnover and the impact of preparation programs on the production, employment, wages, and career paths of graduates.

18.10, LaSalle
Symposium: The Construction of Social Justice and Educational Leadership: Three Perspectives on the Significance of this Alignment to Democratic Citizenship

Michael Dantley, Miami University; Floyd Beachum, University of Wisconsin-Madison; Carlos R. McCray, Georgia State University; Michael Stanford, University of Buffalo (Discussant); Quentin Robinson, University of Oregon-Eugene (Chair)

The grammar of social justice has become an integral part of the educational leadership vernacular. In almost every facet of the field, the term social justice is being used. So much so, that there is no one definitive way to think about and to then contextualize social justice in an educational leadership space. The purpose of this symposium is to attempt to discuss a way to define social justice so that notions of democracy and critical citizenship will be at its core.

18.11, Midland
Symposium: District Efforts to Improve Student Learning in an Increasingly Strong Accountability Environment

Andrea Rorrer, University of Utah; Meredith I. Honig, University of Washington; Hanne Mawhinney, Jackie Haas, University of Maryland; Brendan Maxey, University of Missouri-Columbia; Linda Skrla, James J. Scheurich, Antoinette Riester-Wood, Alicia Thomas, Texas A&M University; Charles Hausman, University of Kentucky Cheryl May, Davis School District

Despite great interest by school district leaders in scaling up comprehensive school reform models, there are relatively few studies from which to draw insights into directions for district initiatives that hold promise in increasing school-based instructional capacity to improve student learning outcomes. The papers in this symposium address this issue, specifically the influence of the current accountability environment on local efforts to improve student learning outcomes.

18.12, Coronado
Symposium: Cultivating Collaborative Dissonance: A New Turn Toward Learning for Leadership in Partnership with Community Activists, Classroom Teachers, School Administrators and University Educators

Karen DeMoss, Stephen L. Preskill, Allison Borden, Michael M. Morris, University of New Mexico

To blend licensure coursework into more broad-based leadership preparation, an urban school district, local community groups, and a research university are creating a structure that promotes what we term collaborative dissonance – a process of engaging across group perspectives to develop new ideas and skills for school improvement and community revitalization.

18.13, Mahnke, Gunter Hotel
Conversation: Designing Platforms for One Year of Radical Change in the School Improvement Zone of Miami-Dade County Public Schools: A Conversation with Irving Hamer

Anthony Normore, Florida International University; Irving Hamer, The Millenium Group

Dr. Irving Hamer lead an Urban Education Reform initiative in Miami-Dade County Public Schools in 2005. We discuss this reform and the most poignant social-justice issue of the era
re-deploying resources and intensive interventions for 39 low performing schools and its most vulnerable students to meet state and local standards.

18.14, The Boardroom
Meeting: *UCEA Publication Committee Meeting*
Catherine Lugg, Rutgers University; Fenwick English, University of North Carolina at Chapel Hill; Gail Furman, Washington State University; Brenda Maxcy, University of Missouri-Columbia; Janelle T. Scott, New York University; Mario Torres, Texas A&M University; Steve Jacobson, SUNY Buffalo

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**ANNUAL BANQUET**  
**Saturday, 6:30 PM - 9:00 PM, Anacacho Ballroom**

This year’s UCEA Banquet will be held at the St. Anthony’s Anacacho Ballroom on Saturday evening. The banquet will begin at 6:30 pm with a reception and dinner will follow at 7:00 pm. During the banquet, a Mariachi band, sponsored by the University of Texas at San Antonio will entertain our guests. UT-San Antonio has also invited guest speaker, Nevil Shed, to speak at the annual banquet. Shed’s basketball career was portrayed in the movie, “Glory Road.”

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.

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**Session 19, Sunday, 8:00 AM – 9:15 AM**

19.1, Travis
Conversation: *Continuing the Dialogue: A Cross-border Conversation on Democracy, Social Justice and Globalization in Educational Policymaking and Practice*
Lauri Johnson, SUNY Buffalo; James Ryan, John Portelli, Lorayne Robertson, OISE/University of Toronto; Catherine Lugg, Rutgers University; Ed Taylor, University of Washington

This interactive symposium uses a dialogical format to engage Canadian and American scholar/activists and the audience in the discussion of three broad questions vis-a-vis the role and responsibility of educators to conduct research in the public interest, prepare democratic citizens, and address discourses of globalization in our two countries.

19.2, Lafitte
Symposium: *Improving Doctoral Programs for Prospective School Leaders: Linking the Conceptual Frameworks of Faculty and Students*
Raymond Calabrese, Crystal Hummel, Teresa San Martin, Wichita State University; Sally Zepeda, April Peters, Bill Kruskamp, Stefanie Wynne, University of Georgia

The purpose of this symposium is to provide a conceptual framework for educational administration programs to cultivate prospective school leaders who have the capacity to facilitate the creation of enduring and transformational educational systems. We address two basic questions: (1) What factors do university faculty believe contribute to the cultivation of prospective school leaders who have the capacity to facilitate the creation of enduring transformational educational systems? (2) How do present and former doctoral students who
are currently school leaders believe they should be prepared to build transformational systems?

19.3, Bowie
Paper: Cultural Kaleidescope
Chair: Martin Scanlan, Marquette University
Discussion Leader: Jacqueline Kearnes-Barber, Lehigh University

Overpaid or Underpaid? A Global Perspective on the Antecedents of Teachers’ Salaries
Adam Nir, Hebrew University of Jerusalem

Research literature lacks substantial evidence that connects features of educational public systems with teachers’ salary level. A secondary analysis of the 2003 data coming from 29 OECD countries reveals that if less than 15% of the students study in private schools in a given state, teachers’ salaries are likely to be below the expected salary according to the state’s GDP per capita.

El Liderazgo en la Gestión Educativa
María del Rosario Rosas, Instituto Politecnico Nacional

Este estudio destaca la implicacion del liderazgo de los directores del USAER, en la gestion al realizar sus funciones en la atencion de los alumnos con necesidades educativas especiales con o sin discapacidad. Los resultados obtenidos permiten afirmar que los estilos de liderazgo que principalmente caracterizan a los directores son el laissez faire y el participativo consultivo y que estos influyen en sus practicas de gestion.

School Leaders’ Intercultural Development as a Result of Study Abroad: Implication for a New Model
Janis Fine, Loyola University Chicago

In times of increased global interdependence, producing interculturally competent school leaders who can engage in informed, ethical decision-making when confronted with problems that involve a diversity of perspectives is becoming an urgent leadership priority. This paper proposes a new model for the development of intercultural sensitivity in administrator preparation programs.

Leadership at a Contested Intersection: The Cultural Politics of School Leadership in Thailand’s Restive Border Provinces
Brendan Maxcy, Ekkarin Sungtong, Thu Suong Thi Nguyen, University of Missouri-Columbia

Mounting religious-ethnic tensions in Thailand’s border provinces are precipitating one school’s reconsideration of its mission, traditions, and position as a public institution. With preliminary findings of an institutional ethnography (Smith, 2005), this paper examines the “cultural politics of school leadership” (Anderson, 1996) in this volatile socio-political environment.

19.4, Peraux
Paper: Multiple Perspectives on Educational Issues
Chair: Judith Aiken, University of Vermont
Discussion Leader: Betty Monk, Tarleton State University

Rural Perspectives on Educational Priorities and Capacity
Dawn Wallin, Judith Hiebert, University of Manitoba

This study examined the congruence between the priorities of the provincial government’s Kindergarten to Senior 4 (K-S4) Education Agenda for Student Success in Manitoba, Canada, and priorities identified by stakeholders in rural Manitoba school divisions, as well as the
capacity of the divisions to achieve them. The findings of the study suggest that the theoretical conceptualizations of how rural areas develop and/or thrive have yet to be refined, and we still have much to learn about the dynamic nature of what it means to be rural.

**Intergroup Differences and Its Impact on Professional Exchanges**  
Jean Madsen, Eddie M. Rodriguez, Rose C. Narvaez, Texas A&M University  
Intergroup relations between two or more groups and their respective members are often necessary to complete the work required in a school organization. Because social diversity entails a diversity of experience and interests, it challenges convention and working agreements. The intent of this study is to examine how misperceptions of intergroup differences affect the working and professional relationships among teachers of color, white teachers and school administrators in urban schools.

Donald Hunt, Teresa Wasonga, Northern Illinois University; John Murphy, Northern Illinois University  
This study proposes to create and pilot test an instrument that can be used in schools for assessing social capital. We will use new and existing questions to pilot test a social capital instrument. Factor analysis and correlations with similar instruments will be conducted.

**Factors that Influence the Career Decisions of Aspiring and Current School Administrators: Evidence from Three Educational Administration Preparation Programs**  
Lijuan Hu, State University of New York at Buffalo  
The study tests a model of factors associated with the career decisions of participants in three educational administration preparation programs. In order to investigate if teachers’ expectancies change over time, the study compares the experiences of graduates of these three programs, who have successfully become educational administrators, with those of current students in the programs who are in the candidate pool of administrators.

**19.5, St. Anthony Club**  
Symposium: *Educational Leadership and Spirituality: Creating a Relevant Research Paradigm*  
Michael Dantley, Miami University; Carolyn Shields, University of Illinois at Urbana-Champaign; Colleen Capper, University of Wisconsin; Khaula Murtadha, IUPUI; Jerry Starratt, University of British Columbia  
The language of spirituality has become a part of the discourse in educational leadership. However, it seems that the investigation and scholarship on spirituality and leadership have been left to traditional models and paradigms of research that do not adequately allow for a full inquiry regarding the place and function of spirituality in our field.

**19.6, Jefferson Manor**  
Symposium: *Trials and Tribulations of Creating Small Learnings Communities in a Large Urban District*  
Edward Fuller, Celeste Alexander, Curtis Brewer, Joy Phillips, Shannon Stackhouse, Pedro Reyes, University of Texas at Austin  
This symposium describes a three-year effort to reform 23 urban high schools into small learning communities. The symposium argues that the reform has positively affected student achievement and dropout rates, but that many barriers still impede full implementation. The symposium describes outcomes using both quantitative and qualitative data.
19.7, Crockett
Symposium: Preparing Leaders to Create Schools Where Every Child Succeeds: Alabama’s Educational Leadership Preparation Redesign Effort
Frances K. Kochan, Mark Dixon, Cynthia J. Reed, Johnny Covington, Joseph Pascarelli, John Bell, Joseph Morton, Karen Tatum, Tommy Bice, Elizabeth Burns, Auburn University

The last decade has been marked by calls to reform educational leadership preparation programs. A major focus of this reform has been ensuring that principals are prepared to lead schools in which all children succeed. This symposium presents an example of Alabama’s approach to this reform effort as implemented in one university setting.

19.8, Alamo
Symposium: High Stakes: Creating Principal Preparation for a Socially Just, Democratic, Diverse, and Global Vision
Vera Wehring, The University of Texas

“Schools simply can’t wait for principal preparation programs to find solutions. . . The commitment . . . to make the preparation of quality school leaders a state priority is essential as is united leadership from higher education and 12 leaders. . .” (Schools Can’t Wait, SREB, 2006). The dilemma: while authentic principal preparation demands state, university and district unanimity, a model to deliver it still eludes the nation.

19.9, St. Anthony Club
Symposium: Access to Education Globally: The Nexus of Democracy and Social Justice
Karen Stout, Chris Johnstone, University of Minnesota; Jill Sperandio, Lehigh University; Karen Hendershot, Lehigh University; N. Nicholas Hendershot

The goals of democracy and social justice through education hinge on providing access to high quality schooling for all students worldwide. But access for certain groups has always been problematic – females, students with disabilities, immigrants, and members of religious groups. Although such groups are not necessarily denied access, often the terms of access limit participation.

19.10, LaSalle
Graduate Student Symposium III: Mentoring
Fran Kochan, Auburn University; Linda Tillman, University of North Carolina at Chapel Hill

This graduate student symposium features a discussion on different aspects of mentoring graduate students and will address issues on how to find the right mentor, how to get effective mentoring and what graduate students need to do to ensure that the mentoring relationship works for both parties.

19.11, Midland
Symposium: A Customized Preparation Program for Urban School Leaders
Ted Zigler, James Koschoreck, Ann Ogletree, Nancy Evers, University of Cincinnati

The panel will present a customized preparation program for urban school leaders, detailing the changes and key components made in this university licensure program to better prepare candidates for the increasingly complex position of principal in our city schools. This was developed as a partnership between a UCEA university and a large urban school district, with funding from the Wallace Foundation and the Gates Foundation.
**Session 20, Sunday, 9:25 – 10:55 AM**

**Anacacho Ballroom**

Sunday Morning General Session and Breakfast

Welcomes and Introductions: Juanita Garcia, University of Texas at Austin

Sunday Keynote Panel: *Explorations of Social Justice: Some Thoughts and Provocations*

Panel Members: Fenwick English (Chair), University of North Carolina at Chapel Hill; Jackie Blount, Iowa State University; Judy Alston, Widener University; Augustina Reyes, University of Houston; Linda Tillman, University of North Carolina at Chapel Hill; Floyd Beachum, University of Wisconsin at Milwaukee.

Social justice is a contested concept. This panel will explore some of the extensions of social justice to various communities, groups, and established perspectives in educational leadership.

Final Comments: 2006-2007 UCEA President, Fenwick English, University of North Carolina at Chapel Hill

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**Session 21, Sunday, 11:00 AM – 1:00 PM**

**21.1, Travis**

Workshop: *Words into Print: Getting Your Book Published*

Rob Clouse, Elizabeth Brenkus, Corwin Press

This workshop covers key points in the process of getting your book published. Some topics include choosing a publisher, when to get an agent, choosing a topic, how to develop a proposal, developing your manuscript, the submission process, and how to negotiate a contract.

**21.2, Bowie**

Workshop: *Using the Journal of Cases in the Classroom*

Michael Dantley, Miami University

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.

**21.3, Peraux**

Workshop: *Journal of Research on Leadership Education – Publishing in a Learning Space*

Edith Rusch, James R. Crawford, University of Nevada, Las Vegas; Fergus O’Sullivan, University of Lincoln, UK

This workshop, sponsored by the editors of JRLE, will describe the full scope of this exciting new online journal. Attendees will learn about the types of manuscripts JRLE is looking for, as well as the emerging possibilities of this online context for developing research ideas (chat areas, think pieces, threaded discussions, hotseats, and interactive diagnostics).

**21.4, Jefferson**

Fergus O’Sullivan, University of Lincoln, UK; Bruce Barnett, University of Texas at San Antonio

This Workshop/Conversation is on experiences of International Inter-visitation as a component of leadership preparation programmes. It will involve invited speakers and audience participation in identifying key features of good practice and will result in a digest of exemplars and a template/guideline for tutors and universities.

21.5, Crockett
Workshop: *Accreditatio of Educational Leadership Preparation*
Fenwick English, University of North Carolina at Chapel Hill

This workshop will overview several alternative accreditors of educational leadership programs, including NCATE, TEAC, and Regional Accreditation Associations enabling participants to make informed choices about program accreditation options and vendors. The workshop will also discuss what programs should expect to gain from accreditation, how to make the most of this investment and what to do if your program is not getting the expected return on its investment.

21.6, LaSalle
Workshop: *New DEEL*
Steve Gross, Temple University; Gary Crow, Florida State University; Michael Dantley, Miami University; Gail Furman, Washington State University; Joan Poliner Shapiro, Temple University; Kathleen S. Sernak, Rowan University

This UCEA members and colleagues in higher education as well as practitioner leaders in the US, Canada, Australia, Taiwan, and the UK have been working to build a new movement in education called the New DEEL (Democratic-Ethical Educational Leadership). Through meetings, presentations at scholarly conferences, research and writing, the New DEEL has grown in scope and influence over the past two years.

Now, there are six New DEEL projects underway. High among these is the curriculum project. Simply put, if we are going to move our field toward a more democratic-ethical direction, we need to consider our curriculum carefully and be prepared to make thoughtful changes. The purpose of this workshop is to engage participants to join New DEEL leaders as we examine new priorities for our programs in educational leadership. Our goal is to identify emerging areas of need as well as begin to chart a course that will result in serious, sustained change.

Anyone interested in program development and its meaning in the New DEEL context is welcome to join us. Please bring examples of programs, syllabi, field experiences, etc. that reflect democratic, ethical leadership development. We would like to share these as we do some brainstorming and planning.
History
The professional beginning for educational administration began in 1947 under the guidance of Walter Cocking, editor of *The School Executive* and E. B. Norton, professor of educational administration at Teacher College, Columbia, with the founding of the National Council of Professors of Educational Administration (NCPEA). The formation of the Cooperative Program in education administration (CPEA) by 1955 had 30 institutions receive grants to advance the study of school administration. CPEA is credited with giving birth to the University Council of Educational Administration (UCEA).

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. From 1996 to 2006, the central office was located at the University of Missouri-Columbia. UCEA currently resides at the University of Texas at Austin’s College of Education. 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 responsibilities include working with the Executive Committee to build
the vision, goals, and activities for UCEA consistent with its mission, and leading, supporting,
managing, and executing the routine work of UCEA. Central Staff also include an Associate
Director, an Events Director, a Financial Director, and graduate assistants.

UCEA Member Institutions
Arizona State University
Auburn University
Brigham Young 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
St. Louis 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 ........................................................ David L. Clark, University North Carolina-Chapel Hill
1994 ......................................................... Richard A. Schmuck, University of Oregon
1995 ......................................................... Edwin M. Bridges, Stanford University
1996 ........................................................ Donald J. Willower, Pennsylvania State University
1997 ........................................................ Flora Ida Ortiz, University of California, Riverside
1998 ......................................................... Norman Boyan, University of California-Santa Barbara
1999 ........................................................ No Award
2000 ........................................................ Luverne Cunningham, University of Akron
2001 ........................................................ Barbara L. Jackson, Fordham University
2002 ........................................................ Wayne Hoy, The Ohio State University
2003 ........................................................ Martha McCarthy, Indian University, Bloomington
2004 ........................................................ Flora Ida Ortiz, University of California, Riverside

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 .............................................................. Carol A. Veir, University of Texas–Austin
1989 ............................................................. Lorraine Miller, Duval County Public Schools
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 Scribner, University of Missouri-Columbia
2002 ............................................................. Linda Skrla, Texas A & M University
2003 ............................................................. Julie Fisher Mead, University of Wisconsin-Madison
2004 ............................................................. Roger D. Goddard, University of Michigan-Ann Arbor
2005 ............................................................. BetsAnn Smith, Michigan State University
2006 ............................................................. Stephen Davis, University of the Pacific
2007 ............................................................. George White, Lehigh University
2008 ............................................................. Thomas Mayes, Lehigh University
2009 ............................................................. Sandra Lowrey, Stephen F. Austin State University
2010 ............................................................. Sandra Harris, Stephen F. Austin State University
2011 ............................................................. Duane Covrig, University of Akron
2012 ............................................................. Louis Trenta, University of Akron
2013 ............................................................. Sharon Kruse, University of Akron
2014 ............................................................. Donald Leech, Valdosta State 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, 1 University Station D5400, Austin, Texas 78712.

The Paula Silver Case Award

1999 ............................................................ James S. Rinehart, University of Kentucky
2000 ............................................................ Karen Seashore, University of Minnesota
2001 ............................................................ BetsAnn Smith, Michigan State University
2002 ............................................................ Stephen Davis, University of the Pacific
2003 ............................................................. George White, Lehigh University
2004 ............................................................. Thomas Mayes, Lehigh University
2005 ............................................................. Sandra Lowrey, Stephen F. Austin State University
2006 ............................................................. Sandra Harris, Stephen F. Austin State University
2007 ............................................................. Duane Covrig, University of Akron
2008 ............................................................. Louis Trenta, University of Akron
2009 ............................................................. Sharon Kruse, University of Akron
2010 ............................................................. Donald Leech, Valdosta 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.
The Master Professor Award

The UCEA Master Professor is to be made to an individual faculty member whose record (as indicated by the following characteristics) is so distinguished that the UCEA must recognize this individual in a significant and timely manner. The attributes for choosing The UCEA Master Professor include a professor who has a sustained record as outstanding teachers, as attested to by students and faculty peers. They have exhibited educational innovation in the classroom and the extension of educational opportunities to an ever-wider group of students in educational leadership/administration programs; is considered to be an outstanding advisors and mentors of students as evidenced by mentoring students in research projects that address the needs of K-12 educational systems; has taken a leadership role in their academic unit, as administrators and/or leaders in educational endeavors. They have gained a regional and national reputation, as an educational leader and innovator; has provided outstanding leadership in promoting and supporting diversity in faculty, students, staff, programs, and curriculum in the field of educational leadership/administration; and has provided outstanding public service through participation in public or private agencies, or both bodies that contribute to PK-16 partnerships and to improving the quality of PK-16 education throughout state, national, or international arenas.

2005 ..........................................................................................Sally Zepeda, University of Georgia

The Jay D. Scribner Mentoring Award

The Jay D. Scribner Mentoring Award will honor Educational Leadership faculty who have made a substantive contribution to the field by mentoring the next generation of students into roles as university research professors, while also recognizing the important role(s) mentors play in supporting and advising junior faculty. This award is to be named after Jay D. Scribner whose prolific career spans over four decades and who has mentored a host of doctoral students into the profession while advising and supporting countless junior professors throughout this same time. Of particular note, is Jay D. Scribner’s unique ability to reach across racial, class, and gender differences in his mentorship-nurturing scholars from under-represented backgrounds into a profession largely homogeneous in composition.

2005 ........................................................................ Jay D. Scribner, University of Texas at Austin
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